

DENNIS COON

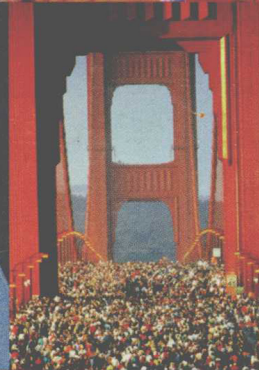
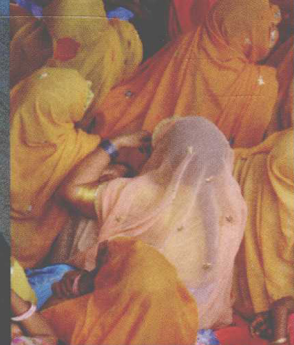
INTRODUCTION TO

PSYCHOLOGY

GATEWAYS TO MIND

AND BEHAVIOR

NINTH EDITION



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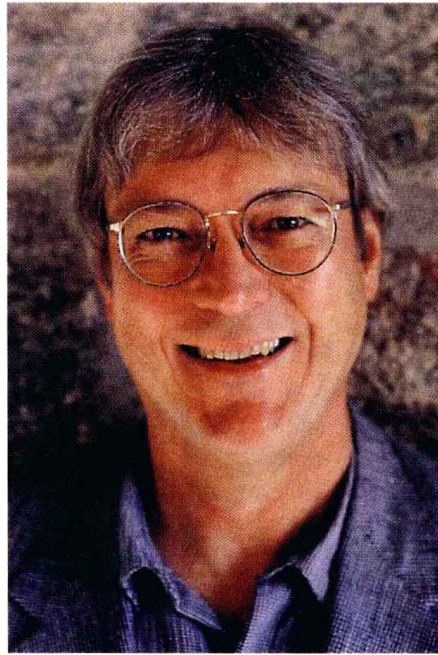
Asia

Thomson Learning
60 Albert Street, #15-01
Albert Complex
Singapore 189969

Canada

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1120 Birchmount Road
Toronto, Ontario M1K 5G4
Canada

ABOUT THE AUTHOR



My first psychology course was taught by a woman whose intellect, warmth, and wisdom had a lot to do with my decision to major in psychology. In the years that followed, I was inspired and challenged by other gifted teachers. Their voices, as well as my own, can be heard throughout this book.

After earning a doctorate in psychology from the University of Arizona, Dennis Coon taught for 22 years at Santa Barbara City College, California. Throughout his career, Dr. Coon has especially enjoyed the challenge of teaching introductory psychology. He and his wife Sevren recently returned to Tucson, where he continues to teach, write, edit, and consult.

Dr. Coon is the author of **Introduction to Psychology**, as well as **Essentials of Psychology**. Together, these texts have been used by over 2 million students. Dr. Coon frequently serves as a reviewer and consultant to publishers, and he edited the best-selling trade book, **Choices**. He also helped design modules for **PsychNow!**, Wadsworth's interactive CD-ROM.

In his leisure hours, Dr. Coon enjoys hiking, photography, painting, woodworking, and music. He also designs, builds, and plays classical and steel string acoustic guitars. He has published articles on guitar design and occasionally offers lectures on this topic, in addition to his more frequent presentations on psychology. His recent return to Arizona has made it possible for him to fulfill a lifelong dream of using operant conditioning to teach scorpions to tap dance.

Preface to the Ninth Edition

TO THE STUDENT

Psychology is an exciting field. It is at once familiar, exotic, surprising, and challenging. Most of all, psychology is changing. Indeed, this book can be no more than a “snapshot” of a colorful passing scene. And yet, change makes psychology especially fascinating: What, really, could be more intriguing than our evolving understanding of human behavior?

Psychology is about each of us. Psychology asks, “How can we step outside of ourselves for a more objective look at how we live, think, and act?” Psychologists believe the answer is through careful thought, observation, and inquiry. As simple as that may seem, it is the guiding light for everything that follows in this book.

Gateways to Psychology

I sincerely hope that you will find human behavior as fascinating as I do. In this text, I have done all that I could imagine to make your first encounter with psychology enjoyable and worthwhile. At the beginning of every chapter, you will find a list of *Gateways to Psychology*. These “big ideas” and enduring principles are the very heart of psychology.

The first time you read a chapter, you shouldn’t feel obligated to memorize the Gateway concepts. However, you should take a moment to think about each one before you continue reading. Doing so will provide an overview to help you keep your bearings as you read. Most likely, you’ll find it easier to remember the details of psychology if you can relate them to a framework of major concepts. Later, you can use the Gateways to review the most important points in each chapter. Eventually, the Gateways will provide a good summary of what you have learned in this course. The Gateway concepts can forever transform the way you see yourself and the behavior of others. If you make them a part of your knowledge, you will gain something of lasting value: You will learn how to view human behavior as a psychologist would.

GETTING STARTED To help you get off to a good start, a short Introduction precedes Chapter 1. The Introduction describes study skills you can use to get the most out of this text and your psychology course. It also tells how you can use the Internet, electronic databases, and interactive CDs to further explore the realm of psychology.

In the chapters that follow, I hope the delight I have found in my own students’ curiosity, insights, imagination, and interests will be apparent. Please view this book as a long letter from

me to you. It is, in a very real sense, written about you, for you, and to you.

TO THE INSTRUCTOR

This book is designed to promote an interest in human behavior, to foster an appreciation for human diversity, to facilitate learning, and to encourage critical thinking. If you are already familiar with its format, a brief summary of ninth edition changes follow shortly. If the text is unfamiliar, a brief sketch of its design and underlying philosophy appears here.

A Book for Students

Selecting a textbook is half the battle in teaching a successful course. A good text does much of the work of imparting information to students. This frees class time for discussion or media presentations, and it leaves students asking for more. When a book overwhelms students or cools their interest, teaching and learning become uphill battles. For this reason, I have worked hard to make this a clear, readable, and interesting text.

I believe an important question to ask about the introductory course is, “What will students remember next year? Or in 10 years?” Consequently, *Introduction to Psychology* gives students a clear grasp of major concepts, without burying them in details. At the same time, it provides a broad overview that reflects psychology’s diversity. I think students will find this book informative and intellectually challenging. In addition, I have made a special effort to relate psychology to the practical problems of daily life.

A major feature of this book is the *Psychology in Action* section found in each chapter. These high-interest features bridge the gap between theory and practical applications. I believe students are justified in asking, “Does this mean anything to me? Can I use it? Why should I learn it if I can’t?” The Psychology in Action feature spells out how students can use the principles of psychology. By doing so, they breathe life into its concepts.

At the end of each chapter, students will also find a section called *A Step Beyond*. These short discussions cover controversies, current issues, cutting-edge topics, or subjects likely to promote critical thinking. In essence, they serve as brief, high-interest articles within the text. My goal in the A Step Beyond features is to provide a taste of changing issues and ideas in psychology.

To encourage broader explorations, inquiring readers will find a section called *Psychology on the Net* at the end of each chapter. The URLs listed there will take students to interesting

sites on the Internet. Each list also directs students to relevant articles in *InfoTrac® College Edition*, Wadsworth's exclusive on-line college library. InfoTrac® College Edition is available at no extra charge with new copies of the text for North America-based adoptions. Finally, all chapters conclude with a list of relevant modules in *Psyk.trek* and *PsychNow!*. *PsychNow!* is a text-specific CD-ROM from Wadsworth Publishing which offers an exciting assortment of interactive learning experiences.

A Format for Learning

Before this book first appeared, psychology texts made surprisingly little use of cognitive principles to teach psychology. I have employed many learning aids in this text because I believe that students can be guided into more effective study and reading habits while learning psychology. Each chapter in *Introduction to Psychology* includes the following elements:

Chapter Survey	A Step Beyond
Theme	Guide Questions
Key Questions	Bridges
Key Topics	Figures
Preview	Tables
Gateways	Integrated Glossary
Major Topics	Running Glossary
Guide Questions	Knowledge Builder
Bridges	Relate
Figures	Learning Check
Tables	Critical Thinking
Integrated Glossary	Answers
Running Glossary	Chapter in Review
Highlights	Key Questions
Knowledge Builders	Point-by-Point Summary
Relate	Psychology on the Net
Learning Check	Web Site URLs
Critical Thinking	InfoTrac® College Edition
Answers	Interactive Learning
Psychology in Action	<i>PsychNow!</i> Modules
Guide Questions	<i>Psyk.trek</i> Modules
Bridges	
Figures	
Tables	
Integrated Glossary	
Running Glossary	
Knowledge Builder	
Relate	
Learning Check	
Critical Thinking	
Answers	

How the Chapter Design Supports the SQ4R Method

Each chapter of this text is built around the SQ4R study-reading formula. In addition to helping students learn psychology, this format promotes valuable study skills. Notice how the steps of the SQ4R method—*survey*, *question*, *read*, *recite*, *relate*, and *review*—are incorporated into the chapter design.

SURVEY To begin, a full-page Chapter Survey provides an overview of upcoming topics. The Chapter Survey states the Theme, or main message, of the chapter. It also relates Key Questions to Key Topics that will appear in the chapter. Next, a short, high-interest Preview focuses attention on the task at hand so that students will read with a purpose. To complete the initial survey, a list of Gateway concepts summarizes the most important ideas covered in the chapter. These are the “take home” ideas every student should be able to remember 10 years after reading this text.

QUESTION Throughout each chapter, italicized Guide Questions serve as advance organizers. That is, Guide Questions prompt students to look for important ideas as they read. In doing so, they promote active learning. They also establish a dialogue in which the questions and reactions of students are anticipated. This clarifies difficult points—in a lively give-and-take between questions and responses.

READ I’ve made every effort to make this a clear, readable text. To further aid comprehension, I’ve used a full array of traditional learning aids. These include boldface terms (with phonetic pronunciations), bullet summaries, a robust illustration program, summary tables, a name index, a subject index, and a detailed glossary. As an additional aid, figure and table references in the text are marked with small geometric shapes. These “place-holders” make it easier for students to return to reading after they have paused to view a table or figure.

An Integrated Glossary aids reading comprehension by providing precise definitions directly in context. When important terms first appear, they are immediately defined. In this way, students get clear definitions when and where they need them—in the general text itself. In addition, a parallel Running Glossary defines key terms in the lower margin of right-hand pages. The Running Glossary makes it easier for students to find, study, and review important terms.

Several times per chapter, boxed highlights discuss recent research, interesting topics, original viewpoints, and human diversity. Highlights are stimulating but nonintrusive supplements to the main text. They enrich the presentation and encourage critical thinking.

RECITE Every few pages, a Knowledge Builder provides opportunities for students to test their understanding and recall of preceding topics. The Knowledge Builders are practically a built-in study guide. Each includes a Learning Check, which is a short, noncomprehensive quiz. Learning Checks help students actively process information and assess their progress. Students who miss any questions are encouraged to backtrack and clarify their understanding before reading more. Completing Learning Checks serves as a form of recitation to enhance learning.

RELATE Cognitive psychology tells us that elaborative rehearsal is one of the best ways to form lasting memories. Elaborative rehearsal increases the meaningfulness of new information by relating it to existing, familiar knowledge. To help students

practice elaborative rehearsal, each Knowledge Builder includes a series of “Relate” questions. These questions encourage students to associate new concepts with meaningful personal experiences and prior knowledge.

By necessity, topics tend to be compartmentalized in textbooks. The new Bridges featured in this edition are designed to help students make connections between widely separated topics. Again, interrelating information gives it greater meaning and helps students deepen their knowledge of psychology.

A course in psychology naturally contributes to the development of critical thinking abilities. To further facilitate critical thinking, each Knowledge Builder also includes one or more Critical Thinking questions. These stimulating questions challenge students to think critically and analytically about psychology. Each is followed by a brief answer with which students can compare their own thoughts. Many of these answers are based on research and are informative in their own right.

REVIEW As noted previously, all important terms appear in a Running Glossary throughout the book, which aids review. As also noted, a Psychology in Action section completes each chapter. Each Psychology in Action feature shows students how psychological concepts relate to practical problems, including problems in their own lives. The information found in Psychology in Action sections helps reinforce learning by illustrating psychology’s practicality. The chapter-ending A Step Beyond articles also encourage students to review and extend the ideas they have learned.

Next, a point-by-point summary provides a concise synopsis of all major concepts. The Chapter in Review summary is organized around the same Key Questions found in the Chapter Survey. This brings the SQ4R process full-circle and provides closure with respect to the learning objectives of each chapter.

Critical Thinking

The active, questioning nature of the SQ4R method is, in itself, an inducement to think critically. Many of the Guide Questions that introduce topics in the text act as models of critical thinking. More important, Chapter 1 contains a brief discussion of critical thinking skills and a rational appraisal of pseudopsychologies. The presentation of research methods in Chapter 2 is actually a short course on how to think clearly about behavior. It is supplemented by suggestions about how to critically evaluate claims in the popular media. Chapter 11, “Cognition, Intelligence, and Creativity,” discusses many topics that focus on thinking skills. Throughout the text, many boxed highlights promote critical thinking about topics that students should approach with healthy skepticism. In addition, many A Step Beyond articles critically evaluate controversial topics. As mentioned earlier, every Knowledge Builder includes Critical Thinking questions. Taken together, these features will help students gain thinking skills of lasting value.

Human Diversity

Student populations increasingly reflect the multicultural, multifaceted nature of contemporary society. In the ninth edition

of *Introduction to Psychology* students will find numerous discussions of human diversity, including differences in race, ethnicity, culture, gender, abilities, sexual orientation, and age. Too often, such differences needlessly divide people into opposing groups. My aim throughout the text is to discourage stereotyping, prejudice, discrimination, and intolerance. Many topics and examples in this edition encourage students to appreciate social, physical, and cultural differences and to accept them as a natural part of being human. The topics listed in ♦Table 1 illustrate the diversity content to be found in this edition (page numbers are shown in parentheses).

Positive Psychology

In January 2000, Martin E. P. Seligman and Mihaly Csikszentmihalyi co-edited a special issue of *American Psychologist* devoted to optimal functioning, happiness, and “positive psychology.” Over the past 100 years, psychologists have paid ample attention to the negative side of human behavior. This is easy to understand because of the need to find remedies for human problems. However, Seligman and Csikszentmihalyi have urged us to also study positive psychology. What do we know, for instance, about love, happiness, creativity, well-being, self-confidence, and achievement? Throughout this edition, I have attempted to answer such questions for students. ♦Table 2 identifies some of the topics in positive psychology found in this text (page numbers are in parentheses). My hope is that students who read this book will gain an appreciation for the potential we all have for optimal functioning. Also, of course, I hope that they will leave introductory psychology with emotional and intellectual tools they can use to enhance their lives.

What’s New in the Ninth Edition?

The publication of this book marks the twenty-third anniversary of *Introduction to Psychology*. Thanks to the vitality of the field, and suggestions from professors, this edition has improved in many ways, as described next.

- An improved Chapter Survey launches each chapter. The Chapter Survey combines elements of “In This Chapter” and “Survey Questions” from the previous edition. My goal in the Chapter Survey is to help students form a cognitive map of upcoming topics before they begin reading.
- A new list of Gateway statements precedes the main contents of each chapter. Students are encouraged to read these statements and to think about them before they read the rest of the chapter. Doing so will help them organize the detailed information they will encounter as they progress through the text.
- The chapter pedagogy in this edition has evolved from an SQ3R design to one based on the SQ4R method. That is, I have incorporated a fourth R, for “relate,” into the study-reading format of the text. The *relate* step of SQ4R prompts students to engage in elaborative rehearsal and actively process new information.
- Knowledge Builders, which are designed to further enhance learning, are a major new feature of the ninth edition. In addition to Learning Check questions and Critical Thinking questions, which appeared in previous editions, Knowledge Builders

CHAPTER 1, PSYCHOLOGY: THE SEARCH FOR UNDERSTANDING

- The psychology of gender (6)
- Cultural psychology (6)
- Women in psychology (12)
- Human diversity, appreciating social and cultural differences (15–16)
- The impact of culture (15–16)
- Cultural relativity (15–16)
- A broader view of human diversity (16)

CHAPTER 2: RESEARCH METHODS AND CRITICAL THINKING

- Male and female risk taking (36–37)
- Human diversity and representative samples (40–41)
- Gender and ethnic biases in psychological research (41)
- Sexual harassment (41)

CHAPTER 3: THE BRAIN, BIOLOGY, AND BEHAVIOR

- Nerve grafting for people with spinal injuries (56)
- Male-female differences in brain lateralization (67)
- Hypopituitary dwarfism (72)

CHAPTER 4: CHILD DEVELOPMENT

- Culture and parenting styles (101–102)
- Ethnic differences in child-rearing (103)
- The relationship between culture and babbling (104)
- Social status and language development (105)
- Parentese in different cultures (106–107)
- Piagetian stages and cultural influences (107–111)
- Sociocultural influences on cognitive development (Vygotsky) (111–112)
- Early childhood education for disadvantaged children (114)

CHAPTER 5: FROM BIRTH TO DEATH: LIFE-SPAN DEVELOPMENT

- Ethnicity and personal identity (139–140)
- Comparing male and female moral reasoning (142–143)
- Culture and moral reasoning (143)
- Comparing male and female mid-life transitions (146)
- Menopause versus the climacteric (147)
- Ageism (150–152)
- Gender and happiness (157)

CHAPTER 7: PERCEIVING THE WORLD

- Cultural influences on the perception of line drawings (205)
- Culture and the recognition of pictorial depth cues (213)
- Culture and the Müller-Lyer illusion (219)
- Cross-racial perceptions (eyewitness accuracy) (225–227)

CHAPTER 8: STATES OF CONSCIOUSNESS

- States of consciousness and culture (235)
- Drug abuse and cultural values (269–270)

CHAPTER 9: CONDITIONING AND LEARNING

- Comparing U.S. television content with cultures that limit televised violence (301)

CHAPTER 10: MEMORY

- Labeling and the ability to remember people from other ethnic groups (326)
- Aging and memory (332)

CHAPTER 11: COGNITION, LANGUAGE, AND CREATIVITY

- Social stereotypes and cognition (349)
- Linguistic misunderstandings between cultures (351)
- The pros and cons of bilingual education (351)
- Cultural differences in the use of phonemes (351)
- The deaf community and gestural languages (352–353)
- Cultural barriers to problem solving (358)

CHAPTER 12: INTELLIGENCE

- Age and IQ (382–383)
- Sex and IQ (384–385)
- The developmentally disabled (388–390)
- Race, culture, ethnicity, and intelligence (396–397)
- Culture-fair intelligence testing (396–397)
- A critique of *The Bell Curve* (397)
- Race, culture, and school placement (397–398)

CHAPTER 13: MOTIVATION AND EMOTION

- Cultural values and food preferences (410)
- Ethnicity and dieting (413)
- Pain avoidance and cultural conditioning (414)
- The influence of culture on expressing emotions (431)
- Cultural differences in the occurrence of emotion (431–432)
- Gender differences in emotion (432)
- Cultural learning and body language (432)

CHAPTER 14: GENDER AND SEXUALITY

- Psychosocial differences between men and women (449–450)
- Gender roles (450–451)
- Gender role stereotypes (450–451)
- Culture and gender roles (450–451)
- Gender role socialization (451–452)
- Androgyny (452–454)
- Sexual orientation (458–459)

CHAPTER 15: PERSONALITY

- Self-esteem and culture (483)
- Social learning of male and female traits (497–498)

CHAPTER 16: HEALTH, STRESS, AND COPING

- Culture shock, acculturative stress, and immigration (538)

CHAPTER 17: PSYCHOLOGICAL DISORDERS

- How gender and culture affect judgments of psychopathology (555–556)
- Culture-specific psychological “disorders” (561)
- Ethnic groups and the incidence of psychological disorders (561–562)
- Sex differences in the prevalence of anxiety disorders (565)
- Sex differences in rates of clinical depression (584)

CHAPTER 18: THERAPIES

- Cultural issues in counseling and psychotherapy (629–630)
- Culturally aware therapists (630)

CHAPTER 19: SOCIAL BEHAVIOR

- Status and touch (male-female differences in patterns of touching) (636)
- Cultural differences in norms governing personal space (637–638)
- Male-female differences in mate preferences (642–644)
- Gendered friendships (644–645)
- Male-female differences in loving and liking (645–646)
- Evolutionary perspectives on male and female mate selection (647–648)

CHAPTER 20: ATTITUDES, CULTURE, AND HUMAN RELATIONS

- Racial prejudice and discrimination (674)
- Ethnocentrism (674–675)
- Social stereotypes (675–676)
- Symbolic prejudice (675–676)
- Rejection and demonization of out-groups (676–677)
- Experiments in creating and reducing prejudice (677–680)
- Stereotyping on television (682–683)
- Multiculturalism (688–690)
- Breaking the prejudice habit (688–690)
- Cultural awareness (690)

APPENDIX A: APPLIED PSYCHOLOGY

- How cultural differences affect living in space habitats (A-27)

◆ **TABLE 2** Positive Psychology in the Ninth Edition

Altruism and helping behavior (686–688)	High achievers (421–422)	Positive childbirth practices (130–131)
Androgyny and adaptability (452–454)	Hope (533–534)	Positive models on television (684)
Appreciating human diversity (15–16)	Hospice movement (159)	Promoting secure attachment (96)
Characteristics of the gifted (386–387)	Humanistic psychology and self-actualization (13–14)	Promoting self-esteem in children (103)
Constructive child discipline (116–118)	Improving memory (333–338)	Prosocial behavior (685–688)
Designing for optimum human use (204)	Intrinsic motivation and creativity (423–424)	Psychology of creativity (361–366)
Dreams and creativity (267–268)	Jigsaw classrooms (679–680)	Psychology of love (440–442)
Elements of positive mental health (598)	Job enrichment (A-8)	Psychology of well-being and happiness (156–158)
Emotional intelligence (437)	Job satisfaction (A-7)	Quality day care (97)
Enhancing creativity (368–370)	Jung and self-actualization (493–494)	Repair of brain damage (78–80)
Enriching early development (113–115)	Loving, liking, and attachment (645–647)	Self-confidence (422)
Ethical research (46–48)	Maslow and self-actualization (499–500)	Self-esteem (103)
Exceptional memory (323–324)	Meditation (548–550)	Self-regulated learning (304–305)
Facilitating cognitive development in children (110)	Meta-needs and self-actualization (422–423)	Striving for superiority (419–422)
Friendship and interpersonal attraction (642–645)	Moral behavior (141–143)	Successful aging (150)
Fully functioning person (500)	Multiculturalism (688–690)	Superordinate goals (678–679)
Hardiness and happiness (541)	Multiple intelligences (394–395)	Teaching intelligence (392)
Health-promoting behaviors (519–521)	Optimal caregiving (100)	Traits of master therapists (618)
Health-promoting conditions in therapy (602)	Peak performance (499–500)	Well-being at midlife (147)
Helping behaviors (687–688)	Perceptual awareness (226)	Wellness (521–522)

now include a series of “Relate” questions. Knowledge Builders, which support the SQ4R method, represent a significant improvement in the pedagogical design of this text.

- Blending an Integrated Glossary into the Eighth Edition of the text added greatly to its precision. Now, for convenience, all important terms also appear in a separate Running Glossary.
- Guide Questions, which are a key element of the SQ4R format, are retained in this edition. However, I have made them more subtle by blending them into the general narrative. This format still cues students to actively search for information, but it allows reading to flow more smoothly.
- A new feature called *Bridges* helps students link information that appears in different chapters. In this way, students can build a more coherent view of psychology, rather than learning isolated bits of information.
- Each chapter now ends with Psychology on the Net and Interactive Learning sections. These features direct students to appropriate software and online resources, including *InfoTrac® College Edition*, a text-specific Web site with interactive practice quizzes, and two powerful, interactive CD-ROMs: *PsychNow!* and *Psyk.trek*.
- More than ever, I’ve tried to make this edition gender neutral and sensitive to diversity issues. All pronouns and examples involving females and males are equally divided by gender. In artwork, photographs, and examples, I have tried to portray the rich diversity of humanity.
- The text’s contribution to critical thinking skills continues to grow stronger. For example, several new and revised highlights challenge students to think critically about topics that have been presented noncritically in the news.
- All chapters benefit from new and/or improved art and photographs, as well as several new cartoons. Several new or improved tables also complement the text.
- This edition features 11 new highlights, plus updates and revisions of several more.

- Each chapter has fewer highlights so that reading flows more smoothly and pages are less cluttered.
- A revised Introduction, “The Psychology of Studying,” features a new section on using electronic media, including the Internet, electronic databases, and interactive CD-ROMs.
- Chapters 4, 5, and 17 have been significantly reorganized. Chapter 4 gathers much of the coverage of child development into one chapter. Chapter 5 now offers a more balanced overview of life-span development. By reviewer request, I have combined former Chapters 17 and 18 into one streamlined Psychological Disorders chapter. The Health, Stress, and Coping chapter now precedes the discussion of psychological disorders. In another change requested by reviewers, Applied Psychology has become an appendix.
- Although the book contains more information than before, the actual text is shorter. Tighter editing has made it possible to include new features such as the improved Chapter Survey, Gateways, Bridges, Knowledge Builders, Psychology on the Net, and Interactive Learning without adding to the number of pages in the book.
- I have deleted the appendix on careers in psychology, which is replaced by an excellent booklet titled *Psychology: Careers for the 21st Century*. Through an exclusive agreement with the American Psychological Association, Wadsworth is able to offer the booklet shrink-wrapped with this text at no additional cost to students.
- By popular request, I have added Knowledge Builders and other standard features to the Behavioral Statistics appendix.
- A new Name Index now supplements the Subject Index.

In sum, the new subtitle of this text reflects not only the importance of the Gateways feature, but also the fact that the book has been extensively redesigned to give students even better access to psychology. The comments that follow provide more details about some of the changes listed here.

New Topics and Updated Coverage

In addition to the changes and improvements already noted, my general goal in this edition has been to present psychology's latest ideas, findings, and insights. I have drawn on hundreds of new references (some as recent as 2000 and some in press) for this revision. I think it is fair to say that every chapter contains fascinating new information.

NEW PREVIEWS The chapter Previews are designed to arouse interest and draw students into reading. The following Previews are new to this edition (chapters are shown in parentheses):

- The Story of a Lifetime (5)
- Gizmos and Doohickeys (11)
- Taylor's (Not So Very) Fine Adventure (16)
- Beware the Helicopters (17)

NEW OR REVISED HIGHLIGHTS Over the years, I have used highlights to report recent research, controversies, issues, and findings. My review of the literature this year prompted me to update many existing highlights and to create 11 that are entirely new or significantly revised, including the following (chapters are shown in parentheses):

- Psychologists: Perceptions and Realities (1)
- Child's Play—Learning about Others (4)
- Ethnic Differences in Child-Rearing—Three Flavors of Parenting (4)
- A Child's Theory of Mind—Other People, Other Minds (4)
- The Mozart Effect—Smart Music? (4)
- Why Most People Can't Draw What They See (7)
- College Students—They're all Alike (10)
- Memories of a Lifetime (10)
- Bilingualism—*Si o No, Oui ou Non*, Yes or No? (11)
- Self-Esteem and Culture (15)
- Running Amok with Cultural Maladies (17)

NEW OR REVISED PSYCHOLOGY IN ACTION FEATURES The Psychology in Action sections (formerly called "Applications") are a hallmark of this text. In these brief discussions, I strive to give students information that they can apply to practical problems in their lives. The first example below is entirely new, and the second is substantially revised.

- Well-Being and Happiness—What Makes a Good Life? (5)
- Enhancing Creativity—Brainstorms (11)

NEW OR REVISED A STEP BEYOND FEATURES These short articles discuss controversies, issues, emerging ideas, and other topics that take students beyond the core content of each chapter. The following articles are new or heavily revised in this edition:

- Neurogenesis and Plasticity—The Plastic, Fantastic Brain (3)
- The Recovered Memory—False Memory Debate (10)
- Who Is "Crazy"? What Should Be Done about It (17)

NEW DIVERSITY As noted earlier, I have tried to encourage students to accept, appreciate, and celebrate the wonderful diversity of humanity. To further enhance the coverage of diversity

in this book, I have added the following features and topics to the ninth edition:

- Human Diversity: Appreciating Social and Cultural Differences (1)
- Ethnic Differences in Child-Rearing—Three Flavors of Parenting (4)
- Vygotsky's Sociocultural Theory (4)
- Diversity and Identity (5)
- Human Diversity: College Students—They're All Alike (10)
- Bilingualism—*Si o No, Oui ou Non*, Yes or No? (11)
- Culture, Ethnicity, and Dieting (13)
- Cultural Differences in Emotion (13)
- Gender Differences in Emotion (13)
- Human Diversity: Self-Esteem and Culture (15)
- Running Amok with Cultural Maladies (17)
- Ethnic Group Membership (17)

Chapter Notes

With respect to more detailed updates, I am pleased to report that every chapter of *Introduction to Psychology—Gateways to Mind and Behavior* has been improved. The following annotations spotlight some of the new topics that appear in this edition.

INTRODUCTION: THE PSYCHOLOGY OF STUDYING The Introduction has been rewritten for clarity and brevity. It also includes new information on note taking, mnemonics, test-taking skills, and procrastination. A new section shows students how to use the Internet and electronic databases to find additional information about psychology. A discussion of the PsycINFO database includes a sample journal abstract, plus directions for using PsycINFO and conducting searches.

CHAPTER 1: PSYCHOLOGY: THE SEARCH FOR UNDERSTANDING A recent empirical analysis of trends in psychology by Richard Robins, Samuel Gosling, and Kenneth Craik (1999) makes it clear that cognitive psychology has become a dominant school of thought. In view of this, I have revised the definition of psychology in this chapter to give more prominence to cognition and cognitive processes. Likewise, the growing importance of cognitive science is reflected in the discussion of major perspectives in psychology. My initial description of the profession of psychology now specifically notes the contribution that teachers make to the field. A new section, "Human Diversity—Appreciating Social and Cultural Differences," discusses the impact that human diversity has had on contemporary psychology. The highlight titled "Psychologists: Perceptions and Realities" now includes information about media stereotypes and inaccurate portrayals of psychologists. A revised and enlarged table lists various types of psychologists and what they do. Updated charts show specialties in psychology, where psychologists work, and their principal activities at work.

CHAPTER 2: RESEARCH METHODS AND CRITICAL THINKING A brief new section introduces students to the concept of meta-analysis. Meta-analytic studies have become common in the literature. Students interested in reading journal articles need to have at least a

basic idea of what a meta-analysis is and how the technique is used to combine and synthesize research. The case of Eve White-Eve Black has become highly suspect. To illustrate the clinical method, I have replaced it with a contemporary case study about the effects of amnesia. The discussion of survey research has been reorganized and updated. This chapter also includes brief updates on naturalistic observation, correlation, the observer effect, placebo effects, gender bias in the psychological literature, research ethics, and misinformation in the popular media.

CHAPTER 3: THE BRAIN, BIOLOGY, AND BEHAVIOR This chapter has been rewritten for greater interest, brevity, and clarity. Information on biopsychological research methods now appears earlier in the chapter. This allows students to better understand subsequent discussions of brain structure and function. The discussion of hemispheric specialization has been significantly updated. Chapter 3 concludes with a new A Step Beyond feature about brain plasticity, neurogenesis, and the repair of brain damage. Additional research updates also appear throughout the chapter.

CHAPTER 4: CHILD DEVELOPMENT While this chapter retains its topical structure, the first third has been reorganized to offer a more chronological flow of topics. In addition, I have moved some topics into this chapter from Chapter 5 and some have migrated from here to Chapter 5. The result is a more coherent focus on early childhood in Chapter 4. Another benefit of this reorganization is that it makes clearer links between related topics. For the sake of interest, discussions throughout the chapter have been personalized in ways that will make them more relevant to students. A new highlight, “Child’s Play—Learning about Others,” briefly discusses the role of play in social development. Another new highlight, “Ethnic Differences in Child-Rearing,” describes how cultural values and social customs affect child-rearing. A new section explores the origins of the “terrible twos” and reassures parents. A third new highlight, “A Child’s Theory of Mind—Other People, Other Minds,” provides a brief glimpse into theory-of-mind research. A new table summarizes Piaget’s stages of cognitive development and provides guidelines for parents. A new section explains the core concepts of Vygotsky’s sociocultural theory of cognitive development. A fourth new highlight, “The Mozart Effect—Smart Music?,” critically evaluates research concerning the Mozart effect. This chapter also presents new information on the following topics: environment and temperament, motor development, infant emotions, attachment and day care, language development, parentese and baby talk, self-esteem, and the effects of deprivation and enrichment.

CHAPTER 5: FROM BIRTH TO DEATH: LIFE-SPAN DEVELOPMENT I have reorganized this chapter to provide a better overview of challenges, tasks, and problems that occur across the life-span. For example, the psychological aspects of birth, which were previously covered in Chapter 4, now appear here. As a result, Chapter 5 really does include topics “from birth to death.” Moral development, which begins in childhood and proceeds into adulthood, has also moved here from Chapter 4. A new Pre-

view provides a better introduction to life-span development. A new section explores the impact of ethnic group membership on identity formation. A major new Psychology in Action section discusses happiness and well-being, and answers the question “What makes a good life?” Research updates and new information enhance discussions of childbirth, ADHD, adolescence, moral development, mid-life transitions, life expectancy, successful aging, and living wills.

CHAPTER 6: SENSATION AND REALITY This chapter includes updates on artificial vision, simultaneous color contrast, olfaction, pheromones, taste, pain management, and motion sickness. Improved art illustrates the firing rates of the three types of cones. The discussion of taste has been updated to include *umami*, an increasingly well-documented fifth taste quality. Art depicting the distribution of taste receptors on the tongue has been revised to correct erroneous information that has appeared in textbooks for more than 80 years.

CHAPTER 7: PERCEIVING THE WORLD A new highlight, “Why Most People Can’t Draw What They See,” explains how perception affects drawing ability. It also notes parallels to perception (and misperception) in general. The discussion of perceptual learning begins with a better overview of mechanisms underlying changes in perceptual habits. Updated coverage of the moon illusion reports the strongest evidence yet for the accuracy of the apparent-distance hypothesis. This chapter contains updates on pictorial depth, habituation, eyewitness credibility, and the reconstructive nature of perception. It also includes some new and/or improved art. The A Step Beyond article reports recent data that cast serious doubt on Charles Honorton’s claim that he has demonstrated ESP with the Ganzfeld technique.

CHAPTER 8: STATES OF CONSCIOUSNESS A new “Sleep Quiz” arouses interest in the sleep phenomena discussed in this chapter. New information details the effects of chronic sleep deprivation and explains how to estimate personal sleep needs. A brief new section alerts students to the prevalence and dangers of binge drinking. New findings enhance discussions of microsleeps and highway accidents, REM sleep, insomnia, SIDS, the soporific effects of tryptophan and serotonin, the activation-synthesis theory of dreaming, sensory deprivation, drug dependence, the health risks of caffeine and marijuana, and why people abuse drugs.

CHAPTER 9: CONDITIONING AND LEARNING This chapter needed very few changes. Nevertheless, I have found ways to make some of the discussions shorter and clearer. In addition, small but worthwhile research updates appear throughout the chapter.

CHAPTER 10: MEMORY A new highlight, “Human Diversity: College Students—They’re All Alike!” illustrates how shallow encoding of memories contributes to the tendency of eyewitnesses to think that members of other social groups “all look alike.” A new highlight, “Memories of a Lifetime,” reveals an interesting bias in the coding of autobiographical memories. The list of techniques for improving memory now includes

the expanding retrieval-interval mnemonic. I have shortened and updated the discussion of recovered memories of sexual abuse. Also, brief research updates provide new information on repression, flashbulb memories, rehearsal, eyewitness memories, hypnosis and memory, aging and memory, hunger and memory, spaced practice, the hippocampus, consolidation, and mnemonics.

CHAPTER 11: COGNITION, LANGUAGE, AND CREATIVITY A new Preview, “Gizmos and Doohickeys,” reports on the National Rube Goldberg Machine Contest to pique students’ interest in problem solving and creativity. A new highlight, “Bilingualism—*Si o No, Oui ou Non, Yes or No?*,” examines some of the benefits and pitfalls of bilingual education. New art clarifies the encoding function of language and the role of phonemes. I have updated discussions of mental rotation, kinesthetic imagery, conceptual features, gestural languages, heuristics, and creativity. The Psychology in Action section presents a revised and updated discussion of techniques for promoting creative problem solving.

CHAPTER 12: INTELLIGENCE Portions of this chapter have been rewritten for improved readability and greater clarity. I have moved a discussion of the drawbacks of forced teaching (previously in Chapter 4) to this chapter. Brief research updates and new information enhance discussions of giftedness, organic causes of retardation, heredity and IQ, the Flynn effect, instrumental enrichment, culture-fair tests, and Gardner’s theory of multiple intelligences.

CHAPTER 13: MOTIVATION AND EMOTION A brief new section, “Culture, Ethnicity, and Dieting,” discusses cultural values and body image. Another brief new section, “Cultural Differences in Emotion,” examines cultural influences on emotional expression. A short section under the heading “Gender Differences in Emotion” describes how differences in socialization affect the expression of emotion by males and females. Research updates improve discussions of external eating cues, eating disorders, behavioral weight management, test anxiety, intrinsic motivation, hemispheric differences in emotion, and the “chameleon effect” in social interactions.

CHAPTER 14: GENDER AND SEXUALITY The terms *sex* and *gender* are now clearly distinguished throughout the chapter, in keeping with the usage that has emerged in the literature. For example, sex roles are now referred to as gender roles. A new table details the most common excuses given for not practicing safer sex. I have revised the discussion of atypical sexual behavior (previously in the Psychological Disorders chapter) and moved it here. I also updated the section on rape from the Psychological Disorders chapter and moved it into this chapter, where it is combined with information about date rape. The coverage of STDs and HIV has been updated. The Psychology in Action section contains some new information on the causes and treatments of sexual dysfunctions.

CHAPTER 15: PERSONALITY A new highlight, “Human Diversity: Self-Esteem and Culture,” describes some interesting differ-

ences in the self-esteem of people from individualistic cultures, such as North America, and collectivistic cultures, such as Japan. I have restored a brief discussion of Alfred Adler’s ideas to the section on neo-Freudian theories. Recent research updates enhance discussions of traits, self-concept, self-esteem, self-appraisals of competence, the stability of personality traits, situational determinants of behavior, the incongruent person, unconditional positive regard, the ideal self, honesty tests, and the TAT.

CHAPTER 16: HEALTH, STRESS, AND COPING This chapter begins with a new Preview, “Taylor’s (Not So Very) Fine Adventure,” which provides a more student-oriented introduction to stress and health. A new illustrated table summarizes major health-promoting behaviors. In an important update, new LCU values are provided for the *Social Readjustment Rating Scale*. These are the correct values to use when rating the impact of contemporary life events. A brief new section relates hardiness and happiness to stress resistance. This chapter also includes updates on behavioral risk factors, eustress, pressure, frustration and aggression, the college blues, biofeedback, Type A personality, acculturative stress, the hardy personality, and psychoneuroimmunology. In the Psychology in Action section, students will find a new *College Life Stress Inventory* that they can use to estimate their own stress levels. Also included are brief new discussions of writing as a means of stress reduction and the use of humor as a coping mechanism.

CHAPTER 17: PSYCHOLOGICAL DISORDERS This retitled chapter combines information from former Chapters 17 and 18 into a more concise and integrated discussion of psychological disorders. By popular request, medical therapies are now covered in Chapter 18 (Therapies). Likewise, paraphilias have moved to Chapter 14 (Gender and Sexuality). An updated definition of psychopathology places more emphasis on cultural factors and loss of ability to control one’s thoughts, behaviors, and feelings. David Rosenhan’s famous pseudo-patient study is now discussed earlier in the chapter and integrated into the general discussion of abnormal behavior. A brief new discussion illustrates how social stigma affects the mentally ill. A revised table provides additional information to help students recognize and differentiate major psychological disorders. A new highlight, “Running Amok with Cultural Maladies,” provides examples of various culture-specific “disorders.” This highlight also emphasizes the value of empirically based classification systems, such as the DSM. A brief new section illustrates how cultural factors can influence vulnerability to various psychological disorders. A reorganized discussion, along with an enlarged and improved table, clarifies distinctions among various mood disorders, especially Bipolar I and Bipolar II. The A Step Beyond section (“Who Is ‘Crazy’? What Should Be Done about It?”) combines, condenses, and updates information from two “Explorations” in the prior edition. This chapter also benefits from updates on risk factors, anxiety disorders, social phobia, PTSD, dissociative disorders, conversion reactions, lead poisoning, the causes of schizophrenia, SAD, and suicide.

CHAPTER 18: THERAPIES This chapter is more concise and features a variety of updates. Medical therapies, which were formerly discussed in Chapter 17, are now presented here. This allows students to gain a better perspective on the range of therapies available and the differences between psychological and somatic approaches. A brief new discussion of telehealth (therapy conducted by videoconferencing) adds balance to the coverage of distance therapy. It also alerts students to an emerging method for delivering mental health services. The discussion of virtual reality exposure therapy reports additional studies that show the value of this technique for treating phobias. The highlight on eye movement desensitization and reprocessing presents recent evidence for and against the effectiveness of this new technique. A new discussion briefly summarizes the characteristics of peer-nominated master therapists.

CHAPTER 19: SOCIAL BEHAVIOR I have rewritten the discussion of attribution theory in this chapter to make it clearer and more accessible to students. Also, this section makes a better distinction between the fundamental attributional error and actor-observer bias. This chapter has also been improved by small, but valuable, updates on role conflicts, group cohesion, self-handicapping, interpersonal attraction, the halo effect, homogamy, mate selection, romantic love, groupthink, conformity, and compliance.

CHAPTER 20: ATTITUDES, CULTURE, AND HUMAN RELATIONS The discussion of discrimination in this chapter now includes a brief discussion of racial profiling by police officers. (That is, detaining people for “driving while black.”) A brief new section summarizes conditions that tend to reduce intergroup conflict and prejudice. New information in the Psychology in Action feature shows students that “race” is a matter of social labeling, not a biological reality. This chapter also includes brief research updates on attitudes, authoritarianism, prejudice, status inequalities, and stereotypes.

APPENDIX A: APPLIED PSYCHOLOGY Research updates in this chapter enhance discussions of work analysis, work efficiency, flextime, job interviewing, crowding, noise pollution, pro-environmental behavior, death-qualified juries, jury selection, and space psychology.

APPENDIX B: BEHAVIORAL STATISTICS This appendix now includes all features of the pedagogy used throughout the text, including Chapter Survey, Preview, Gateways, Knowledge Builders, In Review, and Psychology on the Net.

TEACHING AND LEARNING SUPPLEMENTS

A rich array of supplements accompanies the ninth edition of *Introduction to Psychology*, including several that make use of the latest information technologies. These supplements are designed to make teaching and learning more effective. Many are available free to professors or students. Others can be packaged with this text at a discount. For more information on any of the listed resources, please call the Thomson Learning™ Academic Resource Center at 800-423-0563.

Student Support Materials

Introductory students must learn a multitude of abstract concepts, which can make a first course in psychology difficult. The materials listed here are designed to greatly improve students' chances for success.

GATEWAYS TO PSYCHOLOGY BROCHURE The ninth edition's new, chapter-opening Gateways are designed to help students identify key concepts in psychology, especially those that will change the way they view human behavior. The *Gateways to Psychology* brochure is a compilation of all the “transformative” concepts from the text. As such, the brochure serves as a valuable reference to core ideas in psychology. By reading *Gateways to Psychology*, students can gain an overview of their entire introductory course—before, during, or after taking it. The brochure lists Web sites related to each chapter's major topic, as well as suggested key search terms for InfoTrac® College Edition, so students can continue to learn more about psychology. Because Web site addresses frequently change, these links will be updated periodically on the book's own Web site (visit <http://psychology.wadsworth.com/> and then proceed to the book-specific Web page). The *Gateways to Psychology* brochure can be packaged with new copies of this text at no cost (for North American Adoptions) to your students (use bundle ISBN: 0-534-57674-5).

STUDY GUIDE To facilitate learning, the *Study Guide* provides abundant opportunities for practice, self-testing, and rehearsal. The *Study Guide*, which is structured around the SQ4R method, is closely coordinated with this text. Each chapter includes the following sections: Chapter Overview (a concise chapter summary), Learning Objectives (a detailed list of what students need to know), Recite and Review (a survey of major terms and concepts), Connections (matching items), Check Your Memory (true-false items), Final Survey and Review (fill-in-the-blank questions), and a Mastery Test (multiple-choice questions similar to in-class test items). All *Study Guide* chapters conclude with a brief Language Development Guide that “translates” idiomatic phrases, cultural and historic references, and other difficult language for students. (*Study Guide*, by Dennis Coon, ISBN: 0-534-57674-5)

LANGUAGE DEVELOPMENT GUIDE For some students, language and culture can be major barriers to comprehension. The *Language Development Guide*, prepared by Janice Hartgrove-Freile, and available as a customized addition to the text, helps clarify idioms and special phrases, cultural and historic allusions, and difficult vocabulary. Much of this information would be difficult or impossible to look up in a dictionary. All terms and phrases in the guide are page-referenced to the text and followed by concise definitions. Like a helpful tutor, the *Language Development Guide* can answer questions about the meaning of unfamiliar terms and expressions. The same material is included in the *Study Guide*; however, if you would like to order the LDG with the text, please contact your Wadsworth/Thomson Learning™ Representative for ordering information.

CHAPTER QUIZZES This collection of self-administered quizzes (ISBN: 0-534-57680-X) is available packaged free with new copies of this text. Each 30-item multiple-choice quiz provides questions that students can use to evaluate their understanding and prepare for tests.

PSYCHOLOGY/CAREERS FOR THE TWENTY-FIRST CENTURY

Wadsworth is able to offer this informative booklet to students through an exclusive agreement with the American Psychological Association. This 30-page pamphlet describes the field of psychology, as well as how to prepare for a career in psychology. It can be packaged with this text at no additional cost to students. Career options and resources are also discussed. (Available only packaged with the text. Contact your local Wadsworth/Thomson Learning™ Representative for ordering information.)

Multimedia CD-ROMs

Interactive CD-ROMs make it possible for students to directly experience some of the phenomena they are studying. The following CDs from Wadsworth provide a wealth of engaging modules and exercises.

PSYCHNOW!™ INTERACTIVE EXPERIENCES IN PSYCHOLOGY This exciting CD-ROM was created by Joel Morgovsky, Lonnie Yandell, Elizabeth Lynch, and project consultant Dennis Coon. *PsychNow!* (ISBN: 0-314-07220-9) was specifically designed to accompany *Introduction to Psychology: Gateways to Mind and Behavior*. At the end of each chapter of this text, students will find a list of *PsychNow!* modules they can access for additional, “hands-on” learning experiences.

PsychNow! provides a dynamic, multimedia experience that goes beyond the boundaries of the classroom, allowing students to explore psychology like never before. Stunning graphics and animations, interesting video clips, and interactive exercises bring psychology to life. With *PsychNow!*, students can do more than just read about a topic—they can read, watch, listen, react, and reflect on the meaning of their own responses. *PsychNow!*, which is available for Macintosh and Windows, contains 39 fully interactive modules that will pique students’ curiosity and enhance their understanding. While *PsychNow!* can be used alone, it is also available in a discount bundle for students when packaged with this textbook (Bundle ISBN: 0-534-36212-5).

INTEGRATOR™ ONLINE FOR INTRODUCTORY PSYCHOLOGY Arthur Kohn and Wendy Kohn created this CD-ROM for Windows and Macintosh to provide new ways for instructors to teach and students to learn. *Integrator ONLINE* (ISBN: 0-534-35746-6) is designed for use with any of Wadsworth’s introductory psychology titles.

The faculty version of *Integrator ONLINE* includes *CourseWeaver ONLINE™*, which allows you to deliver course materials via local lecture, individual computers, or the Internet. With *CourseWeaver ONLINE* you can also export static images from the *Integrator ONLINE* into PowerPoint or

word-processing documents. Using the *LecturePresenter* program, you can deliver individual lessons or an entire course with embedded Internet links, interactive activities, study sessions, and simulations. Alternatively, students can use the *Integrator* on their own to explore activities, complete homework, or practice for quizzes.

PSYK.TREK™ FOR INTRODUCTORY PSYCHOLOGY: A MULTIMEDIA INTRODUCTION TO PSYCHOLOGY, GENERAL VERSION, 1.0 This CD-ROM for Windows and Macintosh (ISBN: 0-534-36226-5) covers the core topics of introductory psychology and can be used with any introductory text. Students using *Psyk.trek* will find studying fun, as they create illusions, run simulated experiments, view videos, and quiz themselves on the content of the introductory psychology course.

SNIFFY™ THE VIRTUAL RAT, LITE VERSION There’s no better way to master the basic principles of learning than working with a real laboratory rat. However, this is usually impractical in introductory psychology courses. *Sniffy the Virtual Rat* offers a fun, interactive alternative to working with lab animals. This innovative and entertaining software teaches students about operant and classical conditioning by allowing them to condition a virtual rat. Users begin by training Sniffy to press a bar to obtain food. Then they progress to studying the effects of reinforcement schedules and simple classical conditioning. In addition, special “Mind Windows” enable students to visualize how Sniffy’s experiences in the Skinner Box produce learning. The Sniffy CD-ROM includes a Lab Manual that shows students how to set up various operant and classical conditioning experiments. *Sniffy™ the Virtual Rat, Lite Version* may be packaged with this text for a discount (dual-platform CD-ROM, ISBN: 0-534-35869-1).

Internet Resources

The Internet is providing new ways to exchange information and enhance education. In psychology, Wadsworth is at the forefront in making use of this exciting technology.

INFOTRAC® COLLEGE EDITION *InfoTrac* is a powerful online learning resource, consisting of thousands of full-text articles from hundreds of journals and periodicals. Students using *Introduction to Psychology: Gateways to Mind and Behavior* may receive four months of free access to the *InfoTrac College Edition* database. By doing a simple keyword search, students can quickly generate a list of relevant articles from thousands of possibilities. Then they can select articles to read, explore, and print for reference or further study. *InfoTrac*’s continuously updated collection of articles can be useful for doing reading and writing assignments that reach beyond the pages of this text. Packaged free with every new copy of the text, *InfoTrac College Edition* is available to North American colleges and universities only.

THE ONLINE WADSWORTH PSYCHOLOGY RESOURCE CENTER As users of this text, you and your students will have access to the *Introduction to Psychology: Gateways to Mind and Behavior* section of the Wadsworth Psychology Resource Center (<http://>

psychology.wadsworth.com). This Internet site includes the following features for instructors and students:

- *Online Quizzes.* These chapter-by-chapter multiple-choice quizzes help students practice for tests and check their understanding.
- *Interactive Activities.* Demonstrations and mini-experiments allow students to directly experience some of the phenomena they are studying.
- *Internet Resources.* This area is a “launching pad” that links to other psychology-related sites on the Internet. If a site sounds interesting, a click of the mouse will take students to it.
- *Gateways to the Net and InfoTrac College Edition.* These links guide students directly to relevant Internet sites correlated chapter-by-chapter. Links to suggested key terms for InfoTrac® College Edition are also provided.
- *Online Flashcards.* These chapter-by-chapter interactive glossary terms allow students to test their psychology vocabulary.
- *Hot Topics.* This section features a news item or current event that is explored from a psychological perspective. After students have thought about a topic, they can share their opinions with others in an online discussion.
- *Discussion Forum.* In the Discussion Forum, students have a chance to share ideas with those of psychology students all over the country.
- *Research and Teaching Showcase.* The showcase features regularly updated summaries of presentations, articles, or other teaching and research materials.
- *Archives.* Using the archives, students can quickly search for current and past articles from Hot Topics and the Research and Teaching Showcase.
- *Meet the Author.* Students can meet Dennis Coon in an interactive, multimedia presentation.

THOMSON LEARNING WEB TUTOR 2.0+™ This online supplement helps students succeed by taking them into an environment rich with study and mastery tools, communication aids, and additional course content. Professors can use *Web Tutor 2.0+* to offer virtual office hours, to post syllabi, to set up threaded discussions, to track student progress on quizzes, and more. For students, *Web Tutor 2.0+* offers real-time access to a full array of study tools, including flashcards (with audio), practice quizzes and tests, online tutorials, exercises, discussion questions, Web links, and a full glossary. In the new enhanced 2.0+ version, simulations and activities have been added to augment students’ learning opportunities. Professors can customize the content of *Web Tutor 2.0+* in any way they choose, including uploading images and other resources, adding Web links, and creating course-specific practice materials (*Web Tutor 2.0+* on WebCT: 0-534-57676-1; *Web Tutor 2.0+* on Blackboard: 0-534-57685-0).

Essential Teaching Resources

As every professor knows, teaching an introductory psychology course is a tremendous amount of work. The supplements

listed here not only should make life easier for you, but also should make it possible for you to concentrate on the more creative and rewarding facets of teaching.

INSTRUCTOR’S RESOURCE MANUAL The *Instructor’s Resource Manual* (ISBN: 0-534-57677-X) for this edition was revised by psychologist and master teacher Sandra K. Ciccarelli. This manual contains Learning Objectives, Discussion Questions, Lecture Enhancements, Role-Playing Scenarios, Value Clarification Statements, Supplemental Activities, Journal Questions, Suggestions for Further Reading, and Media Suggestions. Special sections called “Broadening Our Cultural Horizons” are designed to help students examine and role-play diverse cultural values. In addition, the *Instructor’s Resource Manual* includes general teaching strategies, references, and other helpful materials. This manual also includes notes on *PsychNow!* and *Psyk.trek*, *General Version*, and tips for using *InfoTrac® College Edition*. Finally, the *Instructor’s Resource Manual* also includes a chapter-by-chapter *Supplement Correlation Guide* as well as a *Conversion Guide* to help new users of this text adapt existing class outlines and lecture notes.

PSYCHLINK 2001™ FOR INTRODUCTORY PSYCHOLOGY Free to adopters of this text, this *PowerPoint*-based CD-ROM presentation tool will help you create engaging lectures that include art, graphics, CNN video clips, and animations. Using a displayed table of contents from this book, you can simply click on a chapter to access a prepared lecture that includes text, art, video clips, and animations. You can also create customized lectures that include your own selection of materials. In addition, *PsychLink 2001* includes links to a text-specific Web site (ISBN: 0-534-57690-7).

TEST BANK The *Test Bank* (ISBN: 0-534-57678-8) includes approximately 5,600 multiple-choice questions organized by chapter and by Learning Objectives. All items include correct answers and page references to this text. These test items, which were meticulously updated by Karen Wolford, SUNY Oswego, are classified by question type (factual, conceptual, or applied). Owing to Karen’s efforts, this is one of the best test banks available, with an abundance of high-quality questions.

EXAMVIEW™ COMPUTERIZED TESTING This software helps you create, deliver, and customize tests and study guides (both in print and online). In just minutes, this easy-to-use system can generate the assessment and tutorial materials your students need. *ExamView* offers both a Quick Test Wizard and an Online Test Wizard that guide you step-by-step through the process of creating tests. *ExamView* shows the test you are creating on the screen exactly as it will print or display online. You can build tests of up to 250 questions using up to 12 question types. Using *ExamView*’s complete word-processing capabilities, you can also enter an unlimited number of new questions or edit existing questions (ISBN: 0-534-57682-6).

TRANSPARENCY ACETATES A revised set of transparencies (ISBN: 0-534-57682-6) will again be available to illustrate and enliven lectures. These text-specific transparencies contain approximately

140 tables, graphs, charts, and drawings—most of them in color. All of the acetates are reproduced from figures and tables in this text.

Videotapes and Films

Wadsworth offers a variety of videotapes and films to enhance classroom presentations. Many video segments in the Wadsworth collection pertain directly to major topics in this text, making them excellent lecture supplements.

WADSWORTH FILM AND VIDEO LIBRARY FOR INTRODUCTORY PSYCHOLOGY Adopters can select from a variety of continually updated film and video options, including the exclusive CNN offerings described below. Contact your local Wadsworth/Thomson Learning™ sales representative or Wadsworth Marketing at 877-999-2350 for details.

CNN TODAY VIDEOS FOR INTRODUCTORY PSYCHOLOGY These one- to four-minute video clips, a Wadsworth exclusive, allow you to integrate the newsgathering and programming power of CNN into the classroom to show students the relevance of psychology to daily life. Organized by course topics, these compelling clips are ideal for launching lectures and encouraging discussion. Adopters receive one new, updated video each year. A Wadsworth/Thomson Learning™ Exclusive!

CNN Today: Introductory Psychology, Volume I (ISBN: 0-534-36634-1)

Section 1: Mental Health and Stress

Section 2: The Brain

Section 3: The Mind and Therapy

Section 4: Genetic Mapping

Section 5: Health

Section 6: Gender and Sexuality

Section 7: Learning

CNN Today: Introductory Psychology, Volume 2 (ISBN: 0-534-50420-5)

Section 1: The Brain

Section 2: The Mind and Therapy

Section 3: Health

Section 4: Mental Health

Section 5: Gender and Sexuality

Section 6: Learning

Section 7: Diversity

THE BRAIN VIDEO, SECOND EDITION Newly updated and expanded teaching modules from *The Brain* series offer your students extensive new footage of research into the inner workings of the brain. Segments cover the latest findings on Alzheimer's disease, schizophrenia, autism, Parkinson's disease, and many other topics. These modules can enhance classroom lectures on topics found throughout the introductory course, not just in the realm of biopsychology. *The Brain* video series was produced by Colorado State University (1997).

GRADE IMPROVEMENT: TAKING CHARGE OF YOUR LEARNING VIDEO

This 20-minute video uses an upbeat and entertaining delivery

to show first-year and re-entry students strategies they can use to enjoy greater success in college. Students will learn proven techniques for choosing an approach to learning, time management, class preparation, effective test taking, and more. Above all, the video presentation stresses that students must be actively involved in their learning. Contact Wadsworth Marketing for more information.

PSYCHOLOGY/CAREERS FOR THE TWENTY-FIRST CENTURY VIDEO

Wadsworth has an exclusive agreement with the American Psychological Association to offer this dynamic 13-minute video free to adopters of *Introduction to Psychology: Gateways to Mind and Behavior*. The video, which was produced by the APA, gives students an overview of the emerging growth opportunities in the field of psychology and advice about how to choose a career path (ISBN: 0-534-34293-0).

Supplementary Books

No text can cover all of the topics that might be included in an introductory psychology course. If you would like to enrich your course, or make it more challenging, the titles listed here may be of interest.

CHALLENGING YOUR PRECONCEPTIONS: THINKING CRITICALLY ABOUT PSYCHOLOGY

A newly revised edition of this popular paperback book (ISBN: 0-534-26739-4), written by Randolph Smith, helps students strengthen their critical thinking skills. Psychological issues such as hypnosis and repressed memory, statistical seduction, the validity of pop psychology, and other topics are used to illustrate the principles of critical thinking.

WRITING PAPERS IN PSYCHOLOGY: A STUDENT GUIDE

The Fifth Edition of *Writing Papers in Psychology* (ISBN: 0-534-52975-5), by Ralph L. Rosnow and Mimi Rosnow, is a valuable "how to" manual for writing term papers and research reports. This new edition has been updated to reflect the latest APA guidelines. The book covers each task with examples, hints, and two complete writing samples. Citation ethics, how to locate information, and new research technologies are also covered.

COLLEGE SURVIVAL GUIDE: HINTS AND REFERENCES TO AID COLLEGE STUDENTS

This Fourth Edition of Bruce Rowe's *College Survival Guide* (ISBN: 0-534-35569-2) is designed to help students succeed. Rowe provides valuable tips on how to finance an education, how to manage time, how to study for and take exams, and more. Other sections focus on maintaining concentration, credit by examination, use of the credit/no credit option, cooperative education programs, and the importance of a liberal arts education.

CROSS-CULTURAL PERSPECTIVES IN PSYCHOLOGY How well do the concepts of psychology apply to various cultures? What can we learn about human behavior from cultures different from our own? These questions lie behind a collection of original articles written by William F. Price and Rich Crapo. The Third Edition of *Cross-Cultural Perspectives in Psychology* (ISBN: 0-534-35570-6) contains articles on North American ethnic groups as well as cultures from around the world.

UNDERSTANDING DIVERSITY: A LEARNING-AS-PRACTICE PRIMER Barbara Okun, Jane Fried, and Marcia Okun turn the field of multicultural studies inside out, using readers' own personal development as a framework for appreciating others. "Learning-as-practice" methods—role-plays, self-awareness exercises, communication techniques—help readers first identify their own beliefs and behaviors, then turn that understanding outward. Ultimately, readers learn that diversity is not about borders and groups, but about people and perspectives (ISBN: 0-534-34810-6).

THE 'NET, THE WEB, AND YOU This paperback by Daniel Kurland offers a brief, comprehensive, easy-to-understand in-

troduction to the Internet. It is useful for any course that requires students to use the Internet for research or inquiry (ISBN: 0-534-51281-X).

Summary

I sincerely hope that teachers and students will consider this book and its supporting materials a refreshing change from the ordinary. Writing and revising it has been quite an adventure. In the pages that follow, I think students will find an attractive blend of the theoretical and the practical, plus many of the most exciting ideas in psychology.

Acknowledgments

Psychology is a cooperative effort requiring the talents and energies of a large community of scholars, teachers, researchers, and students. As with earlier versions of this text, this edition reflects the efforts of a large number of people.

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Faren R. Akins
University of Arizona

Clark E. Alexander
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Michael Bardo
University of Kentucky

Brian R. Bate
Cuyahoga Community College

Hugh E. Bateman
Jones Junior College

Galen V. Bodenhausen
Michigan State University

Tom Bond
Thomas Nelson Community College

John Boswell
University of Missouri, St. Louis

Anne Bright
Jackson State Community College

Derek Cadman
El Camino Community College

Lorry Cology
Owens College

William N. Colson
Norfolk State College

Chris Cozby
California State University,
Fullerton

Corinne Crandell
Broome County Community College

Thomas L. Crandell
Broome County Community College

Charles Croll
Broome Community College

Daniel B. Cruse
University of Miami

Diane DeArmond
University of Missouri, Kansas City

Patrick T. DeBoll
St. John's University

Lorraine P. Dieudonne
Foothill College

Wendy Domjan
University of Texas at Austin

John Dworetzky
Glendale Community College

Bill Dwyer
Memphis State University

Thomas Eckle
Modesto Community College

David Edwards
Iowa State University

Raymond Elish
Cuyahoga Community College

Paul W. Fenton
University of Wisconsin, Stout

Linda E. Flickinger
Saint Clair County Community College

William F. Ford
Bucks County Community College

Marie Fox
Metropolitan State College of
Denver

Chris Fraser
Gippsland Institute of Advanced
Education

Christopher Frost
Southwest Texas State University

Eugenio J. Galindro
El Paso Community College

Irby J. Gaudet
University of Southwestern
Louisiana

David A. Gershaw
Arizona Western College

Carolyn A. Gingrich
South Dakota State University

Michael E. Gorman
Michigan Technological University

Peter Gram
Pensacola Junior College

David A. Griesé
State University of New York,
Farmingdale

John Grivas
Monash University

Anne Groves
Montgomery College

Michael B. Guyer
John Carroll University

Janice Hartgrove-Freile
North Harris County College

Raquel Henry
Kingwood College

Don Hockenbury
Tulsa Junior College

Barbara Honhart
Lansing Community College

James A. Johnson
Sam Houston State University

Myles E. Johnson
Normandale Community College

Pat Jones
Brevard Community College

Charles Karis
Northeastern University

John P. Keating
University of Washington

Cindy Kennedy
Sinclair Community College

Richard R. Klene
University of Cincinnati

Ronald J. Kopcho
Mercer Community College

Mary Kulish
Thomas Nelson Community College

Billie Laney
Central Texas College

Phil Lau
DeAnza College

Walter Leach
College of San Mateo

Elizabeth Levin
Laurentian University

Philip Lom
West Connecticut State University

Salvador Macias, III
University of South Carolina,
Sumter