

exploring psychology

FIFTH EDITION IN MODULES



DAVID G. MYERS

USED

exploring psychology
FIFTH EDITION IN MODULES

DAVID G. MYERS

HOPE COLLEGE,
HOLLAND, MICHIGAN

WORTH PUBLISHERS

For Renee

Exploring Psychology Fifth Edition in Modules

Copyright © 2003 by Worth Publishers

All rights reserved.

Printed in the United States of America.

Library of Congress Control Number has been applied for.

ISBN: 0-7167-5549-1

0-7167-5626-9 (spiral)

0-7167-5684-6 (comp)

First printing, 2002

Publisher: Catherine Woods

Development Editors: Christine Brune, Linda Strange

Executive Marketing Manager: Renee Altier

Associate Managing Editor: Tracey Kuehn

Production Manager: Sarah Segal

Art Director/Designer: Barbara Reingold

Photo Research Manager: Patricia Marx

Illustrations: John Collier, Alan Reingold, Shawn Kenney, Bonnie Hofkin and Demetrios Zangos

Composition: TSI Graphics

Printing and Binding: R.R. Donnelley and Sons

Cover art: Laura James, *The Chase*, acrylic, 1998

Illustration and photo credits begin on page IC-0 and constitute an extension of the copyright page.

All royalties from the sale of this book are assigned to the David and Carol Myers Foundation, which exists to receive and distribute funds to other charitable organizations.

Worth Publishers

41 Madison Avenue

New York, New York 10010

www.worthpublishers.com

exploring psychology
FIFTH EDITION IN MODULES



Laura James, *The Chase*, acrylic, 1998.

Laura James is a self-taught painter living and working in Brooklyn, New York. *The Chase* is typical of her style—incorporating bright colors, intricate patterns, and sometimes surreal objects to display her unique vision. Ms. James is a member of the Jamaica Artist Alliance, the Bridgeman Art Library in London, and the National Conference of Black Artists. Her paintings are widely exhibited and have reached as far as Japan, Africa, Canada, and the Caribbean.

Preface

Why Modular?

This new, 40-module version of my *Exploring Psychology*, fifth edition, is a longtime wish come true. It breaks out of the box by restructuring the text into a buffet of (a) short, digestible chapters (called modules), that (b) can be selected and assigned in any order.

Have we not all heard the familiar student complaint: “The chapters are too long!” Our typical 30- to 50-page chapters cannot be read in a single sitting before the eyes grow weary and the mind wanders. So why not parse the material into readable units? Ask your students whether they would prefer a 700-page book to be organized as fourteen 50-page chapters or as fifty 14-page chapters. You may be surprised at their overwhelming support for shorter chapters. Indeed, students digest material better when they process in smaller chunks—as “spaced” rather than massed practice.

I have equally often heard from instructors bemoaning the fact that they “just can’t get to everything” in the book. Sometimes professors want to cover certain sections in a traditional, long chapter but not others. For example, in the typical States of Consciousness chapter, someone may want to cover Sleep and Hypnosis but not Drugs. In *Exploring Psychology Fifth Edition in Modules*, instructors could easily choose to cover Module 14, Waking and Sleeping Rhythms, and Module 15, Hypnosis, but not Module 16, Drugs.

How Is This Different from *Exploring Psychology*, Fifth Edition?

So, what are the primary differences between this book and *Exploring Psychology*, fifth edition? They are organization and independence of the modules.

Organization

Exploring Psychology Fifth Edition in Modules really IS *Exploring Psychology*, fifth edition—just in a different format. So, the modular book contains all the updated research and innovative new coverage from *Exploring Psychology*, fifth edition. A very few sections have moved around to accommodate the modular structure. For example, “Rates of Psychological Disorders” is a separate section at the end of the Psychological Disorders chapter in *Exploring Psychology*, fifth edition, but it is covered in the first of the Psychological Disorders and Their Treatment modules in the modular format. And “Improving Memory” is covered at the end of the Memory chapter in *Exploring Psychology*, fifth edition, but is covered at the end of the first memory module in *Exploring Psychology Fifth Edition in Modules*.

The Modules Are Independent

Each module in this book is now self-standing rather than dependent upon any other part of the book. Cross references to other modules have been replaced with brief explanations. In some cases, illustrations or key terms are repeated to avoid possible confusion. No assumptions are made about what students have read prior to each module. This independence gives instructors ultimate flexibility in deciding which modules to use, and in what order.

Table 1 Coverage of Evolution and Behavior Genetics

In addition to the coverage found in new Module 5, the evolutionary perspective is covered on the following pages:

Aging, pp. 131–132	Intelligence, p. 343
Anxiety disorders, p. 505	Language, pp. 312, 314–315
Attraction, pp. 564, 566	Love, pp. 137–138
Biological predispositions in learning, pp. 243–245	Need to belong, p. 384
Charles Darwin, p. 2	Overconfidence, p. 308
Electromagnetic spectrum, sensitivity to, p. 149	Sensation, pp. 143, 162–163
Emotional expression, p. 145	Sensory adaptation, p. 147
Evolutionary perspective, defined, p. 5	Sleep, p. 204
Fear, pp. 402–403	Smell, p. 166
Hearing, p. 159	Stress and the immune system, pp. 430–431
Instincts, pp. 352–353	

In addition to the coverage found in new Module 5, behavior genetics is covered on the following pages:

Abuse, intergenerational transmission of, p. 259	Personality traits, pp. 464–465
Aggression, pp. 584–593	Psychological disorders:
Biomedical therapies, pp. 552–557	anxiety disorders, pp. 504–507
Depth perception, pp. 172–173	bio-psycho-social perspective, p. 496
Drives and incentives, p. 353	depression, pp. 510–517
Drug use, pp. 230–231	personality disorders, pp. 518–521
Emotion and cognition, pp. 399–400	schizophrenia, pp. 527–528
Happiness, pp. 415–420	Romantic love, pp. 137–138
Intelligence, pp. 336–347	Sexuality, pp. 374–376
Learning, pp. 243–245	Sexual orientation, pp. 379–383
Obesity and weight control, pp. 365–370	Smell, p. 166
Perception, pp. 181–184	Stress, personality, and illness, pp. 424–433

What's New Since *Exploring Psychology*, Fourth Edition?

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

NEW Module 5, The Nature and Nurture of Behavior

Introducing psychology in the new millennium calls for an understanding of the relative effects of nature and nurture on so many of our behaviors. This new module introduces students to the nature and nurture concepts that they will encounter throughout the book. I have taken a developmental approach, attempting to weave new thinking and research—from evolutionary psychology and behavior genetics on the “nature” side, and gender and cultural influences on the “nurture” side—into a coherent story of the origins of our human kinship and our human diversity. Later chapters apply these concepts when considering topics such as the evolutionary psychology of sleep, the genetics of altruism, gender and intelligence domains, and culture and physique. For a complete list of integrated coverage of these issues, see Tables 1, 2, and 3.

Increasingly Global Perspective on Psychology

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

Table 2 Coverage of the Psychology of Men and Women

Coverage of the psychology of women and men can be found on the following pages:

Arousal in REM sleep, pp. 200–201	Gender and childrearing, pp. 91–92	Immune system, pp. 430–431	Sexual disorders, p. 377
Behavioral effects of gender, pp. 29–30	Gender roles, pp. 90–91	Intelligence, pp. 343–345	Sexual fantasies, p. 196
Biological sex/gender, pp. 89–90	Generic pronoun “he,” p. 318	Leadership, pp. 391–392	Sexuality, pp. 375–376
Body image, pp. 358–362	Happiness, p. 419	Life expectancy, p. 131	Sexual orientation, pp. 379–383
Depression, p. 511	Heart disease, pp. 428–429	Maturation, pp. 119–120	Social connectedness, pp. 124–125
Dieting, pp. 367–368	Help-receiving, p. 602	Menarche, p. 120	Stereotyping, p. 184
Dream content, pp. 207–208	Hormones and aggression, p. 586	Menopause, pp. 129–130	Suicide, p. 512
Eating disorders, pp. 360–361	sexual behavior, pp. 374–375	Midlife crisis, p. 136	Weight discrimination, pp. 363–364
Emotional expression, pp. 407–408	sexual development, pp. 119–120	Pornography, p. 375	Women and work, p. 138
Empty nest, p. 138		Psychological disorders, rates of, pp. 500–501	
Freud’s views, p. 452		Rape, pp. 246, 590–593	

Table 3 Coverage of Culture and Multicultural Experience

Coverage of culture and multicultural experience permeates the chapters in the following discussions:

Aggression, p. 588	cognitive development, p. 105	Intelligence, pp. 335, 341–343	schizophrenia, pp. 526–527
Alcoholism, pp. 500–501	developmental similarities, pp. 88–89	Language, pp. 317–319	Psychotherapy, pp. 551–552
Anger, pp. 413–415	fetal alcohol syndrome, p. 101	Management styles, p. 392	Self-esteem, p. 476
Attractiveness, pp. 597–598	moral development, pp. 121–122	Marriage, pp. 137–138	Self-serving bias, pp. 477–478
Behavioral effects of culture, pp. 29–30	motor development, pp. 104–105	Obesity, pp. 362–364, 366	Sensory restriction, p. 181
Conformity, p. 570	social development, pp. 111–112	Participative management, p. 392	Sexual orientation, pp. 379–380
Corporal punishment practices, pp. 253–254	Drugs, psychological effects of, p. 223	People with disabilities, pp. 415–416, 418–419	Sexual standards, pp. 376–379
Culture context effects, p. 184	Emotion: experiencing, pp. 413–415	Perception, p. 184	Smoking, pp. 224–225
Culture shock, pp. 479, 486	expressing, pp. 409–411	Personal space, p. 87	Social clock, p. 136
Deaf culture, pp. 65, 315, 317, 318	Human diversity/kinship, pp. 29–30	Prejudice prototypes, pp. 302–303	Social-cultural perspective, p. 5
Depression, pp. 510–511	Hunger, pp. 358–362	Psychological disorders, pp. 497, 498	Suicide, pp. 512–513
Development: adolescence, pp. 118–119	Individualism/collectivism, pp. 479–481	dissociative personality disorder, pp. 520–521	Teen sexuality, pp. 376–379
attachment, pp. 114–115		eating disorders, p. 361	Testing bias, pp. 346–347
childrearing, p. 88			Variations across cultures, pp. 86–87
			Work-related values, p. 136

Enhanced Critical Thinking Coverage

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

- *Module 2 takes a unique, critical thinking approach to introducing students to psychology’s research methods*, emphasizing the fallacies of our everyday intuition and common sense and, thus, the need for psychological science. Critical thinking is introduced as a key term in this module (page 11).
- “Thinking Critically About . . .” boxes are found throughout the book, modeling for students a critical approach to some key issues in psychology. For example, see the new box “Thinking Critically About: Do Video Games Teach or Release Violence?” on page 592.
- *Detective-style stories* throughout the narrative get students thinking critically about psychology’s key research questions.
- “Apply this” style questions and activities and “Think about it” style discussions keep students active in their study of each module.

Table 4 Critical Thinking Topics

Critical thinking coverage can be found on the following pages:

Thinking Critically About . . . boxes:

Hot and Cold Streaks in Basketball and the Stock Market, p. 24
 Left Brain/Right Brain, p. 64
 Hypnotic Age Regression: A True Story, p. 214
 Risks—When Statistics Clash With Heuristics, p. 307
 Lie Detection, p. 404
 Alternative Medicine: New Ways to Health or Old Snake Oil?, p. 444
 How to Be a “Successful” Astrologer or Palm Reader, pp. 470–471
 Insanity and Responsibility, p. 499
 Dissociation and Multiple Personalities, pp. 520–521
 “Regressing” From Unusual to Usual, p. 543
 Do Video Games Teach or Release Violence?, p. 592

Critical Examinations of Pop Psychology:

Perceiving order in random events, pp. 22–23
 Can subliminal tapes improve your life?, pp. 27–28
 Do we use only 10 percent of our brains?, p. 57

Critiquing the evolutionary explanation, pp. 73–74
 How great is the power of parenting?, pp. 84–85
 Sensory restriction, p. 181
 Is there extrasensory perception?, pp. 186–189
 Can hypnosis enhance recall? Coerce action? Be therapeutic? Alleviate pain?, pp. 211–216
 Has the concept of “addiction” been stretched too far?, pp. 220–221
 Near-death experiences, p. 227
 Do animals exhibit language?, pp. 322–325
 Is aerobic exercise therapeutic?, pp. 435–436
 Spirituality and faith communities, pp. 441–446
 Is repression a myth?, p. 459
 How valid is the Rorschach test?, pp. 455–456
 Is Freud credible?, pp. 460–461
 Post-traumatic stress disorder, p. 506
 Is psychotherapy effective?, pp. 543–546
 Evaluating alternative therapies, pp. 547–549

Thinking Critically With Psychological Science:

The limits of intuition and common sense, pp. 8–9
 “Critical thinking” introduced as a key term, pp. 11–12
 The scientific attitude, pp. 10–11
 The scientific method, pp. 16–17
 Correlation and causation, p. 21
 Illusory correlation, pp. 21–22
 Evaluating therapies, pp. 26–27
 Statistical reasoning, p. A-1
 Making inferences, p. A-6

Scientific Detective Stories:

Language in the brain, pp. 58–60
 Our divided brains, pp. 61–64
 The twin and adoption studies, pp. 75–78
 How a child’s mind develops, pp. 105–111
 Aging and intelligence, pp. 134–135
 Parallel processing, pp. 153–154
 How do we see in color?, pp. 155–157
 Why do we sleep?, pp. 202–205
 Why do we dream?, pp. 208–209

Is hypnosis an altered state of consciousness?, pp. 216–218
 How do we store memories in our brains?, pp. 273–277
 Memory construction, pp. 290–298
 Do animals exhibit language?, pp. 322–325
 Why do we feel hunger?, pp. 356–358
 What determines sexual orientation?, pp. 380–383
 The pursuit of happiness: Who is happy, and why?, pp. 415–420
 Why—and in whom—does stress contribute to heart disease?, pp. 428–429
 How and why is social support linked with health?, pp. 439–441
 Self-esteem versus self-serving bias, pp. 475–479
 What causes mood disorders?, pp. 510–517
 Do prenatal viral infections increase risk of schizophrenia?, pp. 526–527
 Is psychotherapy effective?, pp. 543–546
 Why do people fail to help in emergencies?, pp. 601–602

- *Critical examinations of pop psychology* spark interest and provide important lessons in thinking critically about everyday topics.
- The Appendix on *Statistical Reasoning* encourages students to “focus on thinking smarter by applying simple statistical principles to everyday reasoning” (pp. A-1–A-8).
- Appendix B provides a *Critical Thinking Exercise* for each major topic in the book.

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

New, Comprehensive Online Teaching and Learning Resources

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

Choose from 93 **interactive tutorials**, which review the key concepts in each module. Dozens of **Demonstrations**, **Simulations**, **Critical Thinking Activities**, and data-collecting **Research Projects** give students an opportunity to learn the core concepts hands-on (Figure 1). Students have many opportunities for review. *PsychOnline* includes hundreds of periodic **Concept Checks** within the tutorials, a **Practice Quiz** and key concept **Flashcards** at the end of each tutorial, and drag-and-drop-style **labeling** of anatomical and other art.

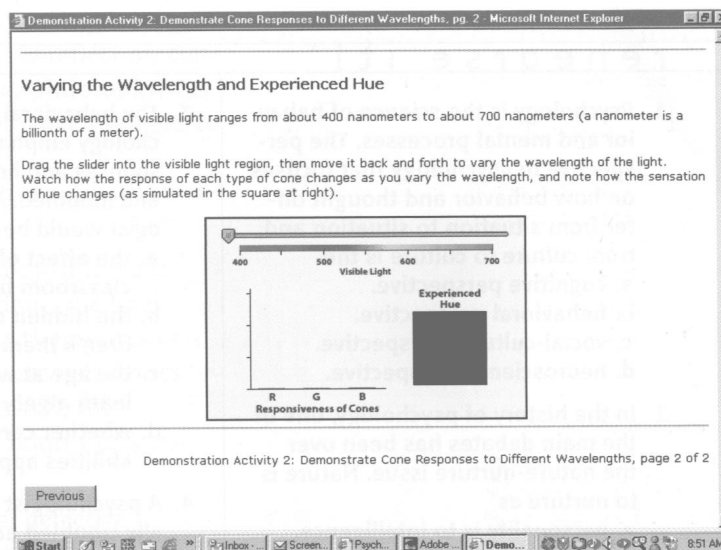
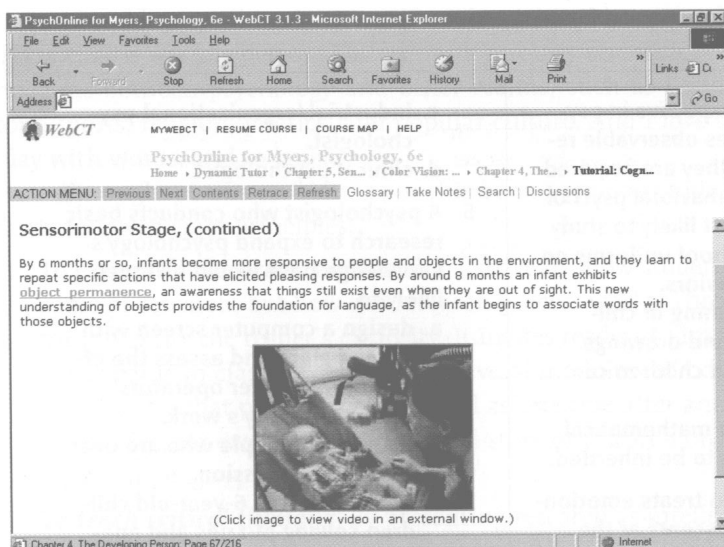


FIGURE 1
PsychOnline sample screens

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

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

Additional resources within PsychOnline include:

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

Successful SQ3R Study Aids

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

Exploring Psychology Fifth Edition in Modules has retained its popular system of study aids, integrated into an SQ3R structure that augments the narrative without disrupting it. Each module opens with a module outline that enables students to quickly survey its major topics. Numbered preview questions at the start of each new major topic define the learning objectives that will guide students as they read. Rehearse It quizzes at the end of each major section will stimulate students to rehearse what they have learned (see sample on page xviii from Module 1). These test items offer a novel combination of crisp review of key ideas and practice with the multiple-choice test format. The module-ending Review answers each of the numbered preview questions and is followed by answers for each of the Rehearse It multiple-choice questions. All **key terms** are defined in the margins for ready reference while students are being introduced to the new term in the narrative (see sample at right). Periodic "Thinking Critically About," "Close-Up," and "Psychology Applied" boxes encourage development of critical thinking skills as well as application of the new concepts. "Critical Thinking Exercises" at the end of the book (Appendix B) allow practice of new skills as well as review of important module topics. The "Tips for Studying Psychology" section at the end of Module 1 explains the SQ3R-based system of study aids, suggesting how students can survey, question, read, rehearse, and review the material for maximum retention.

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

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

rehearse it!*

- | | | |
|--|---|---|
| <ol style="list-style-type: none"> 1. Psychology is the science of behavior and mental processes. The perspective in psychology that focuses on how behavior and thought differ from situation to situation and from culture to culture is the <ol style="list-style-type: none"> a. cognitive perspective. b. behavioral perspective. c. social-cultural perspective. d. neuroscience perspective. 2. In the history of psychology, one of the main debates has been over the nature-nurture issue. Nature is to nurture as <ol style="list-style-type: none"> a. personality is to intelligence. b. biology is to experience. c. intelligence is to biology. d. psychological traits are to behaviors. | <ol style="list-style-type: none"> 3. The behavioral perspective in psychology emphasizes observable responses and how they are acquired and modified. A behavioral psychologist would be most likely to study <ol style="list-style-type: none"> a. the effect of school uniforms on classroom behaviors. b. the hidden meaning in children's themes and drawings. c. the age at which children can learn algebra. d. whether certain mathematical abilities appear to be inherited. 4. A psychologist who treats emotionally troubled adolescents at the local mental health agency is most likely to be a/an <ol style="list-style-type: none"> a. research psychologist. b. psychiatrist. | <ol style="list-style-type: none"> c. industrial/organizational psychologist. d. clinical psychologist. <ol style="list-style-type: none"> 5. A psychologist who conducts basic research to expand psychology's knowledge base would be most likely to <ol style="list-style-type: none"> a. design a computer screen with limited glare and assess the effect on computer operators' eyes after a day's work. b. treat older people who are overcome by depression. c. observe 3- and 6-year-old children solving puzzles and analyze differences in their abilities. d. interview children with behavioral problems and suggest treatments. |
|--|---|---|

Trademark Features

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

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

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

Believing with Thoreau that "anything living is easily and naturally expressed in popular language," I seek to communicate psychology's scholarship with crisp narra-

*You can use these Rehearse It questions to gauge whether you are ready for the next section. The answers are always at the end of the chapter.

tive and vivid storytelling. Writing as a solo author, I hope to tell psychology's story in a way that is warmly personal as well as rigorously scientific. I love to reflect on connections between psychology and other realms, such as literature, philosophy, history, sports, religion, politics, and popular culture. And I love to provoke thought, to play with words, and to laugh.

Throughout this revision, as in this book's previous four editions, I have steadfastly followed eight principles:

1. **To exemplify the process of inquiry** I strive to show students not just the outcome of research, but how the research process works. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several modules introduce research stories as mysteries that progressively unravel as one clue after another falls into place. (See, for example, the historical story of research on the brain's processing of language—pages 58–59.)
2. **To teach critical thinking** By presenting research as intellectual detective work, I exemplify an inquiring, analytical mind-set. Whether students are studying development, cognition, or statistics, they will become involved in, and see the rewards of, critical reasoning. Moreover, they will discover how an empirical approach can help them evaluate competing ideas and claims for highly publicized phenomena—ranging from subliminal persuasion, ESP, and alternative therapies to astrology, basketball streak-shooting, and repressed and recovered memories.
3. **To put facts in the service of concepts** My intention is not to fill students' intellectual file drawers with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. In each module I place emphasis on those concepts I hope students will carry with them long after they complete the course. Always, I try to follow Albert Einstein's dictum that "Everything should be made as simple as possible, but not simpler."
4. **To be as up to date as possible** Few things dampen students' interests as quickly as the sense that they are reading stale news. While retaining psychology's classic studies and concepts, I also present the discipline's most important recent developments. Nearly 492 references in this edition are dated 1998 to 2001.
5. **To integrate principles and applications** Throughout—by means of anecdotes, case histories, and the posing of hypothetical situations—I relate the findings of basic research to their applications and implications. Where psychology can illuminate pressing human issues—be they racism and sexism, health and happiness, or violence and war—I have not hesitated to shine its light.
6. **To enhance comprehension by providing continuity** Because the book has a single author, many significant issues—such as behavior genetics, cultural diversity, the bold thinking of intellectual pioneers, human rationality and irrationality, empathy for and understanding of troubled lives—weave throughout many modules, and students hear a consistent voice. "The uniformity of a work," observed Edward Gibbon, "denotes the hand of a single artist."
7. **To reinforce learning at every step** Everyday examples and rhetorical questions encourage students to process the material actively. Concepts are presented and then frequently applied to reinforce learning. The SQ3R system of pedagogical aids augments learning without interrupting the text narrative. A marginal glossary helps students master important terminology. Major sections begin with numbered preview questions and end with Rehearse It sections for self-testing on key concepts. End-of-module reviews repeat the preview questions and answer them.

8. **To convey respect for human unity and diversity** Time and again, readers will see evidence of our human kinship—our shared biological heritage, our common mechanisms of seeing and learning, hungering and feeling, loving and hating. They will also better understand the dimensions of our diversity—our *individual* diversity in development and aptitudes, temperament and personality, and disorder and health; and our *cultural* diversity in attitudes and expressive styles, childrearing and care for the elderly, and life priorities.

The Multimedia Supplements Package

Exploring Psychology Fifth Edition in Modules boasts a host of new electronic and print supplements titles.

NEW! PsychOnline offers comprehensive online resources for the introductory course. This impressive new project is detailed on p. xvii.

NEW! Scientific American Presents: The Hidden Mind In this special edition of *Scientific American* magazine, *The Hidden Mind* updates articles from some of the most notable neuroscientists studying the human brain, including Michael Gazzaniga, Antonio Damasio, Joseph LeDoux, Ursula Bellugi, and Doreen Kimura.

NEW! Making Sense of Psychology on the Web with CD-ROM by Connie K. Varnhagen (University of Alberta) is a brief booklet that helps students locate reliable information on the Web, evaluate sites, and organize research. The guide includes a CD-ROM containing Research HyperFolio, software that enables students to collect snippets of text, illustrations, video clips, and audio clips from the Web or other electronic sources and compile them into worksheets and an easily-accessible filing cabinet.

NEW! Worth Digital Media Archive CD-ROM This dual-platform Instructor's Presentation CD-ROM contains a rich collection of more than 40 digitized video clips of classic experiments and research. Footage includes Albert Bandura's Bobo doll experiment, Harold Takooshian's bystander studies, Piaget's conservation experiment, Harlow's monkey experiments, Milgram's obedience study, and Ulric Neisser's selective attention studies. The Digital Media Archive clips are compressed in MPEG format and are compatible with Microsoft PowerPoint software. The clips are also available in VHS format.

NEW! Psychology: The Human Experience Teaching Modules Available in VHS or DVD formats. This new Emmy-award-winning series includes more than three hours of footage from the new Introductory Psychology telecourse, *Psychology: The Human Experience*, produced by Coast Learning Systems in collaboration with Worth Publishers. These brief clips are ideal for lecture, and a faculty guide is available to help integrate each clip. Footage contains noted scholars, the latest research, and beautiful animations.

NEW! PsychInquiry: Student Activities in Research and Critical Thinking Developed by Thomas Ludwig (Hope College) and a team of contributors, this new CD-ROM contains dozens of highly interactive activities designed to help students learn about psychological research and to improve their critical thinking. These activities enable students to work hands-on with descriptive, correlational, and experiment research to help them hone the critical thinking mindset required for psychological research. *PsychInquiry* activities are complete with animations, video, fresh illustrations, and self-assessment instruments that draw students into the discipline. *PsychInquiry* also offers a handful of more extensive research activities for use as classroom projects or lab assignments.

A Scientific American Reader includes 12 articles I hand-selected from recent issues of *Scientific American*. I have written introductions for each article to tie them into key topics in this text.

Myers Psychology Web Companion (<http://www.worthpublishers.com/myers>) provides a wide variety of activities and study aids organized by the modules

in this book. Features include Module Overviews, Thinking Critically Exercises, Psychology in the News, Web links, simulations and demonstrations, online quizzes, and flashcards.

Online versions of Thomas Ludwig's (Hope College) award-winning programs, **PsychQuest** and **PsychSim**, are keyed to the appropriate Myers modules. Also available on CD-ROM.

Image and Lecture Gallery (<http://www.worthpublishers.com>) is Worth's convenient way to access electronic versions of lecture materials. Registered users can browse, search, and download illustrations from Worth titles and pre-built PowerPoint presentation files for specific chapters. Instructors can also create personal folders on a personalized home page for easy organization of the materials.

PowerPoint Slides are now available. They can be used as is, or customized to fit your needs. There are two pre-built versions for each module—one featuring module outlines only, the other featuring module art and illustrations.

Presentation Manager Pro 2.0 is an easy-to-operate CD-ROM that is compatible with most commercially available presentation software, such as PowerPoint. With Presentation Manager Pro, instructors can build classroom presentations using graphic material from the book and CD, and your own digital material (including video) imported from the Internet or other sources.

WebCT and **Blackboard** are available free to all adopters. With these course organizational software systems, instructors can create a course Web site and/or online course with content, threaded discussions, quizzing, an online grade book, a course calendar, and more! This book's graphic and media content is available in the WebCT and Blackboard formats.

Online Testing is now available with Diploma from the Brownstone Research Group. Instructors can now create and administer secure exams over a network and over the Internet with questions that incorporate multimedia and interactive exercises. The program includes impressive security features and grade book and result-analysis features.

Scientific American Frontiers Video Collection, Second Edition is a renowned series hosted by Alan Alda. These 10- to 12-minute modules provide an excellent way to show how psychological research is actually conducted, focusing on the work of Steve Sumi, Renee Baillargeon, Carl Rosengren, Laura Petitto, Steven Pinker, Barbara Rothbaum, Bob Stickgold, Irene Pepperberg, Marc Hauser, Linda Bartoshuk, and Michael Gazzaniga.

The Mind Video Teaching Modules, second edition, offer 35 brief, engaging video clips to enhance and illustrate lecture topics.

The Brain Video Teaching Modules, second edition, offer more engaging video clips to help you teach.

In addition to all these fabulous new resources, *Exploring Psychology Fifth Edition in Modules* is accompanied by smartly updated versions of the widely acclaimed print supplements package.

The updated and better-than-ever **Instructor's Resources** by Martin Bolt (Calvin College) has been hailed as the finest set of psychology teaching resources ever assembled, including ready-to-use demonstration handouts, detailed lecture/discussion ideas, student projects, classroom exercises, and video and film suggestions.

The **Student Study Guide** by Richard O. Straub (University of Michigan, Dearborn) follows the text's content and offers the following for every major section in the text: a new "Stepping Through the Section" feature, Self Tests, "Web Sightings" Internet activities, and "Cross-Check" crossword puzzles. The Guide also includes Cornelius Rea's (Douglas College, British Columbia) helpful "Focus on Vocabulary and Language" feature, designed to help clarify idioms and other phrases potentially unfamiliar to students for whom English is a second language.

The **Test Bank** by John Brink (Calvin College) is broken down into two banks, providing over 4000 multiple-choice factual/definitional and conceptual questions plus essay questions. Each question is page-referenced to the textbook, tied into the Instructor's Resources' list of learning objectives, and rated for level of difficulty. The second Test Bank includes optional questions on *PsychQuest* and *PsychSim* computer simulations and *The Brain* and *The Mind* videos.

The Critical Thinking Companion by Jane Halonen (James Madison University) and Cynthia Gray (Alverno College) is now available in a NEW second edition. This collection of engaging, challenging, and fun critical thinking exercises is tied to the main topics in *Exploring Psychology Fifth Edition in Modules*.

Our **Psychology Videodisc** will help you bring to life for your students all of the major topics in *Exploring Psychology Fifth Edition in Modules*, combining brief, exciting video clips and animated segments with a library of stills. This videodisc is accompanied by an extensive *Instructor's Guide*, by Martin Bolt and Richard O. Straub, and a presentation software package by Thomas Ludwig.

In Appreciation

If it is true that "whoever walks with the wise becomes wise" then I am wiser for all the wisdom and advice received from expert colleagues. Aided by several hundred consultants and reviewers over the last decade, this has become a better, more accurate book than one author alone (this author, at least) could write. My indebtedness continues to each of the teacher-scholars whose influence I acknowledged in the four previous editions.

My gratitude now extends to the colleagues who contributed criticism, corrections, and creative ideas related to the content of this new edition. For their expertise and encouragement, I thank the following reviewers:

Gary Anderson,
Camosun College
Marty Bourgeois,
University of Wyoming
Greg Cutler,
Bay de Noc Community College
David Entwistle,
Malone College
Elizabeth Garner,
University of North Florida
Jonathan Golding,
University of Kentucky
Carl Granrud,
University of Northern Colorado
Diedra Hayman,
Virginia Western Community College
Sherri Lynn Jackson,
Jacksonville University

Gary Levine,
Edinboro University of Pennsylvania
John Lindsay,
Georgia College and State University
Robert Mac Aleese,
Spring Hill College
Britt Mace,
Southern Utah University
Jean Raniseski,
Alvin Community College
Robert Rosenberg,
Community College of Philadelphia
Michael Scheible,
Gateway Area Technical College
Bryan Teixeira,
Camosun College
Richard Westley,
Massapequa High School

At Worth Publishers a host of people played key roles in creating this fifth edition. Christine Brune, Nancy Fleming, and Linda Strange offered just the right mix of encouragement, gentle admonition, attention to detail, and passion for excellence. An author could not ask for more. Christine and Nancy also guided the development of the new *PsychOnline* resources.

Publisher Catherine Woods helped construct and execute the plan for this new edition and was a trusted sounding board as we faced decisions along the way. Media

and Supplements Editor Graig Donini coordinated production of the huge supplements package for this edition. Betty Probert efficiently edited and produced the print supplements. Editorial Assistant Miriam Beyer provided invaluable support in commissioning reviews, mailing information to professors, and numerous other daily tasks related to the book's development and production. Lee Mahler did a splendid job of laying out each page. Jennifer MacMillan, Tobi Zausner, and Patricia Marx located the myriad photographic illustrations.

Associate Managing Editor Tracey Kuehn displayed tenacity, commitment, and impressive organization in leading Worth's gifted artistic production team and coordinating editorial input throughout the production process. Senior Production Manager Sarah Segal masterfully kept the book to its tight schedule, and Babs Reingold created the distinctive design and art program. Production Manager Stacey Alexander did her usual excellent work of producing the many print supplements.

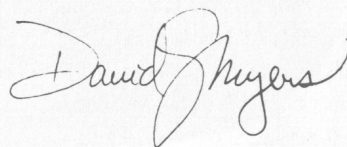
At Hope College, the supporting team members for this edition included Kathryn Brownson, who researched countless bits of information, proofed hundreds of pages, and with the assistance of Rachel Brownson and Jennifer Huber, prepared the References section. Typesetters Phyllis and Richard Vandervelde worked faithfully and joyfully to enter or revise every one of the more than 300,000 words, and finally to code them for electronic delivery.

Again, I gratefully acknowledge the influence and editing assistance of my writing coach, poet Jack Ridl, whose influence resides in the voice you will be hearing in the pages that follow. He more than anyone cultivated my delight in dancing with the language, and taught me to approach writing as a craft that shades into art.

After hearing countless dozens of people say that this book's supplements have taken their teaching to a new level, I reflect on how fortunate I am to be a part of a team on which everyone has produced on-time work marked by the highest professional standards. For their remarkable talents, their long-term dedication, and their friendship, I thank Martin Bolt, John Brink, Thomas Ludwig, and Richard Straub.

Finally, my gratitude extends to the many students and instructors who have written to offer suggestions, or just an encouraging word. It is for them, and those about to begin their study of psychology, that I have done my best to introduce the field I love.

When those who paint the Golden Gate Bridge finish, it is time to start over again. So with this book. The ink is barely dry before one begins envisioning the next edition. By the time you read this, I will be gathering information for the next edition. Your input will again influence how this book continues to evolve. So, please, do share your thoughts.



Hope College
Holland, Michigan 49422-9000
USA
davidmyers.org

