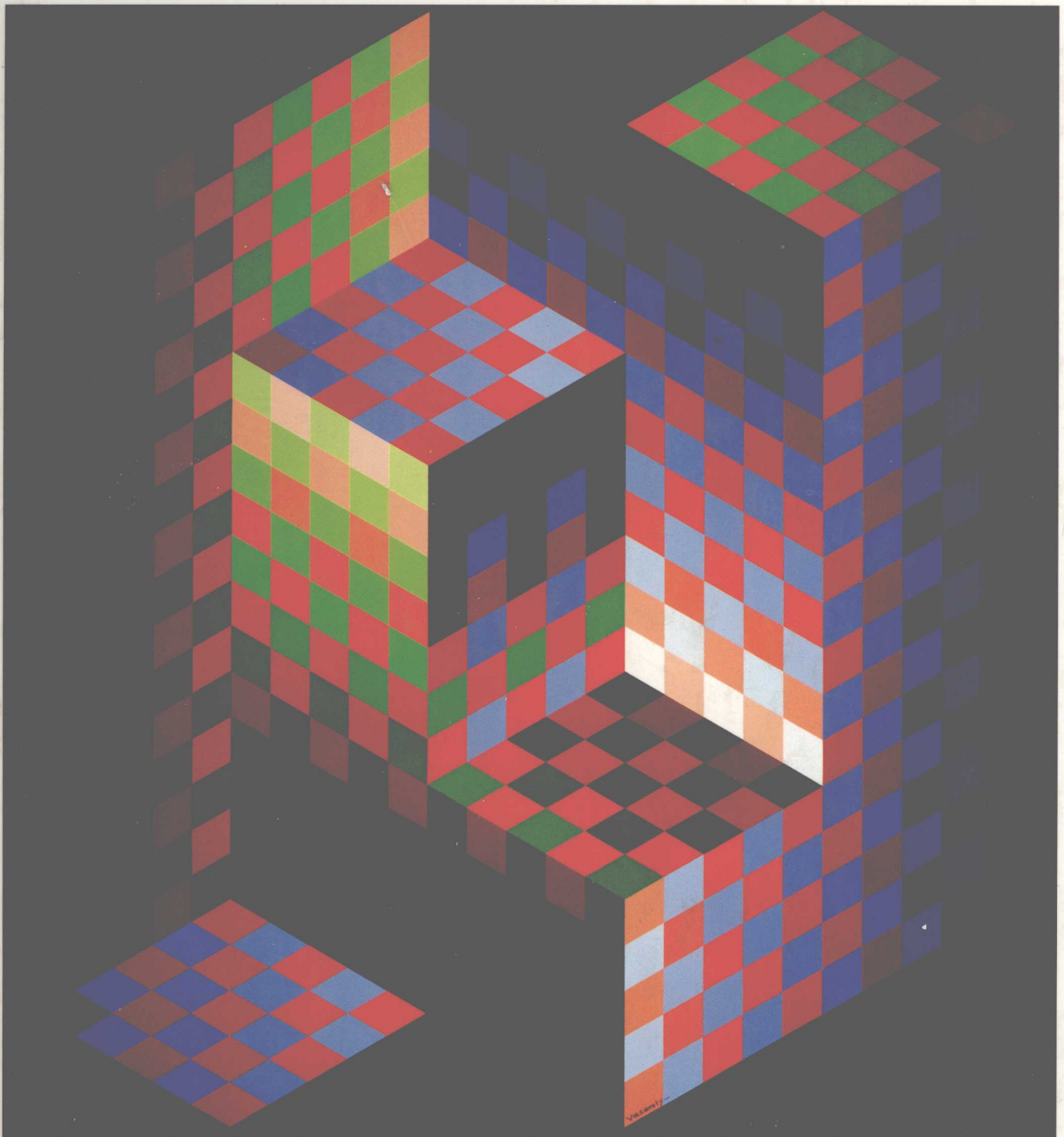


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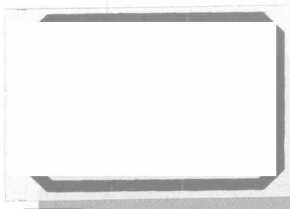
Themes & **FOURTH EDITION**

WAYNE WEITEN

Variations



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PSYCHOLOGY

**THEMES AND VARIATIONS
FOURTH EDITION**

WAYNE WEITEN
Santa Clara University



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TO THE INSTRUCTOR

If I had to sum up in a single sentence what I hope will distinguish this text, the sentence would be this: I have set out to create a *paradox* instead of a *compromise*.

Let me elaborate. An introductory psychology text must satisfy two disparate audiences: professors and students. Because of the tension between the divergent needs and preferences of these audiences, textbook authors usually indicate that they have attempted to strike a compromise between being theoretical versus practical, comprehensive versus comprehensible, research oriented versus applied, rigorous versus accessible, and so forth. However, I believe that many of these dichotomies are false. As Kurt Lewin once remarked, "What could be more practical than a good theory?" Similarly, is rigorous really the opposite of accessible? Not in my dictionary. I maintain that many of the antagonistic goals that we strive for in our textbooks only seem incompatible, and that we may not need to make compromises as often as we assume.

In my estimation, a good introductory textbook is a paradox in that it integrates characteristics and goals that appear contradictory. With this in mind, I have endeavored to write a text that is paradoxical in three ways. First, in surveying psychology's broad range of content, I have tried to show that our interests are characterized by diversity *and* unity. Second, I have emphasized both research *and* application and how they work in harmony. Finally, I have aspired to write a book that is challenging to think about *and* easy to learn from. Let's take a closer look at these goals.

Goals

1. *To show both the unity and the diversity of psychology's subject matter.* Students entering an introductory psychology course are often unaware of the immense diversity of subjects studied by psychologists. I find this diversity to be part of psychology's charm, and throughout the book I highlight the enormous range of questions and issues addressed by psychology. Of course, our diversity proves disconcerting for some students who see little continuity between such disparate areas of research as physiology, motivation, cog-

nition, and abnormal behavior. Indeed, in this era of specialization, even some psychologists express concern about the fragmentation of the field.

However, I believe that there is considerable overlap among the subfields of psychology and that we should emphasize their common core by accenting the connections and similarities among them. Consequently, I portray psychology as an integrated whole rather than as a mosaic of loosely related parts. A principal goal of this text, then, is to highlight the unity in psychology's intellectual heritage (the themes), as well as the diversity of psychology's interests and uses (the variations).

2. *To illuminate the process of research and its intimate link to application.* For me, a research-oriented book is not one that bulges with summaries of many studies but one that enhances students' appreciation of the logic and excitement of empirical inquiry. I want students to appreciate the strengths of the empirical approach and to see scientific psychology as a creative effort to solve intriguing behavioral puzzles. For this reason, the text emphasizes not only *what* we know (and don't know) but *how* we attempt to find out. Methods are examined in some detail, and students are encouraged to adopt the skeptical attitude of a scientist and to think critically about claims regarding behavior.

Learning the virtues of research should not mean that students cannot also satisfy their desire for concrete, personally useful information about the challenges of everyday life. Most researchers believe that psychology has a great deal to offer those outside the field and that we should share the practical implications of our work. In this text, practical insights are carefully qualified and closely tied to data, so that students can see the interdependence of research and application. I find that students come to appreciate the science of psychology more when they see that worthwhile practical applications are derived from careful research and sound theory.

3. *To make the text challenging to think about and easy to learn from.* Perhaps most of all, I have sought to create a *book of ideas* rather than a compendium of studies. I consistently emphasize concepts and theories over facts, and I focus on major issues and tough questions that cut across

the subfields of psychology (for example, the extent to which behavior is governed by nature, nurture, and their interaction), as opposed to parochial debates (such as the merits of averaging versus adding in impression formation). Challenging students to think also means urging them to confront the complexity and ambiguity of our knowledge. Hence, the text doesn't skirt around gray areas, unresolved questions, and theoretical controversies. Instead, readers are encouraged to contemplate open-ended questions, to examine their assumptions about behavior, and to apply psychological concepts to their own lives. My goal is not simply to describe psychology but to stimulate students' intellectual growth.

However, students can grapple with "the big issues and tough questions" only if they first master the basic concepts and principles of psychology—ideally, with as little struggle as possible. I never let myself forget that a textbook is a teaching tool. Accordingly, great care has been taken to ensure that the book's content, organization, writing, illustrations, and pedagogical aids work in harmony to facilitate instruction and learning.

Admittedly, these goals are ambitious. If you're skeptical, you have every right to be. Let me explain how I have tried to realize the objectives I have outlined.

Special Features

This text has a variety of unusual features, each contributing in its own way to the book's paradoxical nature. These special features include unifying themes, featured studies, application sections, a didactic illustration program, an integrated running glossary, concept checks, recaps of key points, and practice tests.

Unifying Themes

Chapter 1 introduces seven key ideas that serve as unifying themes throughout the text. The themes serve several purposes. First, they provide threads of continuity across chapters that help students to see the connections among different areas of research in psychology. Second, as the themes evolve over the course of the book, they provide a forum for a relatively sophisticated discussion of enduring issues in psychology, thus helping to make this a "book of ideas." Third, the themes focus a spotlight on a number of basic insights about psychology and its subject matter that should leave lasting impressions on your students.

In selecting the themes, the question I asked myself (and other professors) was "What do I re-

ally want students to remember five years from now?" The resulting themes are grouped into two sets.

THEMES RELATED TO PSYCHOLOGY AS A FIELD OF STUDY

Theme 1: Psychology is empirical. This theme is used to enhance the student's appreciation of psychology's scientific nature and to demonstrate the advantages of empiricism over uncritical common sense and speculation. I also use this theme to encourage the reader to adopt a scientist's skeptical attitude and to engage in more critical thinking about information of all kinds.

Theme 2: Psychology is theoretically diverse. Students are often confused by psychology's theoretical pluralism and view it as a weakness. I don't downplay or apologize for our theoretical diversity, because I honestly believe that it is one of our greatest strengths. Throughout the book, I provide concrete examples of how clashing theories have stimulated productive research, how converging on a question from several perspectives can yield increased understanding, and how competing theories are sometimes reconciled in the end.

Theme 3: Psychology evolves in a sociohistorical context. This theme emphasizes that psychology is embedded in the ebb and flow of everyday life. The text shows how the spirit of the times has often shaped psychology's evolution and how progress in psychology leaves its mark on our society.

THEMES RELATED TO PSYCHOLOGY'S SUBJECT MATTER

Theme 4: Behavior is determined by multiple causes. Throughout the book, I emphasize, and repeatedly illustrate, that behavioral processes are complex and that multifactorial causation is the rule. This theme is used to discourage simplistic, single-cause thinking and to encourage more critical reasoning.

Theme 5: Our behavior is shaped by our cultural heritage. This theme is intended to enhance students' appreciation of how cultural factors moderate psychological processes and how the viewpoint of one's own culture can distort one's interpretation of the behavior of people from other cultures. The discussions that elaborate on this theme do not simply celebrate diversity. They strike a careful balance—that accurately reflect the research in this area—highlighting both cultural variations and similarities in behavior.

Theme 6: Heredity and environment jointly influence behavior. Repeatedly discussing this theme

UNIFYING THEMES HIGHLIGHTED IN EACH CHAPTER

Chapter	Theme						
	1 Empiricism	2 Theoretical Diversity	3 Sociohistorical Context	4 Multifactorial Causation	5 Cultural Heritage	6 Heredity and Environment	7 Subjectivity of Experience
1. The Evolution of Psychology	●	●	●	●	●	●	●
2. The Research Enterprise in Psychology	●						●
3. The Biological Bases of Behavior	●			●		●	
4. Sensation and Perception		●			●		●
5. Variations in Consciousness		●	●		●		●
6. Learning Through Conditioning			●			●	
7. Human Memory				●			●
8. Language and Thought	●				●	●	●
9. Intelligence and Psychological Testing			●		●	●	
10. Motivation and Emotion		●	●	●	●	●	
11. Development Across the Life Span		●	●	●	●	●	
12. Personality: Theory, Research, and Assessment		●	●		●		
13. Stress, Coping, and Health				●			●
14. Psychological Disorders			●	●	●	●	
15. Psychotherapy		●			●	●	
16. Social Behavior	●				●		●

permits me to air out the nature versus nurture issue in all its complexity. Over a series of chapters, students gradually learn how biology shapes behavior, how experience shapes behavior, and how scientists estimate the relative importance of each. Along the way, students will gain an in-depth appreciation of what we mean when we say that heredity and environment interact.

Theme 7: Our experience of the world is highly subjective. All of us tend to forget the extent to which we view the world through our own per-

sonal lens. This theme is used to explain the principles that underlie the subjectivity of human experience, to clarify its implications, and to repeatedly remind the readers that their view of the world is not the only legitimate view.

After all seven themes have been introduced in Chapter 1, different sets of themes are discussed in each chapter, as they are relevant to the subject matter. The connections between a chapter's content and the unifying themes are highlighted in a

standard section near the end of the chapter, in which I reflect on the “lessons to be learned” from the chapter. The discussions of the unifying themes are largely confined to these sections, titled “Putting It in Perspective.” No effort was made to force every chapter to illustrate a certain number of themes. The themes were allowed to emerge naturally, and I found that two to five surfaced in any given chapter. The accompanying chart shows which themes are highlighted in each chapter.

Featured Studies

Each chapter except the first includes a Featured Study that provides a relatively detailed but clear summary of a particular piece of research. Each Featured Study is presented in the conventional purpose-method-results-discussion format seen in journal articles, followed by a comment in which I discuss why the study is featured (to illustrate a specific method, raise ethical issues, and so forth). By showing research methods in action, I hope to improve students’ understanding of how research is done, while also giving them a painless introduction to the basic format of journal articles. Additionally, the Featured Studies show how complicated research can be, so students can better appreciate why scientists may disagree about the meaning of a study. The Featured Studies, incidentally, are fully incorporated into the flow of discourse in the text and are *not* presented as optional boxes.

In selecting the Featured Studies, I assembled a mixture of classic and recent studies that illustrate a wide variety of methods. To make them enticing, I tilted my selections in favor of studies that students find interesting. Thus, readers are given relatively detailed accounts of classics like Milgram’s work on obedience, Rosenhan’s study of pseudopatients, and Bandura’s research on observational learning. They will also encounter more recent explorations of personality resemblance between twins, the media-violence question, the ape-language controversy, and the problem of homelessness among the mentally ill.

Application Sections

To reinforce the pragmatic implications of theory and research that are stressed throughout the text, each chapter closes with an Application section that highlights the personal, practical side of psychology. Each Application devotes three to six *pages* of text (rather than the usual box) to a single issue that should be of special interest to many of your students. Although most of the Application

sections have a “how to” character, they continue to review studies and summarize data in much the same way as the main body of each chapter. Thus, they portray research and application not as incompatible polarities but as two sides of the same coin. Many of the Applications—such as those on finding and reading journal articles and understanding art and illusion—provide topical coverage unusual for an introductory text.

A Didactic Illustration Program

When I first outlined my plans for this text, I indicated that I wanted every aspect of the illustration program to have a genuine didactic purpose and that I wanted to be deeply involved in its development. In retrospect, I had no idea what I was getting myself into, but it has been a rewarding learning experience. In any event, I have been intimately involved in planning every detail of the illustration program. Collaborating with a superb art director (John Odum), I have endeavored to create a program of figures, diagrams, photos, and tables that work hand in hand with the prose to strengthen and clarify the main points in the text.

The most obvious results of our didactic approach to illustration are the five summary spreads that combine tabular information, photos, diagrams, and sketches to provide exciting overviews of key ideas related to the history of psychology, learning, development, personality theory, and psychological disorders. But I hope you will also notice the subtleties of the illustration program. For instance, diagrams of important concepts (conditioning, synaptic transmission, EEGs, experimental design, and so forth) are often repeated in several chapters (with variations) to highlight connections among research areas and to enhance students’ mastery of key ideas. Numerous easy-to-understand graphs of research results underscore psychology’s foundation in research, and we often use photos and diagrams to bolster each other (for example, see the treatment of classical conditioning in Chapter 6). Color is used carefully as an organizational device and visual schematics are used to simplify hard-to-visualize concepts (see the figure explaining reaction range for intelligence in Chapter 9). All of these efforts were made in the service of one master: the desire to make this an inviting book that is easy to learn from.

Integrated Running Glossary

An introductory text should place great emphasis on acquainting students with psychology’s tech-

nical language—not for the sake of jargon, but because a great many of our key terms are also our cornerstone concepts (for example, independent variable, reliability, and cognitive dissonance). This text handles terminology with a running glossary embedded in the prose itself. The terms are set off in boldface italics, and the definitions follow in boldface roman type. This approach retains the two advantages of a conventional running glossary: vocabulary items are made salient, and their definitions are readily accessible. However, it does so without interrupting the flow of discourse, while eliminating redundancy between text matter and marginal entries.

Concept Checks

To help students assess their mastery of important ideas, Concept Checks are sprinkled throughout the book (two to four per chapter). In keeping with my goal of making this a book of ideas, the Concept Checks challenge students to apply ideas instead of testing rote memory. For example, in Chapter 6 the reader is asked to analyze realistic examples of conditioning and identify conditioned stimuli and responses, reinforcers, and schedules of reinforcement. Many of the Concept Checks require the reader to put together ideas introduced in different sections of the chapter. For instance, in Chapter 4 students are asked to identify parallels between vision and hearing and in Chapter 11 to analyze interactions between cognitive, moral, emotional, and social development. Some of the Concept Checks are quite challenging, but students find them engaging, and they report that the answers (available in the back of the book) are illuminating.

Recaps of Key Points

To help students organize and remember important ideas, each chapter includes five to eight Recaps of Key Points. These Recaps are generally found at the end of each major section in a chapter, just before the next level-one heading (some exceptions were made to this rule to accommodate very long or very brief sections). The Recaps appear in blue type (except in the Applications) so that it is readily apparent that they are pedagogical aids that represent optional reading. Taken together, the Recaps provide a more detailed summary of a chapter's main points than the Review of Key Ideas found at the end of the chapters. Interspersing them throughout the chapters permits students to check their understanding of each section's main ideas immediately after finishing

the section instead of waiting until the end of the chapter. This approach also allows students to work with more modest-sized chunks of information.

Practice Tests

Each chapter ends with a 15-item multiple-choice Practice Test that should give students a pretty realistic assessment of their mastery of that chapter and valuable practice taking the type of test that many of them will face in the classroom (if the instructor uses the Test Bank). This new feature grew out of some research that I conducted on students' use of textbook pedagogical devices (see Weiten, Guadagno, & Beck, 1996). This research indicated that students pay scant attention to some standard pedagogical devices. When I grilled my students to gain a better understanding of this finding, it quickly became apparent that students are very pragmatic about pedagogy. Essentially, their refrain was "We want study aids that will help us pass the next test." With this mandate in mind, I devised the Practice Tests. They should be very realistic, as I took all the items from the Test Bank for the third edition (these items do not appear in the main Test Bank for the fourth edition).

In addition to the special features just described, the text includes a variety of more conventional, "tried and true" features. The back of the book contains a standard *alphabetical glossary*. Opening *outlines* preview each chapter, and a thorough *review of key ideas* appears at the end of each chapter, along with lists of *key terms* and *key people* (important theorists and researchers). I make frequent use of *italics for emphasis*, and I depend on *frequent headings* to maximize organizational clarity. The preface for students describes these pedagogical devices in more detail.

Content

The text is divided into 16 chapters, which follow a traditional ordering. The chapters are not grouped into sections or parts, primarily because such groupings can limit your options if you want to reorganize the order of topics. The chapters are written in a way that facilitates organizational flexibility, as I always assumed that some chapters might be omitted or presented in a different order.

The topical coverage in the text is relatively conventional, but there are some subtle departures from the norm. For instance, Chapter 1 presents a relatively "meaty" discussion of the evolution of ideas in psychology. This coverage

of history lays the foundation for many of the crucial ideas emphasized in subsequent chapters. The historical perspective is also my way of reaching out to the students who find that psychology just isn't what they expected it to be. If we want students to contemplate the mysteries of behavior, we must begin by clearing up the biggest mysteries of them all: "Where did these rats, statistics, synapses, and JNDs come from; what could they possibly have in common; and why doesn't this course bear any resemblance to what I anticipated?" I use history as a vehicle to explain how psychology evolved into its modern form and why misconceptions about its nature are so common.

I also devote an entire chapter (Chapter 2) to the scientific enterprise—not just the mechanics of research methods but the logic behind them. I believe that an appreciation of the nature of empirical evidence can contribute greatly to improving students' critical thinking skills. Ten years from now, many of the "facts" reported in this book will have changed, but an understanding of the methods of science will remain invaluable. An introductory psychology course, by itself, isn't going to make a student think like a scientist, but I can't think of a better place to start the process. Essential statistical concepts are introduced in Chapter 2, but no effort is made to teach actual calculations. For those who emphasize statistics, Appendix B in the back of the book expands on statistical concepts.

Overall, I trust you'll find the coverage up to date, although I do not believe in the common practice of piling up gratuitous references to recent studies to create an impression of currency. I think that an obsession with this year's references derogates our intellectual heritage and suggests to students that the studies we cite today will be written off tomorrow. I often chose to cite an older source over a newer one to give students an accurate feel for when an idea first surfaced or when an issue generated heated debate.

Writing Style

I strive for a down-to-earth, conversational writing style; effective communication is always the paramount goal. My intent is to talk *with* the reader rather than throw information *at* the reader. To clarify concepts and maintain students' interest, I frequently provide concrete examples that students can relate to. As much as possible, I avoid using technical jargon when ordinary language serves just as well.

Making learning easier depends, above all else, on clear, well-organized writing. For this reason, I've worked hard to ensure that chapters, sections, and paragraphs are organized in a logical manner, so that key ideas stand out in sharp relief against supportive information.

To keep myself on the path of clarity, I submit my chapters to the ultimate authority: my students, who take great delight in grading *me* for a change. They're given first drafts of chapters and are urged to slash away at pompous language and to flag sources of confusion. They are merciless—and enormously helpful.

Changes in the Fourth Edition

A good textbook must evolve with the field of inquiry it covers. Although the professors and students who used the first three editions of this book did not clamor for alterations, there are some changes. In addition to the two new pedagogical devices that I have already described (the Recaps and the Practice Tests), other changes include the following.

First, to help make room for the new pedagogical devices, I trimmed the length of the basic manuscript from 326,000 words to 318,000 words. The book remains intermediate in length when compared to the full range of other introductory psychology texts (see Weiten, 1988a).

Second, I have greatly increased my coverage of evolutionary psychology, which I have come to regard as a major new theoretical perspective in the field. In the last 4–5 years, evolutionary psychologists have published a great deal of thought-provoking research on an increasingly broad range of topics. I don't always agree with their conclusions, but I could make the same comment about all the major theoretical perspectives in psychology. In any event, the evolutionary perspective is discussed in 12 places in the current edition, with a heavy emphasis on recent research.

Third, you will find a lot of new graphics in this edition. My work on the new ancillary CD-ROM forced me to create many new graphical treatments for concepts that I had never seen illustrated before. Quite a few of these new diagrams and charts have made their way into the text. Overall, there are 78 entirely new or dramatically revised figures and tables, including a new two-page summary chart in the chapter on psychological disorders.

Fourth, the book has been thoroughly updated to reflect recent advances in the field. One of the exciting things about psychology is that it is not a stagnant discipline. It continues to move at what seems a faster and faster pace. This progress has

necessitated a host of specific content changes that you'll find sprinkled throughout the chapters. Of the roughly 3400 references cited in the text, over 600 are new to this edition.

Finally, the biggest change by far is the addition of a completely new ancillary CD-ROM for your students, *Psyk.trek: A Multimedia Introduction to Psychology*, which I describe in the next section.

A New CD-ROM—*Psyk.trek*: A Multimedia Introduction to Psychology

I have spent much of the last three years working on a new multimedia supplement for students. *Psyk.trek* is a multifaceted teaching-learning tool that will provide students with new opportunities for active learning and reach out to “visual learners” with greatly increased efficacy. *Psyk.trek* is intended to give students a second pathway to learning much of the content of introductory psychology. Although it does not cover all of the content of the introductory course, I think you will see that a great many key concepts and principles can be explicated *more effectively* in an interactive audio-visual medium than in a textbook.

Psyk.trek consists of four components. The main component is a set of 59 *Interactive Learning Modules* that present the core content of psychology in a whole new way. These tutorials include thousands of graphics, hundred of photos, hundreds of animations, approximately four hours of narration, 36 carefully-selected videos, and about 150 uniquely visual concept checks and quizzes. The *Interactive Study Guide for Psychology: Themes & Variations* presents students with over 3000 review questions. Students can take randomly-generated multiple-choice tests on the chapters in the textbook until they achieve a prescribed level of mastery. A *Multimedia Glossary* allows students to look up over 800 psychological terms, access hundreds of pronunciations of obscure words, and pull up hundreds of related diagrams, photos, and videos. The *Simulations* allow students to explore complex psychological phenomena in-depth.

The key strength of *Psyk.trek* is its ability to give students new opportunities for active learning outside of the classroom. For example, students can run themselves through re-creations of classic experiments to see the complexities of data collection in action. Or they can play with visual illusions on screen in ways that will make them doubt their own eyes. Or they can stack color filters on screen to demonstrate the nature of subtractive color mixing. *Psyk.trek* is intended to supplement and complement *Psychology: Themes & Variations*. For

instance, after reading about operant conditioning in the text, a student could review this material in the interactive study guide, work through three interactive tutorials on operant principles, watch three videos, including historic footage of B. F. Skinner shaping a rat, and then try to shape Morphy, the virtual rat, in one of the simulations.

Psyk.trek CD Digibox (ISBN: 0-534-34286-8)

Bundle for Students (Text + *Psyk.trek* ISBN: 0-534-81125-6)

Other Supplementary Materials

The teaching/learning package that has been developed to supplement *Psychology: Themes and Variations* also includes many other useful tools. The development of all its parts was carefully coordinated so that they are mutually supported.

Study Guide

(by Richard Stalling and Ronald Wasden)

For your students, there is an exceptionally thorough *Study Guide* available to help them master the information in the text. It was written by two of my former professors, Richard Stalling and Ronald Wasden of Bradley University. They have over 20 years of experience as a team writing study guides for introductory psychology texts, and their experience is readily apparent in the high-quality materials that they have developed.

The review of key ideas for each chapter is made up of an engaging mixture of matching exercises, fill-in-the-blank items, free-response questions, and programmed learning. Each review is organized around learning objectives written by me. The *Study Guide* is closely coordinated with the *Test Bank*, as the same learning objectives guided the construction of the questions in the *Test Bank*. The *Study Guide* also includes a review of key terms, a review of key people, and a self-test for each chapter in the text.

Instructor's Resource Package (coordinated by Randolph Smith)

A talented roster of professors, whose efforts were coordinated by Randolph Smith, made contributions to the *Instructor's Resource Package (IRP)* in their respective areas of expertise. The *IRP* contains a diverse array of materials designed to facilitate efforts to teach the introductory course and includes the following sections.

- The *Instructor's Manual*, by Randolph Smith (Ouachita Baptist University), contains a wealth of detailed suggestions for lecture topics, class demonstrations, exercises, discussion questions, and suggested readings, organized around the content of each chapter in the text.

- *Strategies for Effective Teaching*, by Joseph Lowman (University of North Carolina), discusses practical issues such as what to put in a course syllabus, how to handle the first class meeting, how to cope with large classes, and how to train and organize teaching assistants.

- *Films and Videos for Introductory Psychology*, by Russ Watson (College of DuPage), provides a comprehensive, up-to-date critical overview of educational films relevant to the introductory course.

- *Computer Simulations for Introductory Psychology*, by Susan J. Shapiro and Michael Shapiro (Indiana University–East), offers a thorough listing of the computer simulations that are germane to the introductory course and analyzes their strengths and weaknesses.

- *Integrating Writing into Introductory Psychology*, by Jane Jegerski (Elmhurst College), examines the writing across the curriculum movement and provides suggestions and materials for specific writing assignments chapter by chapter.

- *Integrating Cross-Cultural Topics into Introductory Psychology*, by William Hill (Kennesaw State College), discusses the movement toward “internationalizing” the curriculum and provides suggestions for lectures, exercises, and assignments that can add a cross-cultural flavor to the introductory course.

- *Using the Internet in Teaching Introductory Psychology*, by Michael R. Snyder (University of Alberta), discusses how to work Internet assignments into the introductory course and provides a guide to many psychology-related sites on the World Wide Web.

Test Bank (by S. A. Hensch and William Addison)

Two outstanding professors have contributed to the development of the *Test Bank* that accompanies this text. Shirley Hensch (University of Wisconsin Center) and William Addison (Eastern Illinois University) did an excellent job revising all the test questions for the 16 chapters in the book.

The questions are closely tied to the chapter learning objectives and to the lists of key terms and key people found in both the text and the *Study Guide*. Most of the questions are categorized as either factual or conceptual. However, for each chapter there are also a few integrative questions that require students to link, synthesize, and interrelate information from different sections of the chapter. The test bank also includes a separate section that contains about 600 multiple-choice

questions based on the content of *Psyk.trek's Interactive Learning Modules*.

Computerized Test Items

Electronic versions of the *Test Bank* are available for a variety of computer configurations. The computerized test bank is user-friendly and allows teachers to insert their own questions and to customize those provided.

Transparencies (by Susan Shapiro)

A collection of *text-specific transparencies* has been created to enhance visual presentations in the classroom. The development of the transparencies was supervised by Susan Shapiro, who has great expertise in the use of visual media in the classroom. Suzie has done a terrific job making the transparencies clear, readable, pedagogically sound, and technically accurate. A second set of transparencies from other Brooks/Cole texts is also available.

Challenging Your Preconceptions: Thinking Critically about Psychology (by Randolph Smith)

This brief paperback book is a wonderful introduction to critical thinking as it applies to psychological issues. Written by Randy Smith (Ouachita Baptist University), this book helps students apply their critical thinking skills to a variety of topics, including hypnosis, advertising, misleading statistics, IQ testing, gender differences, and memory bias. Each chapter ends with critical thinking challenges that give students opportunities to practice their critical thinking skills.

Culture and Modern Life (by David Matsumoto)

If you emphasize cultural diversity in your course, this is an ideal supplementary book. Written by David Matsumoto (San Francisco State University), a leading authority on cross-cultural psychology, this brief paperback will help students appreciate how cultural factors affect psychological processes. It includes chapters on self, social behavior, gender, work, and abnormal psychology.

Brooks/Cole Psychology Study Center on the World Wide Web

Students using *Psychology: Themes & Variations* can use the Brooks/Cole Psychology Study Center on the Web (<http://psychstudy.brookscole.com>). Through the Study Center, they can access updates on hot topics, demonstrations, tutorials, quizzes on the chapters in the text, links to additional psychology web sites.

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Wayne Weiten

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Discovering Psychology videotapes: A series of 26 programs from the Annenberg/CPB Collection. This series encourages personal development while stimulating curiosity and critical thinking. The series integrates a historical and cutting-edge perspective of the field. Excellent computer animation and documentary footage of classic experiments help the viewer better understand

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This two-disc set provides nearly two hours of video footage to help you prepare exciting classroom presentations. All of the videos have been carefully chosen to support major concepts in your introductory course. Several segments were designed and recorded specifically for this disc. Witnessing phenomena provides an instant spark that helps students understand textbook concepts. *Lecture Builder Software*, also available to qualified adopters, allows you to customize your lecture prior to class and program the disc, so you can present without the use of the hand-held remote control.

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College Survival Guide: Hints and References to Aid College Students, Fourth Edition

by Bruce M. Rowe, Los Angeles Pierce College
This new edition of Rowe's helpful guide for college students provides tips on managing time, studying, taking exams, and more. (ISBN: 0-534-35569-2)

Psychology/Careers for the Twenty-First Century Booklet

This is a 30-page pamphlet produced by the American Psychological Association. It describes the field of psychology, as well as the "how to" for career preparation in the many areas of psychology. Career options and resources are also discussed. This pamphlet can be shrink-wrapped with Brooks/Cole texts at no additional cost. (ISBN: 0-534-34293-0)

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This set of 95 full-color transparencies illustrates a range of topics for the introductory course; it can be used to supplement the text-specific transparencies. (ISBN: 0-534-13013-5)

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TO THE STUDENT

Welcome to your introductory psychology textbook. In most college courses, students spend more time with their textbooks than with their professors, so it helps if students like their textbooks. Making textbooks likable, however, is a tricky proposition. By its very nature, a textbook must introduce students to many complicated concepts, ideas, and theories. If it doesn't, it isn't much of a textbook, and instructors won't choose to use it. Nevertheless, in writing this book I've tried to make it as likable as possible without compromising the academic content that your instructor demands. I've especially tried to keep in mind your need for a clear, well-organized presentation that makes the important material stand out and yet is interesting to read.

The Visual Guide

You're about to embark on a journey into a new domain of ideas. Your text includes many important features that are intended to highlight certain aspects of psychology's landscape. Before you plunge into your first chapter, I strongly recommend that you spend some time studying the Visual Guide to *Psychology: Themes & Variations* that appears on the pages that follow. The Visual Guide will give you a quick introduction to the book's key features, such as its unifying themes, featured studies, applications, and abundant learning aids. Taking a few minutes to become familiar with how the book works will help you to get more out of it.

Psyk.trek: A Multimedia Introduction to Psychology

Psyk.trek is a new multimedia CD-ROM I have developed to accompany this textbook. It is an enormously powerful learning tool that can enhance your understanding of many complex processes and theories, provide you with an alternative way to assimilate many crucial concepts, and add a little more fun to your journey through introductory psychology. *Psyk.trek* has been designed to supplement and complement your textbook. To help you use *Psyk.trek* effectively, a Visual Guide to *Psyk.trek* follows the Visual Guide to the text in

the upcoming pages. I urge you to look through the guide and to take the much more detailed Guided Tour on the CD itself. If your professor has chosen not to order *Psyk.trek* in conjunction with the text, you can order a copy directly from the publisher by calling 1-800-354-9706.

Citations and References

Psychology textbooks customarily identify the studies, theoretical treatises, books, and articles that information comes from. These citations occur (1) when names are followed by a date in parentheses, as in "Smith (1982) found that . . ." or (2) when names and dates are provided together within parentheses, as in "In one study (Smith, Miller, & Jones, 1994), the researchers attempted to. . ." All of the cited publications are listed by author in the alphabetized References section in the back of the book. The citations and references are a necessary part of a book's scholarly and scientific foundation. Practically speaking, however, you'll probably want to glide right over them as you read.

A Word About the Study Guide

A Study Guide is available to accompany this text. It was written by two of my former professors, who introduced me to psychology years ago. They have done a great job of organizing review materials to help you master the information in the book. I suggest that you seriously consider using it to help you study.

A Final Word

I'm very pleased to be a part of your first journey into the world of psychology, and I sincerely hope that you'll find the book as thought provoking and as easy to learn from as I've tried to make it. If you have any comments or advice on the book, please write to me in care of the publisher (Brooks/Cole Publishing Company, Pacific Grove, California, 93950). You can be sure I'll pay careful attention to your feedback. Finally, let me wish you good luck. I hope you enjoy your course and learn a great deal.

Wayne Weiten