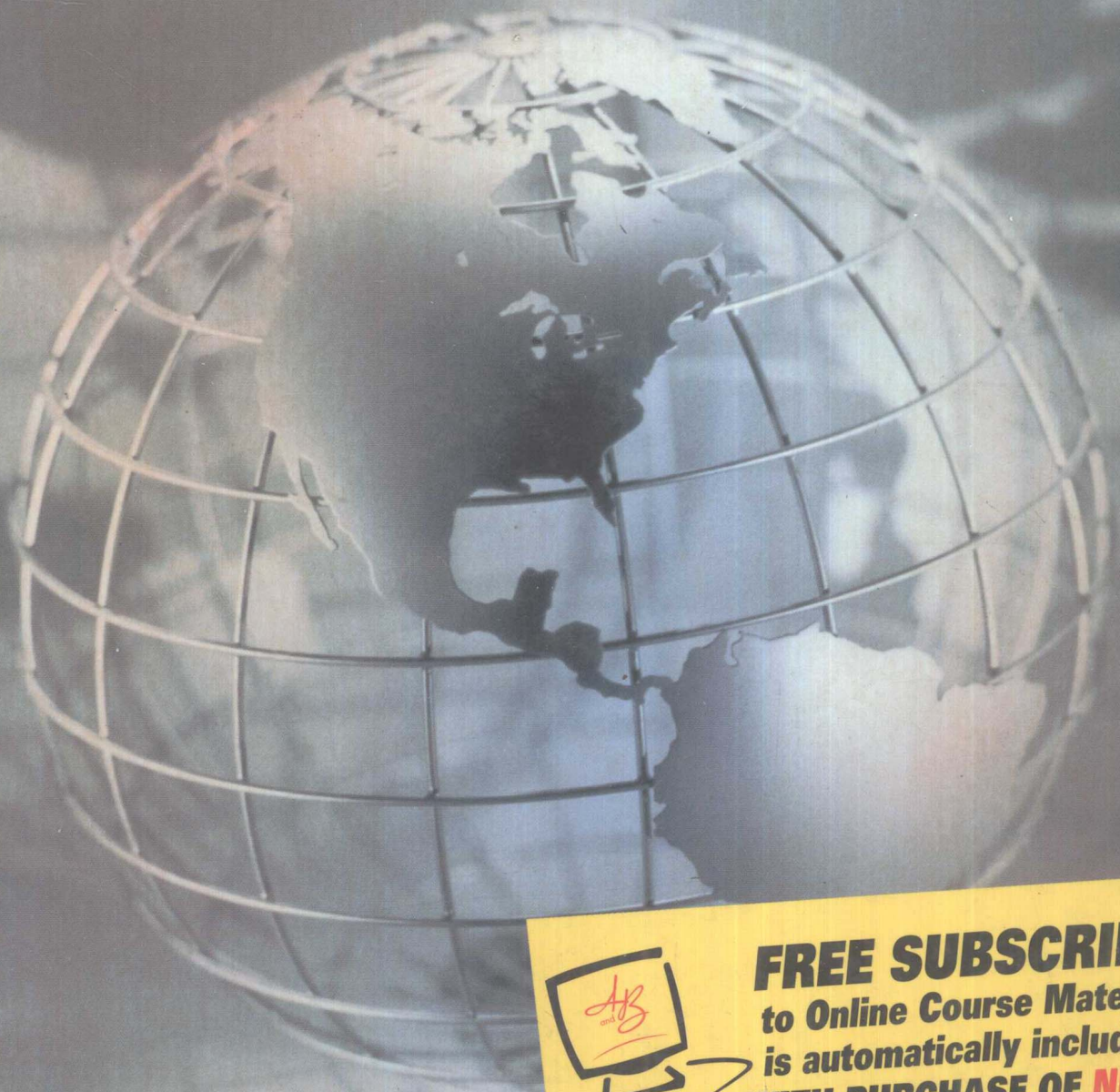


# THE *World* OF PSYCHOLOGY



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*Fourth Edition*

SAMUEL E. WOOD   ELLEN R. GREEN WOOD

# ***The World of Psychology***

**Fourth  
Edition**

**Samuel E. Wood**

Lindenwood University

**Ellen Green Wood**

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Credits appear on pages C-1 and C-2, which constitute a continuation of the copyright page.



# Just for Students: How This Textbook Can Help You Study

**W**e all learn best when we can apply new concepts to the world we know. *The World of Psychology* allows you to do just that. Highly interactive *and* active, clearly written, and thoroughly up to date, this textbook will encourage you to think for yourself as you learn about, relate to, and apply the principles of psychology that affect your life.

So that you can make the most of all the material in the following pages, this textbook package incorporates a number of helpful features and supplementary items.

## A Clear, Engaging Writing Style

This may sound crazy, but you will actually enjoy reading this textbook. It has received very positive responses from students and has been praised first and foremost for its writing style. The style is conversational, and the text uses numerous everyday examples and realistic analogies to help you grasp even the most complex concepts. A chapter opening vignette introduces each chapter's topics with a dramatic real-life story—one that is memorable and directly related to the chapter's content.

You'll be especially interested in the stories of:

- Michael J. Fox, who for 7 years kept the secret of his affliction with Parkinson's disease and then made the decision to retire from acting to spend more time with his family
- Ronald Cotton, who was sent to jail for a rape he didn't commit, based on the faulty memory of the victim
- Christopher Reeve, who works every day to turn the tragedy of his paralysis into a blessing
- S.B., a blind man who had surgery to regain his sight but then couldn't function in his new vision-based world
- The Milgram study, in which volunteers for an experiment demonstrated sadistic tendencies when asked to deliver electric shocks to others
- Robert, a child raised by monkeys who was found in the African jungle
- Bill, who has a phobia of popping balloons

## 13 Health and Stress

**Stress: What Is It?**

**Evaluating Life Stress:**  
Major Life Changes,  
Hassles, and Uplifts

**Sources of Stress:**  
The Common and  
the Extreme

**Theories of Stress**

**Coping with Stress**

**Health and Illness**

**Lifestyle and Health**

**Many of us were introduced to him in the late 1980s as Alex P. Keaton, an endearing, Republican-to-the-core teen on the hit TV series *Family Ties*. Others loved him as Marty McFly, racing through time in a DeLorean in the *Back to the Future* trilogy. Still others came to know him best when he returned to prime time in 1996, portraying Michael Flaherty, New York's deputy mayor, on ABC's *Spin City*. A rich and famous, award-winning actor, with millions of adoring fans, Michael J. Fox's future looked bright.**

Then, at the age of 30, Fox was diagnosed with Parkinson's disease, a debilitating degenerative disease that strikes the neural circuits in the brain that control movement. Symptoms of Parkinson's are slow or jerky movements, tremor, and garbled speech. This progressive disease worsens with time, and it is terminal.

For 7 long years, Fox kept his disease a secret from everyone but his family. He continued with his career at full tilt, appearing in more than a dozen films and TV shows, while also producing and directing. Later, in his testimony to a Senate subcommittee, Fox said, "While the changes in my life were profound and progressive, I kept them to myself for a number of reasons: fear, denial for sure, but I also felt that it was important for me to just quietly 'soldier on.'"

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Glance at the illustrations and tables, including the *Review & Reflect* tables, which organize, review, and summarize key concepts.

Then read the *Summary and Review*, located at the end of each chapter. This survey process gives you an overview of the chapter.

**2. Question** Before you actually read each section in a chapter, turn its heading into one or more questions. Some sections provide one or more learning objective questions, but you can also jot down questions of your own. For example, one heading in Chapter 1 is “The Goals of Psychology.” The learning objective question is “What are the four goals of psychology?” You might add this question: “What is meant by ‘control’ as a goal of psychology?” Asking such questions helps focus your reading.

**3. Read** Read the section. As you read, try to answer the learning objective question(s) and your own question(s). After reading the section, stop. If the section is very long or if the material seems especially difficult or complex, you should pause after reading only one or two paragraphs.

**4. Recite** After reading part or all of a section, try to answer the learning objective question(s) and your own question(s). To better grasp each topic, write a short summary of the material. If you have trouble summarizing a topic or answering the questions, scan or read the section once more before trying again.

When you have mastered one section, move on to the next. If the text does not include a learning objective question, formulate your own. Then read and recite, answering your question or writing a brief summary as before.

**5. Review** Each major section in the book ends with a *Remember It!* that consists of a few questions about the preceding topics. Interspersed throughout each chapter, these quizzes cover the material emphasized by the learning objective questions. Answer the *Remember It!* questions, and check your answers against those provided. If you make errors, quickly review the preceding material until you know the answers.

When you have finished a chapter, revisit the *Remember Its!* and then turn to the *Summary and Review*. Review the *Key Terms*. If you don’t know the meaning of a term, turn to the page where that term is defined in the margin. The *marginal definitions* provide a ready reference for important key terms that appear in boldface print in the text. All of these terms and definitions also appear in the *Glossary* at the end of the book.

Next, review each learning objective question in the *Summary and Review* and answer it in your own words. The answers provided are only condensed reminders, and you should be able to expand on them.

Finally, consider the thought-provoking questions in the *Thinking Critically* section under the three headings *Evaluation*, *Point/Counterpoint*, and *Psychology in Your Life*. Answering these questions requires more than simple memorization. These critical thinking questions give you the chance to reassess yourself that you really understand the information presented in the chapter.

To maximize motivation, he used rats that had been deprived of food for 24 hours and pigeons that were maintained at 75–80% of their normal body weight.

#### Comparing Classical and Operant Conditioning:

##### What's the Difference?

In summary, the processes of generalization, discrimination, extinction, and spontaneous recovery occur in both classical and operant conditioning. Both types of conditioning depend on associative learning. In classical conditioning, an association is formed between two stimuli—for example, a tone and food, a white rat and a loud noise, a product and a celebrity. In operant conditioning, the association is established between a response and its consequences—studying hard and a high test grade, or in the world of rats, bar pressing and food.

In classical conditioning, the focus is on what precedes the response. Pavlov focused on what led up to the salivation in his dogs, not on what happened after they salivated. In operant conditioning, the focus is on what follows the response. If a rat bar presses or your studying is followed by a reward, that response is more likely to occur in the future.

Generally, in classical conditioning, the subject is passive and responds to the environment rather than acting on it. In operant conditioning, the subject is active and operates on the environment. It follows, then, that in operant conditioning, the subject is more likely to be the focus of the study.

It is not, however, the differences between operant and classical conditioning are fairly easy to understand, the two types can actually occur together. Recent research shows that during operant conditioning, classical conditioned associations can be formed as well (Bromberg & Hoenesberg, 2000).

Review in *Table 5.2* highlights the major differences between classical and operant conditioning.

#### Review Reflect 5.2 Classical and Operant Conditioning Compared

Characteristics	Classical Conditioning	Operant Conditioning
Type of association	Between two stimuli	Between a response and its consequence
State of subject	Passive	Active
Focus of attention	On what precedes response	On what follows response
Type of response typically involved	Involuntary or reflexive response	Voluntary response
bodily response typically involved	Internal responses; emotional and glandular reactions	External responses; muscular and skeletal movement and verbal responses
Range of responses	Relatively simple	Simple to highly complex
Responses learned	Emotional reactions; fears, likes, dislikes	Goal-oriented responses

#### Remember It!

- Many people take aspirin to relieve painful headaches. Taking aspirin is a behavior that is likely to continue because of the effect of (positive, negative) reinforcement.
- Partial, continuous reinforcement is most effective in conditioning a new response; once a response is acquired, partial, continuous reinforcement results in greater resistance to extinction.
- Glen and Megan are both employed raking leaves. Glen is paid \$1 for each bag of leaves he rakes. Megan is paid \$4 per hour. Glen is paid according to the \_\_\_\_\_ schedule. Megan is paid according to the \_\_\_\_\_ schedule.
- Which schedule of reinforcement yields the highest response rate and the greatest resistance to extinction?
  - fixed-interval; fixed-ratio
  - variable-ratio; fixed-interval
  - variable-ratio; variable-interval
  - fixed-ratio; fixed-interval
- Which schedule of reinforcement yields the highest response rate and the greatest resistance to extinction?
  - variable-ratio schedule
  - fixed-ratio schedule
  - variable-interval schedule
  - fixed-interval schedule
- Logan's parents have noticed that he has been making his bed every day, and they would like him to continue. Because they understand the partial reinforcement effect, they will want to reward him every time he makes the bed. (True/False)
- People often engage in behavior that is reinforcing in the short term but not in the long term because:
  - the magnitude of reinforcement.
  - the level of motivation.
  - the immediacy of reinforcement.
  - the schedule of reinforcement.
- Recall what you have learned about classical and operant conditioning. Which of the following is descriptive of operant conditioning?
  - An association is formed between a response and its consequence.
  - The responses acquired are usually emotional reactions.
  - The subject is usually passive.
  - The response acquired is usually an involuntary or reflexive response.

#### Punishment: That Hurts!

In many ways punishment is the opposite of reinforcement. Punishment tends to lower the probability of a response by following it with an aversive or unpleasant consequence. And punishment can be accomplished by either adding an unpleasant stimulus or removing a pleasant stimulus. The added unpleasant stimulus might take the form of criticism, a scolding, a disapproving look, a frown, or a prison sentence. The removal of a pleasant stimulus might consist of withholding affection and attention, suspending a driver's license, or taking away a privilege such as watching television.

It is common to confuse punishment and negative reinforcement because both involve an unpleasant condition, but there is a big difference between the two. Punishment does involve adding a negative condition, but with negative reinforcement a negative condition is terminated or avoided. Moreover, the two are designed to have opposite effects. Punishment is applied to discourage a behavior; negative reinforcement is used to encourage or strengthen a behavior. Unlike punishment, negative reinforcement increases the probability of a desired response by removing an unpleasant stimulus when the correct response is made. “Cooing” can be reinforcing.

#### How does punishment differ from negative reinforcement?

Punishment: The removal of a pleasant stimulus or the application of an unpleasant stimulus, which tends to suppress a response.

LEARNING

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#### THINKING CRITICALLY

##### Evaluation

In this chapter you learned about three major types of learning: classical conditioning, operant conditioning, and observational learning. Outline the strengths and limitations of each of these three forms of learning as explained. How behaviors are acquired and maintained.

##### Point/Counterpoint

The use of behavior modification has been highly controversial in our society. Prepare arguments supporting each position.

Behavior modification should be used to shape the behavior of others. Behavior modification should not be used to shape the behavior of others.

##### Psychology in Your Life

Think of a behavior of a friend, family member, or professor that you would like to change. Using what you know about classical conditioning, operant conditioning, and observational learning, formulate a detailed plan for changing the behavior of the target person.

#### SUMMARY AND REVIEW

##### CLASSICAL CONDITIONING: THE ORIGINAL VIEW

###### What was Pavlov's major contribution to psychology?

Pavlov's study of the conditioned reflex provided a model of learning called classical conditioning.

###### How was classical conditioning accomplished in Pavlov's experiments?

In Pavlov's experiments, a neutral stimulus (a tone) was presented shortly before the unconditioned stimulus (food), which naturally elicited, or brought forth, an unconditioned response (salivation). After repeated pairings, the conditioned stimulus (the tone alone) came to elicit the conditioned response (salivation).

###### How does extinction occur in classical conditioning?

If the conditioned stimulus (tone) is presented repeatedly without the unconditioned stimulus (food), the conditioned response (salivation) becomes progressively weaker and eventually disappears.

###### What is generalization?

Generalization occurs when an organism makes a conditioned response to a stimulus similar to the original conditioned stimulus.

###### What is discrimination in classical conditioning?

Discrimination is the ability to distinguish between similar stimuli, so that the organism makes the conditioned response only to the original conditioned stimulus.

##### How did Watson demonstrate that fear could be classically conditioned?

Watson showed that fear could be classically conditioned by presenting a white rat along with a loud, frightening noise, thereby conditioning Little Albert to fear the white rat.

##### Key Terms

stimulus (p. 184); learning (p. 184); classical conditioning (p. 184); reflex (p. 184); conditioned reflex (p. 184); unconditioned response (p. 184); conditioned stimulus (p. 184); unconditioned stimulus (p. 184); extinction (p. 184); generalization (p. 184); discrimination (p. 184); higher-order conditioning (p. 184).

##### CLASSICAL CONDITIONING: THE CONTEMPORARY VIEW

###### According to Rescorla, what is the critical element in classical conditioning?

The critical element in classical conditioning is whether the conditioned stimulus provides information that enables the organism to reliably predict the occurrence of the unconditioned stimulus.

###### What two explanations in traditional texts about classical conditioning did Garcia and Kelling find?

The text that has formed an association between nausea and the flavored scuzz rejected the basic earlier view on exception to the principle that the conditioned stimulus must be presented shortly before the unconditioned stimulus. The finding that rats-associated elec-

trics shock only with noise and light and nausea only with flavored water proved that associations cannot be readily conditioned between any two stimuli.

###### What types of responses can be acquired through classical conditioning?

Types of responses acquired through classical conditioning include positive and negative emotional responses (including likes, dislikes, fears, and phobias), drug cravings, aversive drug aversions, and conditioned immune responses.

###### What are four factors that influence classical conditioning?

Four factors influencing classical conditioning are (1) the number of pairings of conditioned stimulus and unconditioned stimulus, (2) the intensity of the unconditioned stimulus, and (3) the temporal relationship between the conditioned stimulus and the unconditioned stimulus.

###### Key Term

late aversion (p. 184)

##### OPERANT CONDITIONING

###### What was Thorndike's major contribution to psychology?

Thorndike formulated the laws of effect, which was the conceptual starting point for Skinner's work on operant conditioning.

###### What was Skinner's major contribution to psychology?

Skinner's major contribution to psychology was his extensive and rigorous work on operant conditioning.

## And for Some Extra Practice . . .

Several items that supplement this textbook (listed below) may be available at your school's bookstore. Check with your instructor.

**Study Guide** The comprehensive and innovative *Study Guide*, written by Dan Kelts and Guy Aylward of Illinois Central College, incorporates the tried-and-tested SQ3R learning technique in a variety of exercises for each chapter.

**Practice Tests** Your instructor may require that the *Practice Tests* booklet be bundled with your text. Multiple-choice, true/false, and essay questions from the book's *Test Bank* help you practice for the real thing.

**Web Site** Allyn and Bacon provides access to this textbook's Web Site ([www.abacon.com/wood](http://www.abacon.com/wood)) via a PIN code found in the front of a new textbook. Whether you're studying or just surfing the web, be sure to visit this Web Site for a wealth of helpful and fun material related to introductory psychology, including free practice tests, flashcards, personality-assessment quizzes, a psychology career corner, activities, and web links. The PIN code also gives you access to Content Select, Allyn and Bacon's premiere research tool for accessing articles on the web.

**Psych Tutor** This service of Allyn and Bacon provides free tutoring for students who purchase a new text. Qualified college psychology instructors tutor students on all material covered in the text, including art and figures. The Tutor Center provides tutoring assistance by four methods: phone, fax, e-mail, and the Internet, during Tutor Center hours. Students who bought used books can purchase the Psych Tutor for \$25 at [www.aw.com/tutorcenter](http://www.aw.com/tutorcenter).

**Other Resources Available from Allyn and Bacon** *Cross-Cultural Explorations: Activities in Culture and Psychology*, by Susan Goldstein; *Diversity Activities for Psychology*, by Valerie Whittlesy; *How to Think Straight About Psychology*, Sixth Edition, by Keith E. Stanovich; *How to Write Psychology Papers*, Second Edition, by Les Parrott, III; *Research Stories for Introductory Psychology*, by Matthew R. Merrens and Lary Shaffer; *Writing for Psychology*, by Christopher Thaiss and James Sanford; *Introduction to Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*, by Eric Shiraev and David Levy.

# *Use It! How to Use the Internet in Introductory Psychology*

**W**elcome to Introductory Psychology! You are about to begin one of the most fascinating and useful educational journeys of your college career. The authors of your textbook have provided you with a wealth of information on psychology to get you started on this exciting trip.

To help you round out your travels into the human psyche, your exploration of the emotions and actions that define us as human beings, we wish to introduce you to using the Internet to access additional resources about psychology. The Internet contains more information about psychology and related disciplines than could be covered in 10 or even 20 textbooks. You will find that having almost instantaneous access to this information will be a powerful aid to your study of psychology.

What is the Internet? The **Internet** is an incredibly vast network that connects millions of computers worldwide. The Internet is organized in such a way that it is possible to search for and retrieve information from the thousands of computer servers of which it is composed. A **server** is a computer system that provides individual computers access to information available on the Internet. The **World Wide Web**, often abbreviated **www** and sometimes referred to as “the Web,” is the whole system of Internet servers. The World Wide Web links your computer to other computers so that you can search for, find, and retrieve information on any topic. This may seem a bit confusing to you now, but as you read what follows and actually begin “surfing the Net,” you will soon get the hang of it.

So what does all this fancy techno-jargon have to do with psychology? A lot! Let’s assume you have access to a personal computer that is connected to the Internet. This means that somewhere on the computer monitor, you will see an icon for the Internet provider (a private company) to which this computer has access. In this case, an **icon** is a symbol representing the name of the Internet provider. When you click or double-click on this icon, the provider’s **home page**, a page containing information about the resources available through the Internet provider, will appear on the monitor. Depending on the Internet provider, the home page may ask you to do different things in order to access the Internet. For example, the home page of my Internet provider asks me to enter my password and then click on a button labeled *Connect* (to the Internet) in order to access the Internet. Other Internet providers may ask you to “log on” by going through a similar procedure.

Somewhere on the Internet provider’s home page, once you have accessed the Internet, you will see the word *Search*. Next to it is a blank space. Here’s where things get interesting. By typing a word or words in this blank space and then clicking on the word *Search* (or, in some cases, the word *Go*), you open a **search engine**—software capable of looking up every source of information about anything that is accessible on the Internet. Suppose the word you typed in the blank space was “Freud.” In this case, every bit of information on the Internet related to Sigmund Freud—his work, his family, and what hundreds of authors have written about his life—would appear for your inspection and use, all in a matter of seconds!

I just opened the search engine on my personal computer and typed in the words “Sigmund Freud.” Guess what I found?—18,440 web sites devoted to some aspect of Freud and his work. When I typed in the word “psychology,” I found 2,452,593 web sites. Talk about having the world at your fingertips!

A **web site** is a specific location on the World Wide Web that contains information about some particular topic. Each web site has its own address, or **URL (Universal Resource Locator)**, which is sometimes referred to as a **link**. For





example, the first web site listed for “psychology” on my search engine is for the American Psychological Association (APA). Its URL is [www.apa.org](http://www.apa.org). The APA is one of the two predominant professional organizations for psychologists in the United States (the other is the American Psychological Society, or APS; its URL is [www.psychologicalscience.org](http://www.psychologicalscience.org)). These two web sites are among the most important ones for psychologists—both researchers and practitioners—because they provide hundreds of links to some of the best psychological information available on the web. Another useful URL is [www.psichi.org](http://www.psichi.org). Clicking on this URL, which I found among the links generated by my search for “psychology,” takes me to the home page for Psi Chi, the National Honor Society for students in psychology. Alternatively, if you already know the URL for the web site you wish to visit—as you do for APA, APS, and Psi Chi—you can simply type it into the search engine, click *Search* or *Go*, and be whisked immediately to that web site.

Among the nearly 2.5 million web sites related to psychology are those devoted to other professional organizations, departments of psychology at colleges and universities around the world, journals in psychology, and numerous psychological disorders and phenomena. In short, probably anything you want to know about psychology can be found on the Internet. Let’s walk through an example.

Suppose you are studying Chapter 15 in your text (Psychological Disorders) and you become interested in phobias. You decide to check out what information the Internet offers on phobias. You begin by clicking or double-clicking on the icon of your Internet provider. Once its home page opens, you type the word “phobia” in the blank space and click on *Search* or *Go*. In a few seconds, you have before you all the information on phobias that is currently on the web. When I did this, I found 5,480 web sites related to phobias! I didn’t stop there, though.

I scrolled down the list of URLs until I came across one that caught my eye—one on social phobias. I clicked on this URL ([www.mentalhealth.com/dis/p20-an03.html](http://www.mentalhealth.com/dis/p20-an03.html)). What I found was a nicely designed home page that gave me access to all sorts of information about social phobias, including a complete description of the disorder, its diagnosis and treatment, research on it, and a listing of other related links. In just a few seconds, I had at my disposal a tremendous amount of information on a topic in which I am interested. Suppose, though, that while studying phobias, I become interested in learning more about anxiety disorders in general. What I can do in this case is to go back and type “anxiety disorders” into the blank space and then click *Search* or *Go*. That’s right—I can easily broaden my search for information.

Now that you know something about the Internet and how to access it, you, too, can have information about virtually any subject in the world at your disposal anytime you desire! This could be especially useful to you if your professor assigns a research paper on a certain topic. You should know, though, there is a downside to accessing information on the Internet. The Internet is not like your textbook, in which you can be confident that the information is accurate and up-to-date. Your textbook was written by two individuals who are highly knowledgeable about psychology and is published by a publisher with a reputation for publishing high-quality textbooks.

The Internet is different. Anybody who wants to—regardless of whether he or she is an amateur or an expert at psychology (or, for that matter, anything else)—can place information on the Internet. So, as they say in economics: “Buyer beware!” How can you tell if you are getting accurate information from a web site? That’s a tricky question. Perhaps the best advice is to begin your Internet journey at URLs that are known to be both reliable and valid, such as those for the APA and APS. Both of these contain hundreds of links to other reliable and valid web sites. Keep in mind that the most valid and reliable sites—regardless of topic—were created and maintained by genuine authorities in their fields.

Now, have fun on your quest to learn more about psychology—may it never end!

# *To the Instructor*

**O**ur goals for the fourth edition of this book remain the same as for the first three editions: to introduce the world of psychology accurately and clearly to students via an interesting and memorable format. We present the principles of psychology using a clear and engaging writing style and a pedagogically sound learning format that is both accessible and appealing to students.

Having taught many thousands of students their first course in psychology, we are sensitive to the complexities and the subtleties of the teaching/learning process. Over the years we have witnessed tremendous changes in the field, in our students, and in ourselves as well. Thus, we also sought to create a textbook that is sensitive to the changing needs of modern students and their professors while providing a context in which students may learn about psychology's past, its present, and its probable future.

To accomplish our goals, we set the following objectives.

## **To Maintain a Clear, Understandable Writing Style That Students Will Find Interesting**

First and foremost, a textbook is a teaching instrument. It cannot be a novel; nor should it be an esoteric, academic treatise. A good psychology textbook must communicate clearly to a diverse audience of various ages and levels of academic ability. Our text is appealing to accomplished students, yet accessible to students whose academic skills are yet to be fully developed.

We seek to achieve this objective by explaining concepts in much the same way as we do in our own psychology classes. This text is filled with everyday examples pertinent to students' lives.

## **To Write a Textbook That Encourages Students to Become Active Participants in the Learning Process**

Reading about psychology is not enough. Students should be able to practice what they have learned, when appropriate. Many of the principles we teach can be demonstrated without elaborate equipment and sometimes as the student reads. What better way to teach new material and make it fresh, interesting, and memorable than to have students demonstrate principles for themselves using an important and innovative element of the book: *Try It!* boxes.

## **To Make Psychology Come Alive through the *Try It!* Boxes**

The popular *Try Its!* personalize psychology, making it simple for students to actively link psychology with their everyday lives. Because the response from professors and students to the *Try It!* features in previous editions has been so positive, we have added 30% more *Try Its!* to this edition, for a total of 64 woven throughout the book, to get students excited about psychology. New *Try Its!* include:

- *Self-Assessment*: Are You a Jealous Mate? (evolutionary psychology)
- *Experiment*: Taste Receptors' Response to Temperature Change
- *Self-Assessment*: Are You a Lark or an Owl? (sleep patterns)

- *Practice Quiz*: How Might You Score on an IQ Test?
- *Self-Assessment*: Rate Your Emotional Intelligence (EQ)
- *Quiz*: Test Your Knowledge of Infant Development
- *Experiment*: Child Development and Class Inclusion
- *Activity*: What Motivates You to Eat?
- *Quiz*: How Much Do You Know about STDs?
- *Quiz*: Facts vs. Myths about AIDS
- *Activity*: Stress-Inoculation Training
- *Self-Assessment*: Evaluate Your Locus of Control
- *Self-Assessment*: Test Your Level of Self-Esteem
- *Quiz*: Does Anyone You Know Exhibit Signs of Anxiety Disorder?
- *Self-Assessment*: Are You an Aggressive Driver?

## **To Provide a Series of High-Interest Features That Will Appeal to Today's Students**

Every chapter opens with a real-life vignette to capture student interest and build motivation. More than half of the chapter vignettes are new to this fourth edition, and they include a good mix of topics students can relate to—from timely events and issues, to popular personalities, to recent scientific advances, to classic psychological experiments. New vignette topics include:

- Psychological implications of the turn of the millennium
- Rave dances and the use of the drug Ecstasy (MDMA)
- Michael J. Fox's battle with Parkinson's disease
- A real-life case of faulty memory that sent the wrong man to prison for rape
- Recent developments in artificial intelligence that allow blind people to "see"
- Olympic gold medalist Rafer Johnson and his daughter Jenny Johnson Jordan, who competed in the 2000 Olympic Games
- Cybersex addiction
- The Milgram experiment
- Christopher Reeve's daily life after his paralyzing accident

The *Apply It!* section at the end of every chapter shows the practical applications of the principles of psychology and demonstrates the role of psychology in daily life. Forty percent of the *Apply Its!* in this edition are new, covering caffeine addiction, prenatal care, dating, road rage, positive psychology, fear of public speaking, and e-therapy.

## **To Promote and Nurture Critical Thinking**

Critical thinking does not consist of being critical of all viewpoints other than one's own. Rather, critical thinking is a process of evaluating claims, propositions, or conclusions objectively to determine whether they follow logically from the evidence presented. Critical thinkers are open-minded, objective, and unbiased, and they maintain a skeptical attitude that leads them to search for alternative explanations.

Critical thinking is too important to leave to chance. The first *Apply It!* section, “Study Skills and Critical Thinking,” provides students with an understanding of what critical thinking entails. In addition to promoting critical thinking throughout the text, we have also developed a systematic method of nurturing it. A *Thinking Critically* section at the end of each chapter features three categories of critical thinking questions:

1. *Evaluation* questions teach students to think critically as they evaluate psychological theories, techniques, approaches, perspectives, and research studies.
2. *Point/Counterpoint* questions require students to comprehend, to analyze, and to formulate convincing arguments on both sides of important issues in psychology.
3. *Psychology in Your Life* questions allow students to apply psychological principles and concepts to their own lives and the everyday world.

Instructors can use the *Thinking Critically* questions as a basis for essay questions or research paper topics.

## **To Help Students Understand and Appreciate Human Diversity and to Comprehend More Fully the Part Played by Multicultural Issues in Modern Psychology**

We remain dedicated to the goal of promoting understanding of human diversity. Rather than emphasizing diversity only in special sections, we have responded to reviewers’ preferences by expanding coverage of diversity issues and integrating it throughout the book. Human diversity is considered in relation to dozens of topics throughout the text, such as depression, extraversion, personality, schizophrenia, and intelligence testing.

## **To Provide an Accurate and Thoroughly Researched Textbook That Features Original Sources**

To accomplish our goal of introducing the world of psychology accurately and clearly, we have gone back to original sources and have read and reread the basic works of the major figures in psychology and the classic studies in the field. For each revision this has meant more than 10,000 pages of photocopied research (and a basement approaching fire hazard status!). This reading has enabled us to write with greater clarity and assurance, rather than having to hedge or write tentatively when discussing what experts in the field have actually said. This book is one of the most carefully researched, up-to-date, and extensively referenced of all introductory psychology textbooks.

## **To Meet the Needs of Instructors by Adding New Topics**

In response to valuable suggestions from our reviewers, we have made many additions to the fourth edition, including the following:

- In Chapter 1, “Introduction to Psychology,” a new section on evolutionary psychology has been added to reflect the emergence of this fascinating field. Evolutionary psychology is also covered more extensively in Chapters 11, 12, and 14 and mentioned appropriately throughout the book.
- Chapter 2, “Biology and Behavior,” features a new discussion on neurons’ recently discovered ability to regenerate.



- In Chapter 4, “States of Consciousness,” several new sections discuss the findings of up-to-date brain research on sleep, such as “Sleep Research and the Brain,” “REM Sleep, Dreaming, and the Brain,” and “REM Sleep and Dreaming: Are They the Same?”
- Chapter 7, “Cognition and Language,” features an extensive section on high-tech applications of cognition. Artificial intelligence and robotics are discussed at length, with fascinating examples of how they are being used today.
- In Chapter 12, “Human Sexuality and Gender,” a new section discusses gender bias in the workplace—a topic of increasing relevance as more and more women enter the workforce.

## To Provide Instructors with a Complete, Coordinated Teaching Package of the Highest Quality

Allyn and Bacon offers the following supplements for the adopter of this textbook:

The **Instructor’s Resource Manual (IRM)**, prepared by Fred Whitford of Montana State University, provides lecture examples, demonstrations, diversity topics, and content lists of the transparencies and the Digital Media Archive. Fully updated, the *IRM* contains dozens of new lecture examples, marked with an icon and keyed to newly referenced material in the book. Classroom demonstrations have been updated and referenced to important Internet sites that contain the most current information available.

A comprehensive **Test Bank** contains approximately 2,300 questions and a computerized test item file (for Windows, Macintosh, and DOS), prepared by Rebecca Walker-Sands of Central Oregon Community College and Ron Walker-Sands. A separate booklet of practice tests is available free when bundled with the textbook.

A student **Study Guide** prepared by Dan Kelts and Guy Aylward of Illinois Central College contains multiple, varied learning aids sure to fit every student’s needs. The *Study Guide* provides chapter overviews, timelines, chapter outlines, learning objectives, quizzes, fill-in-the-blank activities, matching activities, complete-the-diagram activities, key terms and concepts, study enhancement exercises, and comprehensive practice tests.

**Psychology on the Net, 2002** is an Internet guide that shows students the basics of using the Internet, with activities and hundreds of psychology-related URLs (free when packaged with the text).

More than 200 new full-color **transparency acetates** are available upon adoption of the text. Allyn and Bacon also offers the **Digital Media Archive**, Version 3.0, which provides electronic images, video clips, and audio clips, as well as lecture outlines, on one cross-platform CD-ROM for integration into your lecture. A text-specific **PowerPoint presentation** is available, as well.

Allyn and Bacon provides a service called **Psych Tutor** for students enrolled in basic psychology courses who have purchased a new copy of this text. Qualified college psychology instructors tutor students on all material covered in the text. The Tutor Center provides tutoring assistance by four methods: phone, fax, e-mail, and the Internet during Tutor Center hours. Visit [www.abacon.com/wood](http://www.abacon.com/wood) for more information.

The **PIN-coded Web Site** ([www.abacon.com/wood](http://www.abacon.com/wood)) is an extensive site offering chapter overviews, online practice test questions, web links, *Try It!* games and activities, audio and video clips, electronic flashcards, personality tests, career information, and information for instructors about how to use the Web Site, all available via a PIN code found in the front of a new textbook. A new feature of the Web Site, **Content Select**, provides students with a wealth of journal articles that they can access to assist in their research.

The **Allyn and Bacon Interactive Video** is a 90-minute video available to adopters of the text. It contains brief video clips that coordinate with the chapter

content, as well as critical thinking questions to help generate classroom discussion. A wide variety of additional videos are also available upon adoption of the text (enrollment restrictions may apply).

**Course Compass™** is a dynamic, interactive online course management tool powered by Blackboard™. This exciting product allows you to teach with text-specific content in an easy-to-use, customizable format.

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