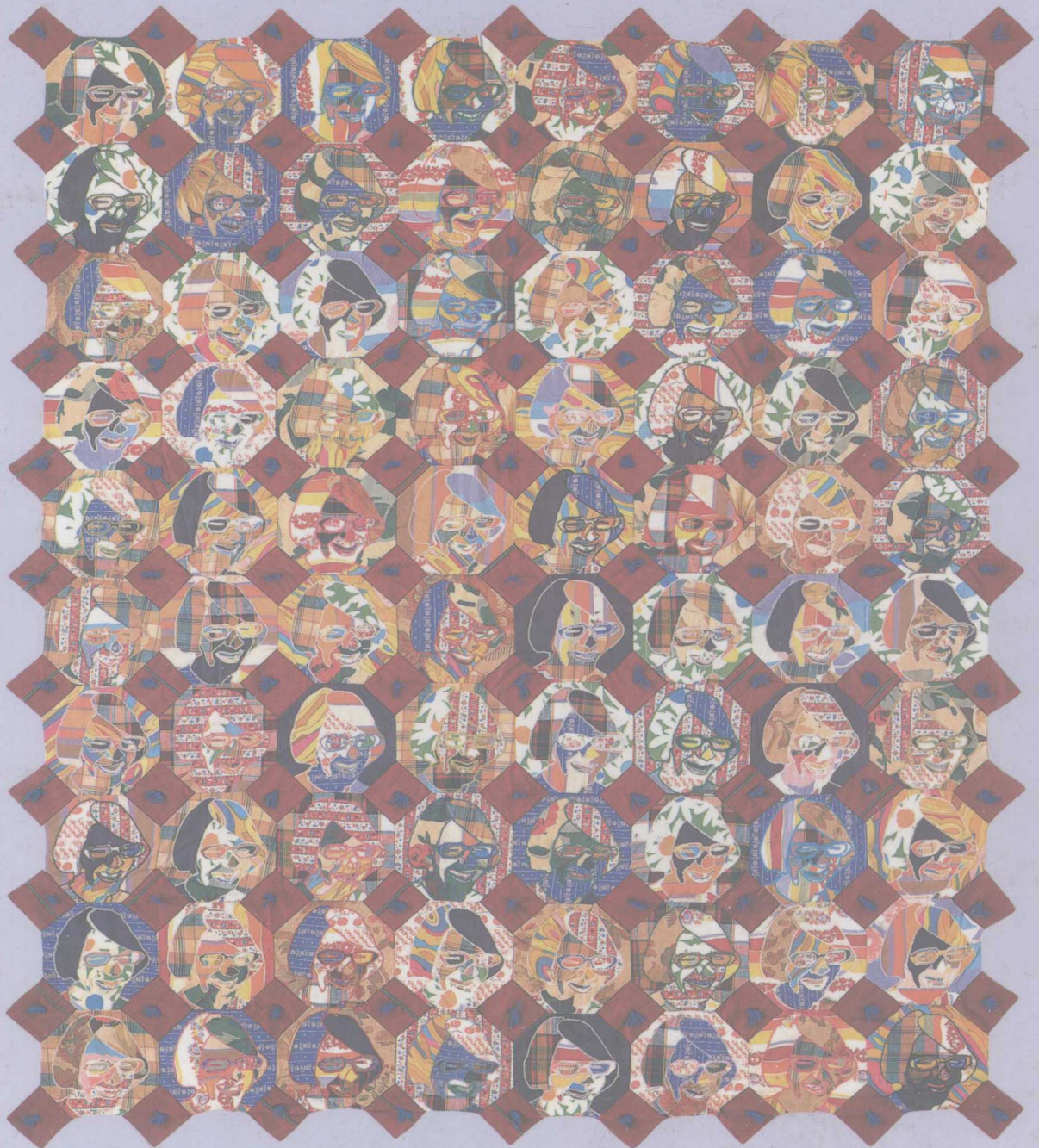


# PSYCHOLOGY

MIND, BRAIN, & CULTURE

SECOND EDITION



DREW WESTEN

# PSYCHOLOGY

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MIND, BRAIN, & CULTURE

SECOND EDITION

DREW WESTEN

HARVARD UNIVERSITY



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## DEDICATION

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*To Laura*

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# Preface

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*Psychology: Mind, Brain, & Culture* emerged from my several years of teaching introductory psychology at the University of Michigan. My goal was to try to translate a style of teaching into the written word, a style that is at once personal and informal—engaging students by presenting material relevant to their own concerns and interests—yet highly conceptual and scientifically rigorous. Translating a lecture style into a book is no easy task because so much of effective teaching happens through interaction, eye contact, and humor, which all too often elude capture on the written page. So this has been quite a challenge.

## WRITING FOR A BROAD RANGE OF STUDENTS

In moving to a second edition, another challenge emerged. Over the last three years, I have received dozens of e-mails from around the world—many from professors who are using the book, but even more from their students. (These e-mails have been truly a pleasure to read and have reminded me of the importance of intermittent reinforcement, especially while in the midst of expending the thousand or so hours necessary to update the book for the second edition!) Aside from an occasional e-mail from some perceptive reader informing me that I had confusingly labeled the axes of some figure (thanks, by the way), perhaps the most striking thing about these e-mail messages has been the range of colleges and universities from which they have come.

I had hoped to write a book with the scientific rigor and conceptual complexity to be used at some of the top universities in the world; judging from the list of professors and universities who have adopted the book, that seems to have happened. But I also wanted to write a book that students would actually enjoy reading, and I hoped the book might find its way into the hands of students from a broad spectrum of colleges and universities, whose professors had faith in their ability to do what most cognitive-developmentalists suggest is optimal for learning: to tackle material at the top of their capacity instead of a level or two down. Some of the most rewarding e-mails have, in fact, come from some of the most unlikely places, including some junior colleges where professors who were willing to take a gamble thought the writing style might compensate for the high conceptual level of the book. But some professors who wanted to use the book have worried about the bottom third of their classes, who may need more guidance as they are reading to be sure they get the gist.

So the question was how to revise the book so that it could reach the widest audience without “dumbing it down” or killing perhaps the most distinctive feature of the book, the writing. So in careful consultation with both my editors at Wiley and a number of professors who are currently using the book, I decided to add two features, which have turned out, I think, to be helpful to students at every level: Interim Summaries, which periodically provide students with the gist of what they have just read; and an advanced discussion that appears in many chapters, called “One Step Further,” which professors can choose either to assign or in-

struct students to ignore, depending on their interests. In addition, I have added more subheads to the text to help the students organize the concepts as they read.

### KEEPING PACE WITH EMERGING KNOWLEDGE

The other major change in the second edition is content. The first edition was written and rewritten from 1986 through 1995, with round after round of reviews and constant updating to keep up with the field. It was thus a very up-to-date book, with an organization that fit the 1990s. Nevertheless, some subfields—particularly those in which neuroscience is prominent—are moving so quickly that even a book crafted in the mid-1990s is behind the times. So I have substantially rewritten and reorganized several chapters, most of them in the first third of the text, to be sure that this book brings students forward into the 21st century instead of backward into the late 19th. Professors who have used the book will find this most apparent in Chapter 3 on the biological bases of psychology; in Chapter 4, on sensation and perception; in Chapter 5, on learning; in chapters 6 and 7, on memory and cognition; and in Chapter 17, on attitudes and social cognition.

In all of these cases, new data simply made parts of the old organization problematic. For example, the study of stereotypes (Chapter 17) has become one of the hottest, most fascinating areas of social psychology, with work by Claude Steele and his colleagues showing that an intervention as seemingly harmless as asking participants to report their race along with other demographic data will decrease the performance of individuals from groups stereotypically viewed as less competent.

Although I cannot highlight all of the changes, I will mention a few of the most important ones. *Chapter 2* on research methods now has a state-of-the-art discussion of neuroimaging techniques, which reflects, in part, my own attendance at a weeklong functional MRI “bootcamp” designed to help researchers in the behavioral sciences move into research involving functional neuroimaging. *Chapter 3* on the biological basis of mental life and behavior is substantially rewritten, moving away from the old “the temporal lobes do X” approach to a more current understanding of neural pathways that do not always so neatly place themselves in one region of the brain or another. *Chapter 4* on sensation and perception includes new sections on object identification and geon theory, motion perception, and “what” and “where” pathways in visual processing. *Chapter 6* is completely rewritten, beginning with a discussion of the “second cognitive revolution” that is currently taking place as researchers begin to shift from a computer metaphor to the metaphor of mind-as-brain and increasingly rely on parallel processing models of cognition. It also covers several important areas not covered in the first edition, such as the components of working memory, the neuropsychology of working memory, everyday memory, misremembering, and evolutionary approaches to memory. *Chapter 7*, on thought and language, is also completely rewritten, addressing issues of bounded rationality, everyday cognition, analogical reasoning, implicit thought, and the neuropsychology of thinking. It also provides a clear, more detailed discussion of connectionism and gives some perspective on the Chomskyian revolution. *Chapter 17* is also completely rewritten, beginning with a state-of-the-art discussion of recent thinking about dimensions on which attitudes vary (such as accessibility, strength, and ambivalence) and routes to attitude change, covering some of the most exciting new research on subtle forms of racism, applying developments in cognitive science (such as the increased focus on implicit processes and connectionist models) to social psychology, and concluding with a discussion of evolutionary approaches to social psychology.

The other major difference in the two editions is my better understanding of the history of the discipline and the recurrence and revision of ideas over time.

Between this edition and the last, I added more on the history of psychology, and I now offer a broader view of where we have come from and where we are going.

## AIMS AND CORRESPONDING FEATURES

I set out in the first edition to write a textbook with five objectives: to focus on both the biological basis of psychology and the role of culture in shaping basic psychological processes; to provide a conceptual orientation that would capture the excitement and tensions in the field; to help students understand the logic of scientific discovery and hypothesis-testing as applied to psychological questions; to suggest ways of integrating psychological theories and knowledge across subfields; and to employ a language that would be sophisticated but engaging. A sixth aim, more clearly articulated in the second edition, is to find ways to help students who need more structure in learning the material without placing barriers in the way of students who like to read a good story and do not want the narrative disrupted with pedagogical devices. The features of the book follow from these six aims.

### BIOLOGY AND CULTURE: A MICRO TO MACRO APPROACH

A consistent theme of the book, introduced in the first chapter, is that biology and culture form the boundaries of psychology: Understanding people means attending simultaneously to biological processes, psychological experience, and the cultural and historical context. The focus on biological and neural underpinnings echoes one of the major trends in contemporary psychological science, as technological developments allow progressively more sophisticated understanding of the neural substrates of psychological experience. The focus on culture has been a central feature of this book since I began work on it in 1986. *Cross-cultural material is not tacked onto this book; it is integral to it.* My first book, *Self and Society* (1985), was on culture and personality, and a background in anthropology and sociology informs my understanding of the way people think, feel, learn, behave, and develop.

Each chapter of this book contains two extended discussions that show the way psychological experience is situated between the nervous system and cultural experience.

#### FROM MIND TO BRAIN

- “From Mind to Brain” integrates concepts and findings from biopsychology and the neurosciences, discussing such issues as the way damage to the brain can alter personality. The latest research in neuroscience is also integrated throughout the text.

#### GLOBAL VISTA

- “A Global Vista” uses ethnographic examples and cross-cultural studies to explore psychological phenomena in other cultures, with an eye to addressing the universality or culture-specificity of psychological theories and observations. For example, menopause has a very different meaning, and hence different symptoms, in a Mayan village than it does in North America, and parenting styles fostering autonomy

that are adaptive in Western, technologically developed societies are not necessarily optimal everywhere. In addition, cross-cultural research is integrated into the structure of each chapter, so that students do not balkanize cross-cultural issues as distinct from the “psychology of white people” but instead ask cross-cultural questions from the start.

These special features flow integrally from the text and are not presented as isolated “boxes.” In this way, students will not get the message that the biological and cultural material is somehow superfluous or added on. In this edition, we have screened these features with color to highlight their importance and to help break up what can otherwise seem like a sea of words, without compromising their content or flow with the rest of the narrative.

### CONCEPTUAL ORIENTATION

The book is conceptually oriented. It attempts, within the limits of my objectivity and expertise, to give a fair and compelling account of the different perspectives psychologists take in understanding psychological phenomena. I have a healthy respect for each approach and assume that if thousands of my colleagues find an approach compelling, it probably contains something that students should know. Feedback from professors who have used the book over the past three years has been extremely helpful in alerting me to places in which my biases did creep in. The coverage in this edition is more balanced.

- From the start, students are challenged to think about psychological phenomena from multiple perspectives. Chapter 1 is not perfunctory; it introduces four perspectives—*psychodynamic*, *behavioral*, *cognitive*, and *evolutionary*—in enough depth to allow students to begin conceptualizing psychological data rather than simply memorizing a list of facts, names, or studies. Based on feedback from professors, I have expanded the evolutionary coverage in the first chapter of this edition, so that students can get a firmer grasp of how evolutionary thinking can be applied across the range of psychological phenomena and how it can be tested empirically.
- At the same time, I have avoided slavishly introducing paragraphs on each perspective in every chapter, since some perspectives obviously apply better to certain phenomena than to others. For example, Chapter 6 on memory is organized primarily around cognitive information-processing models. It does, however, conclude with an evolutionary perspective which, like many contemporary cognitive models, challenges the view of an all-purpose, general processing brain, suggesting that the brain may have modules that process very specific information relevant to survival and reproduction.
- Although I have made every effort to present controversies in a balanced and dispassionate way, the danger in doing so is that one loses one’s voice, and the last thing I wanted to write was a book with intellectual laryngitis. Thus, in “Commentary” sections, I periodically comment on issues of method that bear on the conclusions being reached; or after presenting both sides of a debate, I let the reader know where I stand on controversial issues, such as the existence of repressed memories of sexual abuse. I have presented versions of some of these commentaries on National Public Radio’s “All Things Considered.”

## RESEARCH FOCUS

This book takes psychological science seriously. A student should come out of an introductory psychology class not only with a sense of the basic questions and frameworks for answering them but also with an appreciation for how to obtain psychological knowledge. Thus, Chapter 2 is devoted to research methods; the style reflects an effort to engage, not intimidate, so students may see how methods actually make a difference. The statistical supplement that immediately follows it, which even the most seriously math-phobic can understand, is included in the body of the text rather than cast off at the end as an impenetrable appendix. In addition, throughout each chapter, students read about specific studies so that they can learn about the logic of scientific investigation. In this edition I have done this earlier in the text, beginning in the first chapter, and continuing with the detective stories that constitute good research in Chapter 3 (on the biological basis of mental processes and behavior) and Chapter 4 (on sensation and perception). By providing the details of experimental design (e.g., how does imaging research really work?), the more biological chapters in particular can read more like a story about living, evolving subdisciplines.

The research presented in this book is also up to date. Like Sisyphus, I have been pushing the boulder of citations up the hill every year, updating and rethinking as it acquires new weight. At the same time, I have included many classic citations and have tried to convey the way theories and hypotheses have evolved, not just their latest renditions for the sake of appearing current.

## INTEGRATIVE APPROACH

Solo-authoring an introductory text is probably presumptive evidence of mental instability (and is clearly a cause of it as well), but I could not have produced this book any other way because my aim was to engage students in the enterprise of thinking about the whole person, not just the parts. As one psychologist put it (Holt, 1976), the human psyche is not the handiwork of an obsessive-compulsive god who created cognition on one day, affect on another, motivation on another, and so forth, and made sure they all stayed neatly in their own territories. Too often our efforts to classify and label lead us to try to separate the inseparable. The integrative bent of the book stems primarily from my own work as a researcher, which has focused on integrating clinical and experimental perspectives as well as concepts and methods from different psychological traditions.

Wherever possible, this book tries to delineate some of the links that our best intellectual efforts often obscure. For example, Chapter 7 presents connectionist models in some detail, linking them to concepts of association described in Chapter 1, Chapter 5 on associative learning, and Chapter 6 on associative memory. Chapter 11 on emotion, stress, and coping ties together evolutionary thinking about the adaptive functions of emotion, research on the neural substrates of positive and negative affect, research on operant conditioning, and approaches to affect regulation in thinking about how emotion regulates thought and behavior.

## LANGUAGE

Above all, I wanted to avoid writing in “textese,” a language that presents dry summaries of data for students to memorize instead of engaging them in *thinking*

about psychology. *Psychology: Mind, Brain, & Culture* offers a solid and comprehensive account of the principles of psychology in what I hope is an accessible, lively, and thought-provoking style.

- Throughout the book, I aim at clarity and introduce terminology only when it enlightens, not obscures. I am not shy about using metaphor or weaving a narrative, but not a single term in this book is defined by context alone. If students need to understand a concept, they will see the definition in the same sentence in which the word is boldfaced. I have also tried to keep the language at a level appropriate to college students, but if they have to look up an occasional word, I will not lose sleep over it. (I had to look up a few in writing it!)
- As a teacher and writer, I try to make use of one of the most robust findings in psychology: that memory and understanding are enhanced when target information is associated with vivid and personally relevant material. Each chapter begins, then, with an experiment, a case, or an event that lets students know why the topic is important and why anyone might be excited about it. None of the cases is invented; this is real material, and the questions raised in the opening study or vignette reemerge throughout each chapter. Chapter 2, for example, begins with the case of a young woman who lost her entire family in a car accident and found herself suddenly contracting one minor ailment after another until finally starting to talk about the event with a psychologist. I then present an experiment by James Pennebaker on the influence of emotional expression on physical health to show how a researcher can take a striking phenomenon or philosophical question (the relation between mind and body) and turn it into a researchable question. A major change in this edition can be seen in the way I raise fundamental issues in each subfield at the beginning of the chapter, gradually address them as the chapter proceeds, and generally return to them in a more systematic way in the conclusion.

## PEDAGOGICAL FEATURES

I have tried to avoid pedagogy that is condescending or unnecessary. One student complained to me in an e-mail message that her biggest problem with the book was that her roommate kept stealing it from the bookshelf and reading it! In my experience students never follow up on annotated recommendations for future reading, so I have not cluttered the ends of chapters with them. Similarly, because all terms are defined in the text, there is no need to list key terms at the end of the chapter; students can use the index and the glossary if they have trouble locating them. On the other hand, students do need some guidance in studying the material. Three features address this issue: interim summaries, chapter summaries, and a new feature called “One Step Further.”

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**INTERIM SUMMARIES** · In this edition I have added interim summaries at the end of major sections. Their aim is to recap the “gist” of what has been presented, not only to help students consolidate their knowledge of what they have read but also to alert them if they didn’t get something important. The inclusion of these summaries reflects both feedback from professors and the results of research which suggests that distributing conceptual summaries throughout a chapter and presenting them shortly after students have read the material is likely to optimize learning.

## CHAPTER SUMMARIES

As in the first edition, each chapter concludes with a summary of the major points, organized under the headings in which they were presented. These summaries are essentially an outline of the chapter. Student feedback on their organization and level of detail has been very positive.

### ONE STEP FURTHER

In this edition I have added a new feature, called “One Step Further.” Like the other recurring features in the book, these discussions flow naturally from the text but are highlighted in color. Generally, these are advanced discussions of some aspect of the topic, usually with a strong methodological, conceptual, or neuroscientific focus. These sections are intended to be assigned by professors who prefer a high-level text, or to be read by students who find the topic intriguing and want to learn even more about it even if it isn’t assigned. Highlighting these sections gives professors—and students—some choice about what to read or not to read. For example, in Chapter 3, this feature describes some of the latest research on non-motor functions of the cerebellum. In Chapter 4, it addresses signal detection theory, which some professors consider central to introductory coverage of sensation and perception, whereas others consider this material too advanced. In Chapter 5, this feature addresses the theoretical question, “What makes reinforcers reinforcing?” and integrates Gray’s work on affect-mediated systems of approach and avoidance, Davidson’s work on cortical pathways involved in approach and avoidance, and integrative theories of emotion and reinforcement stemming back to Dollard and Miller. In each case, the material can be skipped without any break in the narrative if the professor chooses not to assign it.

## ORGANIZATION

I tried to organize *Psychology: Mind, Brain, & Culture* in a way that would be convenient for most instructors yet follow a coherent design. Of course, different instructors organize things differently, but I do not think many will find the organization idiosyncratic.

Teaching the material in the order presented is probably optimal, for chapters do build on each other. For example, the consciousness chapter presupposes knowledge of the distinction posed in Chapter 6 between implicit and explicit memory. However, if instructors want to rearrange the order of chapters, they can certainly do so, as material mentioned from a previous chapter is cross-referenced so that students can easily find any information they need.

## ILLUSTRATION AND DESIGN

When I began this enterprise, I had no idea what it meant to put together a whole textbook. As a person with minimal use of his right hemisphere, I assumed that some editorial type would come up with figures and tables. This assumption was obviously an example of a well-known psychological phenomenon, wishful

thinking. After ten years of working on this project, I think I finally figured out how to educate the right hemisphere, even if mine does not work so well. I took tremendous care to select and design only figures and tables that actually add something and that do not just make the pages look less ominous. Additionally, in this edition, the illustrations were designed with a more vibrant, bolder color palette and larger, bolder labels for better clarity and legibility. The same is true of photo selection, which involved collaboration of the author, editors, and a very talented photo research department committed to finding images that would provoke thought and not simply provide momentary respite from the prose. We also worked with the best designers in the business to create a design that is sophisticated and readable, adding the color background screens to the three categories of embedded essays (From Mind to Brain, A Global Vista, and One Step Further) and a bolder, more dynamic palette to their design elements.

## SUPPLEMENTARY MATERIALS

Accompanying the text is an integrated supplements package that includes the following components.

### For Instructors

**Test Bank and Instructor's Manual:** The new edition of the test bank has been written by *The Princeton Review*, the leading publisher of course-preparation materials, and reviewed by Professor Runi Mukerji of the State University of New York at Old Westbury and Professor Brenda Byers of Texas A & M University. Known for getting excellent results through their test-preparation publications and courses, *The Princeton Review* and John Wiley & Sons provide instructors with carefully edited materials and techniques that will help them most effectively test students who use this text and in turn achieve positive results with their own students. The *Instructor's Manual* has been written by The Princeton Review and Professor Paul Wellman of Texas A&M University, and reviewed by Professor Dean McKay at Fordham University, and contains cross-references to the text, the *Test Bank*, and *Study Guide* as well as links found in the *On-Line Guide* with tips for instructors on how to incorporate Web material (see below) into the classroom.

**Computerized Test Bank:** All of the paper *Princeton Review Test Bank* questions are incorporated into this easy-to-use software program that enables instructors to create, save, customize, and print exams.

**Instructor's Resource CD-ROM:** Created and developed by Professor Paul Wellman of Texas A&M University, this CD includes digital slide shows of 450 original lecture slides and 215 art slides that can be sequenced and customized by instructors to fit any lecture. It also includes the complete *Instructor's Manual* and entire *Test Bank*, and a *Science News* archive containing the most important and current articles on psychology research from 1997 to the present. These *Science News* research pieces will be updated bi-weekly on the new Web site.

**Transparencies:** Full-color traditional acetates of illustrations from the text will be provided in special cases for those who cannot use the slides or our CD.

**The Psychology Web Site for Instructors:** The new Web site includes a Listserve that instructors can join to receive updates every two weeks about new Web links, new technology and how to integrate it into the classroom, new search engine information, and continually updated information on new images available for lecture presentations. An exciting new Web feature will be *In the News*, a unique feature organized and updated bimonthly by Paul Wellman, which will contain news stories from *Science News* magazine and discussion questions that tie each article directly to related material in the text. The site also contains useful tips on creatively using the *Instructor's Resource CD* and the digital slide presentations, and describes the changes made to the new edition of the text. Instructors will also have access to

WebCT, a more powerful web site program that allows professors to set up an on-line course with chat rooms, bulletin boards, quizzing, and student tracking. The WebCT version will be fully loaded with our content for immediate use.

#### **For Students:**

**Art Notebook:** Packaged with every text, this notebook contains all of the art illustrations in *Psychology: Mind, Brain, & Culture* that students will see in lecture from the art slides and transparencies. Students can easily take notes in class on the illustrations contained in the slide shows on the *Instructor's Resource CD-ROM* without having to bring their text to class, and then use this notebook to study for exams.

**The Psychology Web Site for Students:** Packaged with every text will be a password that will be the students' key to the new Web site. Here students will have access to the latest research through *Science News* articles, updated biweekly and specifically tied into each of the chapters they study. Over 100 Web sites with descriptions researched and written by Paul Wellman will be included on the site, separated by text chapter, that will guide students through the most useful and accurate information available on the Web. Students can take practice quizzes here, written by Professor Runi Mukerji, that are scored and also can be sent directly to their instructors.

**Study Guide:** Written by Alastair Younger at the University of Ottawa, and edited and reviewed by *The Princeton Review* so it ties in well with the *Test Bank* and *Instructor's Manual*, the study guide offers students a great way to review the material in the text and test their knowledge. Each chapter in the text has a corresponding chapter in the study guide. Six tools help students master the material: chapter outlines, learning objectives, key terms, fill-in exercises, critical thinking exercises, and sample test questions with answers.

**On-Line Guide:** This paperback Web guide will be included with every copy of the text and covers the basics of student use of the Internet and how to use search engines most efficiently to find the exact information you're looking for. A special chapter covering *Mental Health Net* is included as well as a complete section of URLs relating Web links to topics in each chapter of the text.

**Videos:** There are a number of videotapes available to adopters of the text that are new to this edition. Please contact your local Wiley representative for details of this exciting new program.

# Acknowledgments

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This project began many years ago—in 1987—and several people have played important roles in getting it off the ground. The initial plan for the book was to co-write it with a very talented writer, Jean Stein, who helped write the first draft of the first half of the first edition. Her involvement ended a year after the project began, and the writing and content are now very different because of the many rounds of revisions the book has undergone since then. Nevertheless, many flashes of sparkle, felicitous turns of phrase, and clear passages remain from her efforts, for which I am extremely grateful. Several other people also contributed in the early stages, notably Judy Block, Barbara Misle, Carol Holden, and Karen Schenkenfeldter. Like Jean, they helped lay the foundations, and their efforts, too, are greatly appreciated. Since then, I have gained from the work of multiple research assistants (some of whom are now colleagues), including (but not limited to) Lauren Korfine, Patricia Harney, Colleen Coffey, and Michelle Levine. To all of them I am very grateful.

## REVIEWERS

Over the past ten years, this book has been shaped by the insightful comments of dozens of colleagues and would look nothing like it does now without their tireless efforts. In particular, I would like to thank Walt Lonner of Western Washington University, who advised me on cross-cultural coverage for many chapters and gave feedback on several, and Paul Watson of the University of Tennessee for his uncanny ability throughout the years to notice where my prose was getting sloppy, my thoughts confused, or my coverage idiosyncratic. Several others provided invaluable feedback on multiple chapters of the new edition:

### General Reviewers, Second Edition

Eugene Aidman, University of Ballarat  
Paul Bloom, University of Arizona  
Toni L. Blum, Stetson University  
Joanna Boehnert, University of Guelph  
John Bonvillian, University of Virginia  
Douglas A. Bors, University of  
Toronto at Scarborough  
Bruce Bridgeman, University of  
California at Santa Cruz  
James Butler, James Madison University  
Simone Buzwell, Swinburne  
University of Technology  
James Dalziel, University of Sidney  
Hank Davis, University of Guelph  
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Hillary Rodman, Emory University  
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David A. Schroder, University of  
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Paul Stager, York University  
Margo A. Storm, Temple University  
David Uttal, Northwestern University

Paul J. Watson, University of  
Tennessee at Chattanooga

Paul Waxer, York University  
Cara Wellman, Indiana University

In addition, a special team of reviewers with expertise related to specific chapters took time to provide especially thorough reviews and critiques of chapters in their area of expertise for this edition:

### Expert Reviewers, Second Edition

Gary Allen, University of South  
Carolina, *Chapter 6*  
Elaine Baker, Marshall University,  
*Chapter 9*  
Richard Belter, University of West  
Florida, *Chapters 15 and 16*  
Kathleen Bey, Palm Beach  
Community College, *Chapter 12*  
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Virginia, *Chapters 3, 7, 8, and 13*  
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Nathan Brody, Wesleyan, *Chapter 8*  
Susan Calkins, University of North  
Carolina at Greensboro, *Chapters 11,*  
*12, and 13*  
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Massachusetts at Amherst, *Chapters*  
*15 and 16*  
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University, *Chapter 6*  
Julia Jacks, University of North Car-  
olina at Greensboro, *Chapters 1, 17,*  
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Texas, *Chapter 6*  
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Michigan, *Chapter 11*  
Len Lecci, University of North  
Carolina at Wilmington, *Chapters 8*  
*and 12*  
Matthew Margres, *Chapters 3–8.*  
Ann Meriwether, University of  
Michigan, *Chapters 13 and 14*  
John B. Nezlek, College of William  
and Mary, *Chapters 17 and 18*  
Constance Pilkington, College of  
William and Mary, *Chapter 18*  
Felicia Pratto, University of  
Connecticut, *Chapters 17 and 18*  
David Rabiner, University of North  
Carolina at Greensboro, *Chapters 2,*  
*15, and 16*  
Hillary Rodman, Emory University,  
*Chapters 3 and 4*  
David Schroeder, University of  
Arkansas, *Chapter 17*  
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Drew Westen is Associate Professor of Psychology at the Harvard Medical School and Chief Psychologist at the Cambridge Hospital, in Cambridge, Massachusetts. He received his undergraduate degree from Harvard, an M.A. in Social and Political Thought from the University of Sussex (England), and a Ph.D. in Clinical Psychology from the University of Michigan, where he taught introductory psychology for several years. While at the University of Michigan, he was honored two years in a row by the *Michigan Daily* as the best teaching professor at the university, and was the recipient of the first Golden Apple Award for outstanding undergraduate teaching. His major areas of research are personality disorders, emotion regulation, implicit processes, and adolescent psychopathology. Much of his theoretical work has attempted to bridge cognitive, behavioral, psychodynamic, and evolutionary perspectives. His series of videotaped lectures on abnormal psychology, called *Is Anyone Really Normal?*, was published by the Teaching Company, in collaboration with the Smithsonian Institution. He also provides psychological commentaries on political issues for "All Things Considered" on National Public Radio. His main love outside of psychology is music. He writes comedy music and has performed as a stand-up comic in Boston.