# Essentials *of* Psychology

9TH EDITION

Dennis Coon

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NINTH EDITION

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*This edition is dedicated to Jayden and Jackson, with bright hopes for the next generation.*

*"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* and *Psychology: A Journey,* 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 return to Arizona has made it possible for him to fulfill a life-long dream of using operant conditioning to teach scorpions to tap dance.

## To the Student—An Invitation

Psychology is an exciting field. It is at once familiar, exotic, surprising, and challenging. Most of all, psychology is changing. Indeed, this book is just a "snapshot" of a colorful passing scene. 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 to look objectively at how we live, think, feel, 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 all that follows in this text.

Each chapter of this book will take you into a different realm of psychology, such as personality, abnormal behavior, memory, consciousness, or human development. Each realm is complex and fascinating in its own right, with many pathways, landmarks, and interesting detours to be discovered. *Essentials of Psychology* is your passport to an adventure in learning. Like any journey of discovery, your "tour" of psychology will help you to better understand yourself, others, and the world around you. It's definitely a trip worth taking.

I sincerely hope you will find human behavior as fascinating as I do. In the pages that follow, I have done all that I could imagine to make your encounter with psychology enjoyable and worthwhile. As you explore psychology, 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—*Essentials of Psychology*

*Essentials of Psychology* was written to provide a concise, but complete, first course in psychology. *Essentials* was initially derived from *Introduction to Psychology: Gateways to Mind and Behavior,* now in its ninth edition. *Introduction to Psychology* revolutionized textbooks by using psychological principles to help students learn more effectively. The SQ4R method is integrated into the text to promote active learning and long-term retention of course content. The innovations found in *Introduction to Psychology* have been so widely emulated that they are now regarded as standard features in psychology texts. Naturally, they are also applied to *Essentials*. However, this text has evolved its own distinct character, which includes a new "soft modular" format.

*Essentials* is organized into 17 chapters so the entire field can be covered in a single term, at a pace of one chapter per week (with two optional chapters on Gender and Sexuality and Applied Psychology). Because chapters are largely independent of one another, they can be assigned in almost any order. In addition, numbered units within chapters (the soft modular organization) make it easy to assign or skip specific topics. This new arrangement provides greater flexibility for a wide variety of teaching situations.

The brevity of *Essentials* prompted me to select only the very "best" material from the many topics that could be presented. Nevertheless, *Essentials* manages to cover not only core topics, but also many others at the cutting edge of current knowledge. Moreover, this is not just an edited book. New information, anecdotes, perspectives, and narratives appear throughout. The result is a text that is manageable, informative, and motivating.

## Readability and Narrative Emphasis

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, extra topics, or media presentations. It also leaves students asking for more. When a book overwhelms students or cools their interest, teaching and learning suffer.

Growing numbers of students in introductory courses are reluctant readers. No matter how interesting a text may be, its value is lost if students fail to read it. That's why I've worked hard to make this a clear, readable, and engaging text. I want students to read this book with genuine interest and enthusiasm, not merely as an obligation.

To encourage students to read, I made a special effort to weave narrative threads through every chapter. Everyone loves a good story, and the story of psychology is among the most compelling to be told. Throughout *Essentials of Psychology,* I have used intriguing anecdotes and examples to propel reading and sustain interest. As students explore concepts, they are encouraged to think about ideas and relate them to their own experiences. For example, the September 11, 2001, terrorist attacks on the World Trade Center are used to illustrate flashbulb memories and the impact of traumatic stress.

## Practical Applications

An important question to ask about introductory psychology is, "What will students remember next year? Or in 10 years?" With this in mind, *Essentials of Psychology* is designed to give students a clear grasp of major concepts, without burying them in details. At the same time, it offers a broad overview that reflects psychology's rich heritage of ideas. I think students will find this book informative and intellectually stimulating. Moreover, I have emphasized the many ways that psychology relates to practical problems in daily life.

A major feature of this book is the *Psychology in Action* section found in each chapter. These high-interest discussions bridge the gap between theory and practical applications. I believe it is fair for students to ask, "Does this mean anything to me? Can I use it? Why should I learn it if I can't?" The Psychology in Action features show students how to solve problems and manage their own behavior. This allows them to see the benefits of adopting new ideas, and it breathes life into psychology's concepts.

## An Integrated Study Guide

The chapters of this text are divided into short segments by special features called *Knowledge Builders.* Each Knowledge Builder begins with a list of the essential concepts that students should know after they have read a unit. Next, students are asked to relate concepts to their own experiences, to quiz themselves, and to think critically about the principles they are learning. (These features are described in more detail later in the Preface.)

If students would like even more feedback and practice, printed *Chapter Quizzes* can be bundled with this text, a traditional *Study Guide* is available, and students can use a Web-based course management tool called *Web Tutor Advantage* to take online quizzes or practice with electronic flashcards.

## Electronic Resources

To encourage further explorations, inquiring students will find a section called *Psychology on the Net* at the end of each chapter of this book. The Web sites described there offer a wealth of information on topics related to psychology. Each list also directs students to relevant articles in *InfoTrac® College Edition,* Wadsworth's exclusive online college library. Under the heading *Interactive Learning,* all chapters include a list of relevant modules in *PsychNow!* and *Psyk.trek.* These excellent CD-ROMs from Wadsworth make a great accompaniment to this book by providing students with a rich assortment of learning experiences, animations, and simulations.

## Human Diversity

Today's students reflect the multicultural, multifaceted nature of contemporary society. In *Essentials of 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 this text is to discourage stereotyping, prejudice, discrimination, and intolerance. I've tried to make this book 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.

Many topics and examples in this book 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 in *Essentials of Psychology.*

## ● Table 1 Human Diversity in *Essentials of Psychology*

**Chapter 1, Psychology: The Search for Understanding**
- The psychology of gender
- Cultural psychology
- Women in psychology
- Human diversity, appreciating social and cultural differences
- The impact of culture
- Cultural relativity
- A broader view of diversity
- Human diversity and representative samples

**Chapter 2: Brain and Behavior**
- Nerve grafting for people with spinal injuries
- Male-female differences in brain lateralization
- Computer aids for people with total paralysis
- Hypopituitary dwarfism

**Chapter 3: Child Development**
- Ethnic differences in child-rearing
- The relationship between culture and babbling
- Parentese in different cultures
- Piagetian stages and cultural influences
- Sociocultural influences on cognitive development (Vygotsky)

**Chapter 4: Life-Span Development**
- Diversity and the adolescent search for identity
- Ethnicity and personal identity
- Comparing male and female moral reasoning
- Culture and moral reasoning
- Comparing male and female mid-life transitions
- Menopause versus the climacteric
- Ageism
- Gender and happiness

**Chapter 5: Sensation and Perception**
- Culture and the recognition of pictorial depth cues
- Culture and the Müller-Lyer illusion
- Cross-racial perceptions (eyewitness accuracy)

**Chapter 6: States of Consciousness**
- States of consciousness and culture
- Meditation in other cultures

**Chapter 7: Conditioning and Learning**
- Comparing U.S. television content with cultures that limit televised violence

**Chapter 8: Memory**
- Aging and memory
- Labeling and the ability to remember people from other ethnic groups

**Chapter 9: Cognition, Intelligence, and Creativity**
- Social stereotypes and cognition
- Linguistic misunderstandings between cultures
- Cultural differences in the use of phonemes
- The deaf community and gestural languages
- Age and IQ

- Sex and IQ
- The developmentally disabled
- Race, culture, ethnicity, and intelligence
- Culture-fair intelligence testing
- A critique of The Bell Curve
- Cultural barriers to problem solving

**Chapter 10: Motivation and Emotion**
- Cultural values and food preferences
- Pain avoidance and cultural conditioning
- The influence of culture on expressing emotions
- Cultural differences in the occurrence of emotion
- Gender differences in emotion
- Cultural learning and body language

**Chapter 11: Personality**
- Self-esteem and culture
- Social learning of male and female traits

**Chapter 12: Health, Stress, and Coping**
- Scapegoating of ethnic group members

**Chapter 13: Psychological Disorders**
- How gender and culture affect judgments of psychopathology
- Culture-specific psychological "disorders"
- Sex differences in rates of clinical depression

**Chapter 14: Therapies**
- Cultural issues in counseling and psychotherapy

**Chapter 15: Gender and Sexuality**
- Psychosocial differences between men and women
- Gender roles
- Gender role stereotypes
- Culture and gender roles
- Gender role socialization
- Androgyny
- Sexual orientation

**Chapter 16: Social Behavior**
- Male-female differences in mate preferences
- Male-female differences in loving and liking
- Evolutionary perspectives on male and female mate selection
- Double standards for male and female performance
- Racial prejudice and discrimination
- Ethnocentrism
- Social stereotypes
- Symbolic prejudice
- Rejection and demonization of out-groups
- Experiments in creating and reducing prejudice
- Multiculturalism
- Breaking the prejudice habit
- Cultural awareness

**Chapter 17: Applied Psychology**
- Cultural differences in norms governing personal space
- How cultural differences affect living in space habitats

Other discussions of diversity appear in the following special features:

Highlight: Women in Psychology (Ch.1)

Highlight: His and Her Brains? (Ch. 2)

Psychology in Action: Handedness—If Your Brain Is Right, What's Left? (Ch. 3)

Exploring Psychology: Ethnic Differences in Child-Rearing—Four Flavors of Parenting (Ch. 3)

Highlight: Artificial Hearing (Ch. 5)

Preview: A Visit to Several States (of Consciousness) (Ch. 6)

Highlight: Consciousness and Culture (Ch. 6)

Highlight: Memories of a Lifetime (Ch. 8)

Highlight: College Students—They're All Alike! (Ch. 8)

Highlight: Gestural Language—A Voice for the Deaf (Ch. 9)

Highlight: The Bell Curve: Race, Culture, and IQ (Ch. 9)

Highlight: Self-Esteem and Culture—Hotshot or Team Player? (Ch. 11)

Highlight: The Politics of Madness (Ch. 13)

Highlight: Running Amok with Cultural Maladies (Ch. 13)

Highlight: Cultural Issues in Counseling and Psychotherapy (Ch. 14)

Highlight: Gender Role Stereotypes (Ch. 15)

Highlight: Genes, the Brain, and Sexual Orientation (Ch. 15)

Highlight: "What Do Women Want?" (Ch. 15)

Highlight: Terrorists, Enemies, and Infidels (Ch. 16)

## 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 we urgently 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 book, I have attempted to answer such questions for students. ● Table 2 identifies some of the topics in positive psychology found in this text. My hope is that stu-

dents 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.

## How Chapter Features Support the SQ4R Method

*Introduction to Psychology* was the first college text designed around the SQ4R method. *Essentials of Psychology,* which followed soon after, features the same active-learning format. I am proud that over the years, these books have made learning psychology a rewarding experience for over two million students. With their feedback, and generous help from many professors, I have continued to refine the unique features of *Essentials.* Today, many other books try to imitate the format of *Essentials.* However, they merely look similar, without actually providing the knowledge-building capacities for which this text is renowned. If you want an imitation, many exist. If you want the original, this is it.

Notice how the steps of the SQ4R method—*survey, question, read, recite, relate,* and *review*—are incorporated into the chapter design.

**Survey** A short Preview arouses interest, gives an overview of the chapter, and focuses attention on the task at hand. Next, a list of Survey Questions identifies the main points students should search for as they read. Survey Questions promote active information processing, so students will read with a purpose.

Before students begin each unit within a chapter, a brief Focus statement orients them to upcoming topics. The Focus feature is designed to help students see the forest before they are surrounded by trees. Survey Questions and Guide Questions in the SQ4R format have always served as advance organizers to enhance learning. The new Focus statements act as higher level advance organizers. By starting each unit with an understanding of why topics are important, students are prepared to relate detailed information to a general framework of ideas. In a sense, the various survey prompts in chapters help students build cognitive maps of upcoming topics.

**Question** Throughout each chapter, italicized 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.

● **Table 2 Positive Psychology in Essentials of Psychology**

Altruism and helping behavior (Ch. 16)
Androgyny and adaptability (Ch. 15)
Appreciating human diversity (Chs. 1, 16)
Characteristics of the gifted (Ch. 9)
Constructive child discipline (Ch. 3)
Dreams and creativity (Ch. 6)
Elements of positive mental health (Ch. 14)
Emotional intelligence (Ch. 10)
Enhancing creativity (Ch. 9)
Enriching early development (Ch. 3)
Ethical research (Ch. 1)
Exceptional memory (Ch. 8)
Facilitating cognitive development (Ch. 3)
Friendship and attraction (Ch. 16)
Fully functioning person (Ch. 11)
Hardiness and happiness (Ch. 12)
Health-promoting behaviors (Ch. 12)
Health-promoting conditions in therapy (Ch. 14)
Helping behaviors (Ch. 16)
High achievers (Ch. 10)
Hope (Ch. 12)
Humanistic psychology (Chs. 1, 11, 13, 14)
Improving memory (Ch. 8)
Intrinsic motivation and creativity (Ch. 10)

Jigsaw classrooms (Ch. 16)
Loving and liking (Ch. 16)
Meditation (Ch. 6)
Meta-needs (Ch. 10)
Moral behavior (Ch. 4)
Multiculturalism (Ch. 16)
Multiple intelligences (Ch. 9)
Optimal caregiving (Ch. 3)
Peak performance (Chs. 10, 17)
Perceptual awareness (Ch. 5)
Promoting secure attachment (Ch. 3)
Promoting self-esteem in children (Ch. 3)
Prosocial behavior (Ch. 16)
Quality day care (Ch. 3)
Repair of brain damage (Ch. 2)
Self-actualization (Chs. 1, 10, 11)
Self-confidence (Ch. 10)
Self-esteem (Ch. 11)
Self-regulated learning (Ch. 7)
Successful aging (Ch. 4)
Superordinate goals (Ch. 16)
Well-being and happiness (Ch. 4)
Wellness (Ch. 12)

**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 placeholders 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 small, built-in study guides that include a Learning Check (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.

A course in psychology naturally contributes to 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** Each Knowledge Builder identifies three or four Essential Concepts from the preceding unit, to help students consolidate their learning. As noted above, all important terms appear in a Running Glossary throughout the book, which aids review. Also, as noted earlier, 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.

To complete the review phase of the SQ4R method, the Chapter in Review section begins with a list of five or six major points that students should remember. These are the ideas that every student should be able to recall 10 years after reading this text. Next, a point-by-point summary provides a concise synopsis of all major concepts. The chapter Summary is organized around the same Survey Questions found at the beginning of the chapter. 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 discussion of research methods in Chapter 1 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 9, 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, every Knowledge Builder includes Critical Thinking questions. Taken together, these features will help students gain thinking skills of lasting value.

## What's New in the Ninth Edition?

Thanks to the vitality of the field, and suggestions from professors, this edition has improved in many ways. The Ninth Edition of *Essentials* is more concise, balanced, and up-to-date than ever before. The SQ4R format has been further refined by the inclusion of distinct units within chapters. Essential concepts are identified and highlighted more clearly in each chapter. An attractive new chapter design makes information more accessible. In addition, *Essentials* features some of the most recent and interesting information in psychology.

**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 2002 and some in press) for this revision. I think it is fair to say that every chapter contains fascinating new ideas. The following annotations highlight some of the new information that appears in this edition.

### Chapter 1, Psychology: The Search for Understanding
- Evolutionary psychology is now included in the list of research specialties.
- A brief new section defines positive psychology and describes recent contributions to the field.
- A little more information is provided on the role of cognitive behaviorism in psychology's recent history.
- New art provides a better example of a perceptual Gestalt.
- An expanded section on cultural differences discusses social relativity, norms, and the importance of respecting human diversity.
- Public misperceptions of psychologists are identified in a brief, updated discussion.
- Research on the placebo effect is updated.
- A brief new section tells how the Internet is being used to do psychological research.

### Chapter 2, Brain and Behavior
- A new Preview, "Finding Music in Tofu," provides a more engaging introduction to the topic of brain and behavior.
- Chapter 2 has been rewritten to give it more of a narrative quality and to make the difficult topics it covers more accessible to students.
- This chapter features new coverage of the brain's recently discovered capacity for growing neurons (neurogenesis).

- New information and art clarifies differences between right- and left-hemisphere capacities.
- Updated information describes how the amygdala produces fear and acts as a "fast pathway" for fear responses.
- Research updates address the origins of right and left handednesss.

**Chapter 3, Child Development** Whereas 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 4 and some have migrated from Chapter 3 to Chapter 4. The result is a more coherent focus on early childhood in Chapter 3. This reorganization makes for better connections among related topics. For the sake of interest, discussions throughout the chapter have been personalized in ways that will make them more relevant and accessible to students. Other revisions include the following enhancements.

- A new Preview, "A Star Is Born—Here's Amy!," introduces Olivia, Tom, and Amy, a family used to illustrate developmental concepts at various points in the chapter.
- A new Highlight, "The Mozart Effect—Smart Music?," critically evaluates research concerning the Mozart effect.
- The effects of various parenting styles and types of discipline are now discussed in this chapter.
- A new Exploring Psychology feature, "Ethnic Differences in Child-Rearing," describes how cultural values and customs affect child-rearing.
- A 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 major new section explains the core concepts of Vygotsky's sociocultural theory of cognitive development.

**Chapter 4: From Birth to Death: Life-Span Development** This chapter has been reorganized to provide an overview of significant challenges, tasks, and problems across the life-span. Moral development, which begins in childhood and proceeds into adulthood, has also moved here from Chapter 3. Other valuable changes include the following:

- A new Highlight, "Children and Divorce— What Are the Risks?," describes how children are affected by divorce.

- A new section explores the impact of ethnic group membership on identity formation during adolescence.
- The discussion of development, problems, and well-being at midlife has been improved.
- A new discussion of compensation and optimization provides additional insight into successful aging.
- The Highlight on near-death experiences has been updated.
- An entirely new and very interesting Psychology in Action section discusses happiness and well-being and attempts to answer the question, "What makes a good life?"

**Chapter 5, Sensation and Perception** This reorganized chapter combines previous Chapters 5 and 6 into a unified discussion of sensation and perception. Combining chapters required briefer coverage of many topics. However, the result is a better overview of how humans sense and perceive the world.

**Chapter 6, States of Consciousness**
- A new Preview, "A Visit to Several States (of Consciousness)," introduces states of consciousness in a way that will arouse student interest, while providing a broader perspective on the ways in which consciousness may be altered.
- A brief new "Sleep Quiz" arouses interest in some of the sleep phenomena discussed in this chapter.
- Information on psychoactive drugs has been significantly updated, including entirely new discussions of the effects and dangers of MDMA ("Ecstasy") and GHB.

**Chapter 7, Conditioning and Learning** After 8 prior revisions, this chapter was in need of very few further improvements. Nevertheless, I have found ways to make some of the discussions shorter and clearer.

- A new Highlight, "Conditioning and Conservation" explains how operant principles have been used to encourage energy conservation and recycling.
- In addition, small but worthwhile research updates appear throughout the chapter.

**Chapter 8, Memory**
- A new Highlight, "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."

- Brief research updates appear throughout the chapter, including updates on episodic memory, encoding failure, memory cues, repression, consolidation, and improving memory.

### Chapter 9, Cognition, Intelligence, and Creativity
- An updated Highlight, "Frames of Mind—Eight Flavors of Intelligence?," presents the latest version of Howard Gardner's theory of multiple intelligences.
- A brief new discussion concludes the section on intuitive thinking and draws a distinction between intelligence and wisdom.
- The Psychology in Action section presents a revised and updated discussion of techniques for promoting creative problem solving.

### Chapter 10, Motivation and Emotion
- This chapter has been streamlined for greater interest and improved readability.
- The former Application on behavioral dieting has been shortened and moved into the chapter as a Highlight.
- A new Highlight, "Mail-Order Motivation?," critiques so-called "subliminal" self-help tapes.
- An updated version of Robert Plutchik's theory of emotions is presented, along with updated and improved art.
- A brief new section discusses the costs of suppressing emotions.
- Two new sections examine cultural influences on emotion and gender differences in expressing emotions.
- A new Psychology in Action section, "Emotional Intelligence—The Fine Art of Self-control," describes the skills that comprise emotional intelligence and provides suggestions for managing emotions.
- Research updates improve discussions of brain mechanisms of hunger, obesity, behavioral weight management, cultural factors and hunger, taste and hunger, eating disorders, sex drive, and intrinsic motivation.

### Chapter 11, Personality
- A new Highlight, "Self-Esteem and Culture—Hotshot or Team Player?," describes some interesting differences in self-esteem for people from individualistic cultures, such as North America, and collectivistic cultures, such as Japan.
- This chapter also benefits from research updates on the consistency of traits, genetics and personality, situational dishonesty, parenting, social learning, and honesty testing.

### Chapter 12, Health, Stress, and Coping
- A timely new Exploring Psychology feature, "September 11 and Traumatic Stress," examines the nature of traumatic stress and discusses some helpful ways of managing initial reactions to highly stressful events.
- This chapter also includes updates on health-promoting behaviors, predictability of stressors, burnout and remedies for job stress, learned helplessness, life changes and stress, hassles, Type A traits, hardiness, stress and the immune system, exercise, and expressive writing for stress management.

### Chapter 13, Psychological Disorders
- A new Highlight, "Running Amok with Cultural Maladies," provides examples of unofficial "disorders" that are recognized in various cultures. This emphasizes the value of empirically based classification systems, such as the DSM.
- The discussion of anxiety disorders is more concise and it includes an updated discussion of stress disorders. Post-traumatic stress disorders are specifically related to the September 11 terrorist attacks in New York.
- A reorganized discussion, which includes an enlarged and improved table, clarifies distinctions among various mood disorders, especially Bipolar I and Bipolar II.
- A Highlight, "Understanding Postpartum Depression," that was previously in Chapter 3, now appears in this chapter, to place it in the context of affective disorders.
- Updates in this chapter improve discussions of social stigma and psychiatric labeling, the nature of anxiety, humanistic-existential explanations of anxiety disorders, the nature of delusional disorders, mental illness and violence, the causes of schizophrenia, heredity and schizophrenia, and suicide.

### Chapter 14, Therapies
- Medical therapies and hospitalization, which were formerly discussed in Chapter 13, are now presented here. This allows students to gain a better perspective on the range of therapies available and the differences between psychological and psychiatric approaches to mental disorders.
- The discussion of virtual reality exposure therapy reports additional studies that show this technique is valuable in the treatment of a variety of phobias.
- The Highlight on eye movement desensitization and reprocessing presents recent evidence for and against the effectiveness of this new technique.

**Chapter 15, 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 discussion of atypical sexual behavior that previously appeared in Chapter 13 has been moved here and revised.
- The section about rape and rape myths that formerly appeared in Chapter 13 has been moved to this chapter, updated, and combined with information about date rape.
- Information about HIV and AIDS has been updated.
- Additional updates address male-female cognitive differences, gender-role stereotypes, androgyny, homosexuality, female sexual response, and attitudes about sexual behavior.

**Chapter 16, Social Behavior**

- This chapter has been streamlined and reorganized to improved the flow of topics.
- A new section discusses evolutionary psychology and evolutionary interpretations of human mating preferences.
- The discussion of attribution theory has been rewritten to make concepts more accessible to students. Also, this section makes a clearer distinction between the fundamental attributional error and actor-observer bias.
- The Exploring Psychology feature, "Forced Attitude Change—Brainwashing and Cults," has been updated to reflect the role of cults in terrorist activities.
- A new Highlight, "Terrorists, Enemies, and Infidels," discusses the consequences of dehumanizing out-group members and enemies.
- Recent recalculations have demoted the possibility of a "nuclear winter" to a briefer, less intense "nuclear autumn." Thus, the discussion of superordinate goals now identifies other goals that could have a unifying effect on a global scale.
- The Psychology in Action feature, "Multiculturalism—Living with Diversity," that formerly appeared in Applied Psychology, has been moved to this chapter. This placement provides a better conclusion to the coverage of prejudice and discrimination.
- New information in the Psychology in Action section shows students that "race" is a matter of social labeling, not a biological reality.

**Chapter 17, Applied Psychology**

- This chapter includes a little more coverage of industrial-organizational psychology, environmental psychology, and sports psychology.
- Personal space, proxemics, and spatial norms have been moved to this chapter so that they can be linked to a discussion of territoriality.
- The discussion of environmental psychology now places more emphasis on the impact of overconsumption and the challenge of establishing sustainable lifestyles.

# A Complete Course—Teaching and Learning Supplements

A rich array of supplements accompanies *Essentials of Psychology,* including several that make use of the latest 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 will greatly improve students' chances for success.

## Print Supplements

***Study Guide*** To facilitate learning, the *Study Guide* provides abundant opportunities for practice, self-testing, and rehearsal. The *Study Guide* is structured around the SQ4R method and 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). (*Study Guide,* by Dennis Coon, ISBN: 0-534-59791-2.)

***Chapter Quizzes*** This collection of self-administered quizzes (ISBN: 0-534-59795-5) can be packaged free with this text. Saundra Ciccarelli, of Gulf Coast Community College, designed each 25-item multiple-

choice quiz to include questions that students can use to evaluate their understanding and prepare for tests. An answer key is provided at the end of the booklet.

***Language Development Guide*** For some students, language and culture can be major barriers to comprehension. The *Language Development Guide* (ISBN: 0-534-59792-0), prepared by Robert Moore, of Marshalltown Community College, 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 manual 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. Contact your Wadsworth/Thomson Learning representative for ordering information.

***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 Wadsworth representative for more 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 1.5*** This exciting CD-ROM was created by Joel Morgovsky, Lonnie Yandell, Elizabeth Lynch, and project consultant Dennis Coon. An updated and enlarged *PsychNow!* (ISBN: 0-534-59044-6) is perfectly matched to *Essentials of Psychology*. 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, interactive exercises, and Web links 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. (Contact your Wadsworth representative for more information.) (Coming December 2002, *PsychNow!* Version 2.0: 0-534-59046-2.)

***Psyk.trek for Introductory Psychology: A Multimedia Introduction to Psychology, General Version, 2.0*** This CD-ROM for Windows and Macintosh (ISBN: 0-534-37062-4) 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 take part in experiments using simulations that include visual illusions, and quiz themselves on the content of the introductory psychology course. *Psyk.trek* also includes interactive concept checks and a multimedia glossary with an audio pronunciation guide.

***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).

## Online 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 College Edition* is a powerful online learning resource, consisting of thou-

sands of full-text articles from hundreds of journals and periodicals. Students using *Essentials of Psychology* 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 full-text articles to read, explore, and print for reference or further study. *InfoTrac College Edition's* continuously updated collection of articles can be useful for doing reading and writing assignments that reach beyond the pages of this text.

### The Online Wadsworth Psychology Resource Center

As users of this text, you and your students will have access to the *Essentials of Psychology* section of the Wadsworth Psychology Resource Center (http://www.wadsworth.com/psychology). 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.
- *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 Advantage* 

This online supplement helps students succeed by taking them into an environment rich with study and mastery tools, communication aids, and additional course content. For students, *Web Tutor* offers real-time access to a full array of study tools, including flashcards (with audio), practice quizzes and tests, online tutorials, exercises, asynchronous discussion, a whiteboard, an integrated e-mail system, and a full glossary. Students will also have integrated access to *InfoTrac College Edition,* the online library, as well as to the *Newbury House Online Dictionary,* an interactive dictionary that gives users instant access to definitions (including audio pronunciations).

Professors can use *Web Tutor Advantage* to offer virtual office hours, to post syllabi, to set up threaded discussions, to track student progress on quizzes, and more. You can customize the content of *Web Tutor* in any way you choose, including uploading images and other resources, adding Web links, and creating course-specific practice materials. (*Web Tutor Advantage* on *WebCT,* ISBN: 0-534-59800-5; *Web Tutor* on *Blackboard,* ISBN: 0-534-59799-8.)

**MyCourse 2.0** This free online course builder can greatly enhance course administration. With *MyCourse 2.0,* you can easily create a custom course Web site that allows you to assign, track, and report on student progress, load your syllabus, and more. Contact your Thomson/Wadsworth sales representative for details.

## Essential Teaching Resources

As every professor knows, teaching an introductory psychology course is a tremendous amount of work. The supplements listed here should not only make life easier for you, they should also make it possible for you to concentrate on the more creative and rewarding facets of teaching.

**Instructor's Edition** Each *Instructor's Edition* of *Essentials of Psychology* includes a Resource Integration Guide to help you seamlessly integrate all of the helpful resources offered with this text (ISBN: 0-534-59790-4).

**Instructor's Resource Manual** The *Instructor's Resource Manual* (0-534-59793-9) was prepared by master teacher Saundra Ciccarelli, of Gulf Coast Community College. This manual contains learning objectives, discussion topics, lecture enhancements, role-playing scenarios, supplemental activities, suggestions for further reading, *InfoTrac College Edition* search terms, Web links, and media suggestions. In addition, the *Instructor's Resource Manual* includes general teaching strategies, references, and other helpful materials, such as handout masters. The manual's *Resource Integration Guide* will help you coordinate the many teaching and learning supplements available for this text.

***Multimedia Manager for Introductory Psychology 2003: A Microsoft PowerPoint Link Tool*** Free to adopters of this text, this CD-ROM presentation tool can be used to create engaging lectures that include art, graphics, CNN video clips, and animations. Andrew R. Getzfeld, of New Jersey City University, designed this one-stop, cross-platform lecture tool to make it easy to assemble, edit, publish, and present custom lectures for your introductory psychology course. *Multimedia Manager for Introductory Psychology 2003* utilizes Microsoft *PowerPoint* to let you bring together lecture outlines, graphics from many sources, and your own material—culminating in powerful, personalized, media-enhanced presentations (ISBN: 0-534-59798-X).

**Test Bank** The *Test Bank* was prepared by Jeanne Higbee (University of Minnesota, General College), Britton Mace (Southern Utah University), Adrienne Garro (Kean University), and Jim Hamilton (Gulf Coast Community College). It includes over 2,500 multiple-choice questions organized by chapter and by Learning Objectives. All items, which are classified as factual, conceptual, or applied, include correct answers and page references from the text. To encourage students to study, 20 items per chapter in the *Test Bank* are drawn from Knowledge Builders in the text, the printed *Study Guide,* online Web quizzes, and the CD-ROM that accompanies this text. Every chapter of the *Test Bank* also includes 20 fill-in-the-blank and 20 essay/short answer questions, with model answers (ISBN: 0-534-59794-7).

***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. Using a database prepared by Sandra Madison, you can build tests of up to 250 questions using up to 12 question types. *ExamView's* complete word processing capabilities also allow you to enter an unlimited number of new questions or edit existing questions (ISBN: 0-534-59796-3).

**Transparency Acetates** If you customarily use transparencies in class, a nice set is available to illustrate and enliven your lectures. Approximately 150 text-specific transparencies make it easy to display tables, graphs, charts, and drawings from this text—most of them in color (ISBN: 0-534-59797-1).

## 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 sales representative or Wadsworth Marketing at 877-999-2350 for details.

***CNN Today Videos for Introductory Psychology*** These one- to four-minute video clips 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 Exclusive!

Topics covered in the videos include: the brain, genetic mapping, sensation and perception, variations in consciousness, learning, human memory, language and thought, intelligence and psychological testing, gender and sexuality, diversity, human development, stress, health, psychological disorders, mental health, therapies, social behavior, and more.

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

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

CNN Today: Introductory Psychology, Volume III *(ISBN: 0-534-50749-2)*

CNN Today: Introductory Psychology, Volume IV *(ISBN: 0-534-50751-4)*

***The Brain* Video, Second Edition** 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).