

PSYCHOLOGY

MIND, BRAIN, & CULTURE



DREW WESTEN

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PREFACE

Psychology: Mind, Brain, & Culture emerged from my several years of teaching introductory psychology at the University of Michigan. Nothing is more exciting to a teacher than watching students become absorbed in a discipline, intermingling its concepts with their own. What I wanted to do was to translate a style of teaching into the written word, a style that is at once personal and informal, engaging students by presenting material relevant to their own concerns and interests, yet highly conceptual and scientifically rigorous. In some ways this is where I live, as a clinician and researcher, confronted in a hospital and a private office with patients for whom the personal relevance of psychological knowledge is what really matters, and in a university, where the task is to try to know something and study it systematically. Translating a lecture style into a book is no easy task because so much of effective teaching happens through interaction, eye contact, and humor, which elude capture on the written page. So this has been quite a challenge.

AIMS AND CORRESPONDING FEATURES

What I wanted to do was to write a textbook with four objectives: to focus on both the biological basis of psychology and the role of culture in shaping basic psychological processes; to provide a conceptual orientation that would capture the excitement and tensions in the field; to use an integrative approach that would avoid the dangers of "faculty psychology"; and to employ a language that would be sophisticated but engaging. The features of the book follow from these four aims.

Biology and Culture: A Micro to Macro Approach

A consistent theme of the book, introduced in the first chapter, is that biology and culture form the boundaries of psychology, and that understanding people means attending simultaneously to biological processes, psychological experience, and the cultural and historical context. The focus on biological and neural underpinnings echoes one of the major trends in contemporary psychological research, as technological developments allow progressively more sophisticated understanding of the neural substrates of psychological experience. The focus on culture has been a central feature of this book since I began work on it in 1987, long before the current interest in diversity. *Cross-cultural material is not tacked onto this book; it is integral to it.* My first book, published in 1985, was on culture and personality, and a background in anthropology and sociology informs my understanding of the way people think, feel, learn, behave, and develop.

Each chapter of this book contains two extended discussions that show the way psychological experience is situated between the nervous system and cultural experience.

- "From Mind to Brain" integrates concepts and findings from biopsychology and neuroscience into every chapter, discussing such issues as the way people can react to a stimulus with two different emotional responses because two distinct neural systems underlie emotion, or the way damage to the brain can alter personality.
- "A Global Vista" uses ethnographic examples and cross-cultural studies to explore psychological phenomena in other cultures, with implications for their universality or culture-specificity. For example, menopause has a very different meaning, and hence different symptoms, in a Mayan village than it does in North America, and parenting styles fostering autonomy that are adaptive in Western, technologically developed societies are not necessarily

optimal everywhere. In addition, cross-cultural research is integrated into the structure of each chapter, so that students do not balkanize cross-cultural issues as distinct from the “psychology of white people” but instead ask cross-cultural questions from the start.

These special features flow integrally from the text and are not presented as isolated “boxes.” In this way, students will not get the message that the material is somehow superfluous or added on.

Conceptual Orientation

The book is conceptually oriented. It attempts, within the limits of my biases and expertise, to give a fair and compelling account of the different perspectives psychologists take in understanding psychological phenomena. I have a healthy respect for each approach and assume that if thousands of my colleagues find an approach compelling, it probably contains something that students should know about without my own predilections getting in the way.

- From the start, therefore, students are challenged to think about psychological phenomena from multiple perspectives. Chapter 1 is not perfunctory; it introduces four perspectives—*psychodynamic*, *behavioral*, *cognitive*, and *evolutionary*—in enough depth to allow students to begin conceptualizing psychological data rather than simply memorizing a list of facts, names, or studies. Furthermore, Chapter 1 includes a section on the “psychology of psychology,” which turns the four perspectives on the field itself and challenges students to use psychological principles to explain why psychologists think as they do.
- At the same time, I have avoided slavishly introducing paragraphs on each perspective in every chapter, since some perspectives obviously apply better to certain phenomena than to others. For example, Chapter 6 on memory is organized primarily around a cognitive information-processing model. It does, however, conclude with an evolutionary perspective that challenges the view of an all-purpose, general processing brain, suggesting that the brain may have modules that process very specific information relevant to survival and reproduction.
- The book is also realistic about psychology as a discipline and does not shield students from tensions in the field, such as the division between clinicians and researchers or the antagonisms that sometimes exist between adherents of different viewpoints.

Integrative Approach

Solo-authoring an introductory text is probably presumptive evidence of mental instability, but I could not have produced this book any other way because my aim was to engage students in the enterprise of thinking about the whole person, not just the parts. As one psychologist put it (Holt, 1976), the human psyche is not the handiwork of an obsessive-compulsive god who created cognition on one day, affect on another, motivation on another, and so forth, and made sure they all stayed neatly in their own territories. Too often our efforts to classify and label lead us to try to separate the inseparable. The integrative bent of the book stems primarily from my own work as a researcher, which has focused on integrating clinical and experimental perspectives as well as concepts and methods from different psychological traditions.

Wherever possible, this book tries to delineate some of the links that our best intellectual efforts often obscure. For example, Chapter 11 on emotion, stress, and

coping concludes by asking how we might begin to pull together the “cold” cognitive models presented in the chapters on learning, memory, thought, and intelligence with the “hot” models of emotion, stress, and motivation presented in the chapters that immediately follow them. The result is a modified information-processing model that describes the operation of implicit and explicit memory, thought, emotion, and motivation. Chapter 14 on social development also provides an integrative approach as it reviews the major theories that emphasize either cognition or emotion in moral development. It then offers a preliminary conceptualization of the relative roles of thought and emotion in the evolving experience of morality.

Language

Above all, I wanted to avoid writing in “textese,” a language that presents dry summaries of data for students to memorize instead of engaging them in *thinking* about psychology. *Psychology: Mind, Brain, & Culture* offers a solid and comprehensive account of the principles of psychology in what I hope is an accessible, lively, and thought-provoking style.

- Throughout the book, I aim at clarity and introduce terminology only when it enlightens, not obscures. I am not shy about using metaphor or weaving a narrative, but not a single term in this book is defined by context alone. If students need to understand a concept, they will see the definition in the same sentence in which the word is boldfaced. I have also tried to keep the language at a level appropriate to college students, but if they have to look up an occasional word, I will not lose sleep over it. (I had to look up a few in writing it!)
- As a teacher and writer, I try to make use of one of the most robust findings in psychology: that memory and understanding are enhanced when target information is associated with vivid and personally relevant material. Each chapter begins, then, with an experiment, a case, or an event that lets students know why the topic is important and why anyone might be excited about it. None of the cases is invented; this is real material, and the questions raised in the opening study or vignette reemerge throughout each chapter. Chapter 1, for example, begins with the case of a teenage girl who lost 50 IQ points as her brain degenerated with a seizure disorder, but who began a steady recovery when her mother, who had abandoned her, returned. The issues raised by this case, such as the relation between meaning and mechanism and between nature and nurture, are at the heart of psychology.

Other Features

Three other features deserve some mention here: research focus, commentaries, and pedagogy.

- **Research focus.** This book takes psychological science seriously. A student should come out of an introductory psychology class not only with a sense of the basic questions and frameworks for answering them but also with an appreciation for how to obtain psychological knowledge. Thus, Chapter 2 is devoted to research methods; the style reflects an effort to engage, not intimidate, so students may see how methods actually make a difference. The statistical supplement that immediately follows it, which even the most seriously math-phobic can understand, is included in the body of the text rather than cast off at the end as an impenetrable appendix. In addition, throughout each chapter, students read about specific studies so that they can learn about the logic of scientific investigation. The

research presented in this book is also up to date; like Sisyphus, I have been pushing the boulder of citations up the hill every year for eight years, updating and rethinking as it acquires new weight. At the same time, I have included many classic citations and have tried to convey the way theories and hypotheses have evolved, not just their latest renditions for the sake of appearing current.

- **Commentaries.** I have made every effort to present controversies in a balanced and dispassionate way. The danger in doing so, however, is that one loses one's voice, and the last thing I wanted to write was a book with intellectual laryngitis. Thus, I periodically comment on issues of method that bear on the conclusions being reached (such as the use of questionnaires in coping research to assess coping strategies that are frequently unavailable to conscious introspection). Or, after presenting both sides of a debate, I let the reader know where I stand on controversial issues (such as the existence of repressed memories of sexual abuse). I have presented versions of some of these commentaries on National Public Radio's "All Things Considered."

- **Pedagogy.** I have tried to avoid pedagogy that is condescending or unnecessary. For example, in my experience students never follow up on annotated recommendations for future reading, so I have not cluttered the ends of chapters with them. (If they want to follow up, they should read the studies cited in the chapter.) Similarly, because all terms are defined in the text, there is no need to list key terms at the end of the chapter; students can use the index and the glossary if they have trouble locating them. I worked very hard, however, to make sure that the chapter summaries include the key concepts presented in the chapter and will be helpful to students in studying for exams.

ORGANIZATION

I tried to organize *Psychology: Mind, Brain, & Culture* in a way that would be convenient for most instructors and yet faithful to an internal design. Of course, different instructors organize things differently, but I do not think many will find the organization idiosyncratic.

- After introducing the main issues in the field (Chapter 1) and the research methods used to study psychological phenomena (Chapter 2), the text describes the biological underpinnings of psychological experience (Chapter 3).
- The next several chapters are devoted, broadly speaking, to knowing: sensation and perception (Chapter 4), learning (Chapter 5), memory (Chapter 6), thought and language (Chapter 7), and intelligence (Chapter 8).
- Chapter 9 explores the nature of consciousness, including attention, conscious and unconscious processes, and states of consciousness.
- The next two chapters move from the "cold" to the "hot": motivation (Chapter 10) and emotion, stress, and coping (Chapter 11).
- Chapter 12 on personality pulls together various strands presented thus far to examine theories of the whole person and describes research on individual differences.
- Chapters 13 and 14 then explore development, the first focusing on physical and cognitive development, and the second on social and personality development.

- Then we turn to psychological disorders, to their nature (Chapter 15) and treatment (Chapter 16).
- The last two chapters are on social psychology, examining attitudes and social cognition (Chapter 17) and interpersonal processes (Chapter 18).

Teaching the material in the order presented is probably optimal, for chapters do build on each other. For example, the consciousness chapter presupposes knowledge of the distinction posed in Chapter 6 between implicit and explicit memory. However, if instructors want to rearrange the order of chapters, they can certainly do so, as material mentioned from a previous chapter is cross-referenced so that students can easily find any information they need.

ILLUSTRATION AND DESIGN

When I began this enterprise, I had no idea what it meant to put together a whole textbook. As a person with minimal use of his right hemisphere, I assumed that some editorial type would come up with figures and tables. This assumption was obviously an example of a well-known psychological phenomenon, wishful thinking. After eight years of working on this project, I think I finally figured out how to educate the right hemisphere, even if mine does not work so well. I took tremendous care to select and design only figures and tables that actually add something and that do not just make the pages look less ominous. The same is true of photo selection, which involved collaboration of the author, editors, and a very talented photo research department committed to finding images that would provoke thought and not simply provide momentary respite from the prose. We also worked with the best designers in the business to create a design that is sophisticated and readable. Focus groups of college students helped us hone all these elements.

SUPPLEMENTARY MATERIALS

Accompanying the text is an integrated supplements package that includes the following components.

Study Guide

By Alastair Younger, University of Ottawa. The Study Guide offers students an easy way to review the material and test their knowledge of it. Each chapter in the text has a corresponding chapter in the Study Guide. Six tools help students master the material: chapter outlines, learning objectives, key terms, fill-in exercises, critical thinking exercises, and sample test questions with answers.

Instructor's Manual

By Herbert Friedman, The College of William and Mary. For each text chapter, this comprehensive resource includes an outline, learning objectives, a chapter overview, suggested lecture organizers, lecture lead-ins, lecture extenders, a lecture organizer, discussion questions, and an activities section.

Test Bank

By Matthew Mendel, (Ph.D., University of Michigan). All the test items have been meticulously proofread and reviewed for coordination with the text. The nearly 2000 test items include approximately 5 essay questions and approximately 100

multiple-choice questions for each chapter. Multiple-choice questions are linked to the text's learning objectives and range from relatively factual items to those that truly challenge students to think and apply what they have learned. Each question is page-referenced to its source in the text. Answers to multiple-choice questions are provided.

Diploma IV Computerized Test Bank

This easy-to-use test-generation program fully supports graphics and prints tests and student answer sheets quickly and easily. All the test item files can be transferred easily to another program. In addition to the test-generating program, *Exam*, this system includes *gradebook* and *calendar* functions, and *Proctor*. The *Proctor* function allows PC users to give tests online (students use the computer to take the test) and provides the results to the instructor.

Transparencies

This set of 165 full-color illustrations is provided in a form suitable for projection in any size classroom or lecture hall.

Wiley Psychology Videodisk

By Henry Cross, Colorado State University, at the university's Office of Instructional Services and an advisory board. This videodisk contains 58 minutes of video and computer animation (averaging two minutes per segment), and approximately 1200 still images of lecture aids, photographs, and line art. Active learning activities take full advantage of the power of videodisk technology for use in large lecture halls. An Instructor's Manual contains teaching hints and barcodes to access the disk's images.

***The Brain: Teaching Modules* (Annenberg/CPB)**

Qualified adopters can enhance their lectures with flexible, targeted excerpts from *The Brain*. This Peabody Award-winning series artfully blends interviews with world-famous brain scientists and dramatic reenactments of landmark cases in medical history. Edited into 30 teaching modules of 2 to 11 minutes each, they are provided on two videocassettes. A Teacher's Manual has been prepared by Sheldon Solomon, Skidmore College, to coordinate with *Psychology: Mind, Brain, & Culture*.

ACKNOWLEDGMENTS

This project began many years ago—in 1987—and several people have played important roles in getting it off the ground. The initial plan for the book was to co-write it with a very talented writer, Jean Stein, who helped draft the first half of the book. Her involvement ended a year after the project began, and the writing and content are now very different because of the many rounds of revisions the book has undergone since then. Nevertheless, many flashes of sparkle, felicitous turns of phrase, and clear passages remain from her efforts, for which I am extremely grateful. Several other people also contributed in the early stages, notably Judy Block, Barbara Misle, Carol Holden, and Karen Schenkenfeldter. Like Jean, they helped lay the foundations, and their efforts, too, are greatly appreciated. In this past year, I gained substantially from the help of two very able research assistants, Lauren Korfine and Patricia Harney. Others who helped research the first draft include Caroline Burns, Marcia Hissong, Alfred Kellam, Doug Leber, and Stuart Segal. Several others more recently helped with the daunting task of finding missing citations for the bibliography (yes, there were a few), most notably Colleen Coffey, who did a considerable amount of eleventh-hour detective work.

Reviewers

Over the past eight years, this book has been shaped by the insightful comments of dozens of colleagues and would look nothing like it does now without their tireless efforts. In particular, I would like to thank Walt Lonner of Western Washington University, who advised me on cross-cultural coverage for many chapters and gave feedback on several. I would also like to offer special thanks to Paul Watson of the University of Tennessee for his uncanny ability throughout the years to notice where my prose was getting sloppy, my thoughts confused, or my coverage idiosyncratic. Special thanks also go to the following:

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Drew Westen is Associate Professor of Psychology at the Harvard Medical School and Chief Psychologist at the Cambridge Hospital, in Cambridge, Massachusetts. He received his undergraduate degree from Harvard, an M.A. in Social and Political Thought from the University of Sussex (England), and a Ph.D. in Clinical Psychology from the University of Michigan, where he taught introductory psychology for several years. While at the University of Michigan, he was honored two years in a row as the best teaching professor at the university, and was the recipient of the first Golden Apple Award for outstanding undergraduate teaching. His primary research is on the cognitive, emotional, and motivational processes that allow people to maintain intimate relationships, with a focus on people with personality disorders, who have interpersonal problems. Much of his theoretical work has attempted to bridge perspectives, particularly cognitive, psychodynamic, and evolutionary. His series of videotaped lectures on abnormal psychology, called *Is Anyone Really Normal?*, was published by the Teaching Company, in collaboration with the Smithsonian Institution. He also provides psychological commentaries on political issues for "All Things Considered" on National Public Radio. His main love outside of psychology is music. He writes comedy music and has performed as a stand-up comic in Boston.

DEDICATION

To my mother, and in memory of my father, who graced the dinner table with talk of people and ideas.

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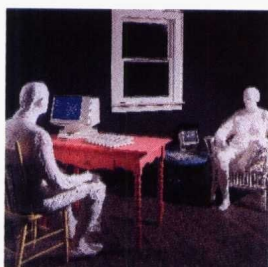
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