

PSYCHOLOGY

Discovering

THIRD EDITION



Hockenbury and Hockenbury

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Third Edition

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To the Instructor

Welcome to the third edition of *Discovering Psychology*! For those of you who are using *Discovering Psychology* for the first time, this faculty preface will help orient you to the many features of our text, its supplements, and its media package. If you want to get the most out of our teaching package, reading this preface will be well worth your time.

To those of you who used a previous edition of *Discovering Psychology*, thank you for helping make our text a success! Rest assured that we've taken several steps to make your transition to the new edition as smooth as possible. A complete list of changes in the new edition is available in the Instructor's Section of the *Discovering Psychology* companion Web site.

We've been gratified by the enthusiastic response to the two previous editions of *Discovering Psychology*. We've especially enjoyed the many e-mails and letters we've received from students who felt that the book was speaking directly to them. Students and faculty alike told us how much they appreciated *Discovering Psychology*'s distinctive voice, its inviting learning environment, and the clarity of explanations on every page—qualities we've steadfastly maintained in the third edition.

Like the two previous editions, the third edition reflects our belief that psychology is the most exciting of all the sciences. More so than any other science, psychology speaks to students' lives. Psychology provides a wealth of meaningful and practical insights about behavior and mental processes. Our desire to communicate the excitement and relevance of our scientific discipline to students is one of the main reasons we've spent the last 13 years of our lives researching and writing the first three editions of *Discovering Psychology*.

This edition of *Discovering Psychology* continues to reflect our commitment to the goals that have guided us as teachers and authors. We invite you to explore every page of the new edition of *Discovering Psychology* so that you can see how we:

- Communicate both the scientific rigor and the personal relevance of psychology
- Show how classic psychological studies help set the stage for today's research
- Clearly explain psychological concepts and how they are related
- Create a warm, personal learning environment
- Encourage and model critical and scientific thinking
- Expand student awareness of cultural and gender influences
- Actively engage diverse students, including adult learners
- Provide a pedagogical system that helps students test for retention and develop more effective learning strategies

What's New in the Third Edition

We were guided in the revision process by the thoughtful feedback and recommendations we received from our reviewers and colleagues. We've also had face-to-face dialogues with approximately 900 students at four different colleges. We are very proud that student feedback continues to play an important role in shaping our text. Not only did the students provide constructive—and sometimes creative—suggestions concerning the text and learning aids, many of them also reviewed the book design at two different stages of its development. We continue to be impressed by how conscientiously most students approach the task of helping us improve *Discovering Psychology* for future students.

After we carefully evaluated the feedback from faculty and students, our vision for the third edition came into clear focus. Here's what's new in *Discovering Psychology*:

New topics and revised discussions to reflect contemporary psychological research

Without sacrificing coverage of classic research and theories, our text now includes a greater emphasis on neuroscience, evolutionary theory, and other emerging trends in psychology. For example, the discussion of the evolutionary perspective in Chapter 1 has been expanded. Chapter 2 has been retitled “Neuroscience and Behavior.” Chapter 8, “Motivation and Emotion,” has been completely reconceptualized, with evolutionary theory as a guiding theme to unite its diverse topics.

More than 850 new research citations

Faculty have told us how much they appreciate our efforts to present interesting and current psychology research to students. Keeping up with our diverse and productive discipline is an ongoing process for us. Just so you know, we personally subscribe to 19 print and 3 electronic psychology journals, and we regularly monitor numerous psychology and science Web sites. The result of our research efforts? There are more than 850 new references in the third edition of *Discovering Psychology*. Interested faculty are welcome to download a complete list of the new references in *Discovering Psychology*, which can be found in the Instructor's Section of our companion Web site. The new citations reflect the many new and updated topics and discussions in the third edition. Here's a sampling:

- The relationship between playing violent video games and aggressive behavior (pp. 23–31)
- How human pheromones influence emotions (p. 100)
- Cultural differences in our earliest memories (p. 226)
- Emotion in nonhuman animals (pp. 334–335)
- The effects of stereotype threat on performance (p. 288)
- Cigarette smoking as a causal factor in mental disorders (pp. 518–519)
- The validity of eye movement desensitization reprocessing (EMDR) therapy (pp. 562–563)
- The use of “implementation intentions” to help you achieve your goals (pp. 341–342)
- Interpersonal therapy and cognitive-behavioral therapy (pp. 544, 556)
- The effects and mechanisms of “club drugs,” including ecstasy, ketamine, and PCP (pp. 165–166)
- The use of the ganzfeld procedure in ESP research (pp. 106–107)
- The “tend-and-befriend” stress response (p. 491)
- The sociocultural explanation of gender differences in mate preferences (p. 313)

NEW Focus on Neuroscience feature

Psychology and neuroscience have become intricately intertwined. The imaging techniques of brain science—PET scans, MRIs, and functional MRIs—are shedding light on some of the classic problems and controversies in psychology. Among these are such questions as: Is hypnosis a distinct brain state? How does meditation differ from simple rest? How do placebos work? Does psychotherapy affect the brain? Why is falling in love such an intoxicating experience?

This new edition of *Discovering Psychology* reflects the growing importance of neuroscience in psychology. We have increased our coverage of neuroscience to show students how understanding the brain can help explain a broad range of human behavior, from the ordinary to the severely disturbed. Although coverage of neuroscience has always been integrated throughout *Discovering Psychology*, the third edition marks the introduction of a new series of features called **Focus on Neuroscience**.

In developing the new Focus on Neuroscience features, we stayed keenly attuned to the goal of presenting these findings in language that would be accessible to students. Because we also think it is important to present neuroscience findings in the context of established psychological knowledge about a particular behavior, you'll find the new Focus on Neuroscience features positioned close to the broader discussion of a particular psychology topic.

Here is a complete list of the new Focus on Neuroscience features in *Discovering Psychology*:

- Understanding Brain-Imaging Techniques (pp. 62–63)
- Watching the Brain Watch Objects (p. 93)
- Brain Changes During REM Sleep (p. 143)
- Brain Changes During Peak Meditation Experiences (p. 155)
- Reinforcement and Punishment in the Brain (p. 195)
- Virtual Operant Conditioning: Remote-Controlled “Ratbots” (p. 203)
- Assembling Memories: Echoes and Reflections of Perception (p. 246)
- Seeing Faces and Places in the Mind’s Eye (p. 260)
- Dopamine Receptors and Obesity (p. 308)
- Romantic Love and the Brain (p. 319)
- Brain Changes During Childhood: Pruning Synaptic Connections (p. 370)
- Personality Traits and Patterns of Brain Activity (p. 419)
- Brain Reward When Making Eye Contact with Attractive People (p. 439)
- The Mysterious Placebo Effect (p. 479)
- The Hallucinating Brain (p. 526)
- Schizophrenia: A Wildfire in the Brain (p. 532)
- Comparing Psychotherapy and Antidepressant Medication (p. 571)

NEW “Motivation and Emotion” chapter

The topic of motivation, especially the subtopic of hunger and eating behavior, is an area in which research findings have changed dramatically in the last few years. Similarly, the field of emotion research has changed considerably due to the influence of the evolutionary perspective and new neuroscience findings. After surveying the research, we decided that a complete overhaul of the “Motivation and Emotion” chapter was in order. We wanted to present students not only with the latest findings but also with some fascinating psychological issues, such as emotions in nonhuman animals and the kinds of evolutionary forces that might push humans in food-abundant societies to overeat. If you don’t normally

teach the “Motivation and Emotion” chapter, we encourage you to take a close look at our completely revamped chapter.

Revised and expanded “Learning” chapter

Truth be told, the “Learning” chapter is one of our personal favorites. With each edition we’ve gone through the “Learning” chapter with a fine-tooth comb looking for ways to make it more interesting, relevant, and understandable to students. In this edition we added more examples, a new, updated section on learned helplessness, and expanded coverage of Thorndike’s pioneering studies.

NEW “Industrial/Organizational Psychology” appendix

In response to faculty feedback, this edition includes a new appendix on **industrial/organizational psychology**, written by Marie Waung at the University of Michigan at Dearborn. This informative appendix covers many traditional topics in I/O psychology—personnel selection, job satisfaction, leadership, and organizational behavior. It also includes coverage of emerging trends in the workplace, such as telecommuting, employee privacy rights, Internet recruiting, and the importance of a work–life balance.

Enhanced pedagogical system

If you’re new to *Discovering Psychology*, take a look at the Advance Organizers, one of our main pedagogical features. Many students struggle with trying to determine what’s important to learn in a particular section. As a pedagogical technique, the Advance Organizer directs the student toward the most important ideas, concepts, and information in the section. Each Advance Organizer mentally primes the student for the important information that follows, and so does in a way that encourages active learning.

In their feedback on the second edition, students told us that they wanted the function of the Advance Organizers to be more obvious. They also wanted the Advance Organizers to stand out more so they would be less likely to skip over them as they read. In response to that feedback, we revamped the Advance Organizers so that both the Key Theme and the Key Questions of the section are clearly identified.

You’ll find another improvement at the end of each chapter, in the newly designed Chapter Review section. The end-of-chapter review materials are now easier to use and an even more effective tool for students. In response to feedback from instructors, key terms are now boldfaced in the Key Points Summary. A Web link for the *Discovering Psychology* companion Web site is highlighted in multiple chapters.

NEW photos, illustrations, summary tables, cartoons, and Prologues

It should be obvious that we don’t subscribe to the “slap-a-new-cover-on-it-and-call-it-a-new-edition” philosophy of updating textbooks. As you look through our new edition, you’ll find that there are many changes, big and small. In response to student feedback, there are more summary tables and cartoons. There are several new illustrations as well as several updated illustrations. There are also a variety of new photos to illustrate concepts and ideas. And, there are new or revised Prologues in three chapters.

Expanded Resources for Instructors

As the authors of the test bank, we appreciate how important it is for you to have a wide selection of high-quality multiple-choice, true–false, and short-answer essay test questions. In this edition we’ve added close to 800 new test items.

The Instructor’s Resource Manual has been greatly expanded. Along with revising and updating the contents, authors Beverly Drinnin, Des Moines Area Community College, Wayne Hall, San Jacinto College, and Nancy Melucci, Los Angeles Community College, have added 60 new activities for classroom use. Features that

faculty have found useful in previous editions, such as the detailed chapter outlines, continue to be part of the Instructor's Resource Manual. And as we'll describe in "The Supplements" section, we have some significant additions to our media resource package, including new video, CD-ROM, DVD, and Internet-based supplements.

Features of *Discovering Psychology*

For all that is new in the third edition, we were careful to maintain the unique elements that have been so well received in the previous editions. Every feature and element in our text was carefully developed and serves a specific purpose. From comprehensive surveys, reviewers, and our many discussions with faculty and students, we learned what elements were wanted in a text and why those features were important tools that enhanced the learning process. We also surveyed the research literature on text comprehension, student learning, and memory. In the process, we acquired many valuable insights from the work of cognitive and educational psychologists. Described below are the main features of *Discovering Psychology* and how those features enhance the learning process.

Associate the new with the old
in some natural and telling way,
so that the interest, being shed along
from point to point, finally suffuses
the entire system of objects. . . .
Anecdotes and reminiscences [should]
abound in [your] talk; and the shuttle
of interest will shoot backward and
forward, weaving the new and the old
together in a lively and entertaining
way.

William James, *Talks to Teachers* (1899)

The Narrative Approach

As you'll quickly discover, our book has a very distinctive voice. From the first page of this text, the reader comes to know us as people and teachers through carefully selected stories and anecdotes. Some of our friends and relatives also graciously allowed us to tell stories about their lives. The stories are quite varied—some are funny, others are dramatic, and some are deeply personal. All of them are true.

The stories we tell reflect one of the most effective teaching methods—the *narrative approach*. In addition to engaging the reader, each story serves as a pedagogical springboard to illustrate important concepts and ideas. Every story is used to connect new ideas, terms, and ways of looking at behavior to information with which the student is already familiar.

Prologues

As part of the narrative approach, every chapter begins with a **Prologue**, a true story about ordinary people with whom students can readily identify. Each Prologue effectively introduces the chapter's themes and lays the groundwork for explaining why the topics treated by the chapter are important. The Prologue establishes a link between familiar experiences and new information—a key ingredient in facilitating learning. Later in the chapter, we return to the people and stories introduced in the Prologue, further reinforcing the link between familiar experiences and new ways of conceptualizing them.

Logical Organization, Continuity, and Clarity

As you read the chapters in *Discovering Psychology*, you'll see that each chapter tells the story of a major topic in psychology in a logical way that flows continuously from beginning to end. Themes are clearly established in the first pages of the chapter. Throughout the chapter, we come back to those themes as we present subtopics and describe specific research studies. Chapters are very thoughtfully organized so that students can easily see how ideas are connected. The writing is carefully paced to maximize student interest and comprehension. Rather than simply mentioning terms and findings, we explain concepts clearly. And we use concrete analogies and everyday examples, rather than vague or flowery metaphors, to help students grasp abstract concepts and ideas.

Paradoxically, one of the ways that we maintain narrative continuity throughout each chapter is through the use of in-text boxes. The boxes provide an opportunity to explore a particular topic in depth without losing the narrative thread of the chapter.

The **In Focus boxes** highlight interesting research, answer questions that students commonly ask, or show students how psychological research can be applied in their own lives. The third edition of *Discovering Psychology* includes the following In Focus boxes:

- Questions About the Use of Animals in Psychological Research (p. 35)
- Do Pheromones Influence Human Behavior? (p. 100)
- What You *Really* Want to Know About Sleep (p. 134)
- What You *Really* Want to Know About Dreams (p. 145)
- Watson, Classical Conditioning, and Advertising (p. 183)
- Biological Preparedness and Conditioned Fears: What Gives You the Creeps? (p. 188)
- Changing the Behavior of Others: Alternatives to Punishment (p. 196)
- Does a High IQ Score Predict Success in Life? (p. 276)
- Explaining Those Amazing Identical-Twin Similarities (p. 422)
- Gender Differences in Responding to Stress: “Tend-and-Befriend” or “Fight-or-Flight”? (p. 491)
- Using Virtual Reality Therapy to Conquer Phobias (p. 549)
- Self-Help Groups: Helping Yourself By Helping Others (p. 557)
- What Every Employee Should Know (p. A-4)
- Differences Between Male and Female Managers (p. A-10)

Scientific Emphasis

Many first-time psychology students walk into the classroom operating on the assumption that psychology is nothing more than common sense or a collection of personal opinions. Clearly, students need to come away from an introductory psychology course with a solid understanding of the true, scientific nature of the discipline. To help you achieve that goal, in every chapter we show students how the scientific method has been applied to answer different kinds of questions about behavior and mental processes.

Because we carefully guide students through the details of specific experiments and studies, students develop a solid understanding of how scientific evidence is gathered and of the interplay between theory and research. And because we rely on original sources, students get an accurate presentation of both classic and contemporary psychological studies.

One unique way that we highlight the scientific method in *Discovering Psychology* is with our trademark **Science Versus Pseudoscience boxes**. In these discussions students see the importance of subjecting various claims to the standards of scientific evidence. These boxes promote and encourage scientific thinking by focusing on topics that students frequently ask about in class. *Discovering Psychology* includes the following Science Versus Pseudoscience boxes:

- What Is a Pseudoscience? (p. 33)
- Phrenology: The Bumpy Road to Scientific Progress (p. 60)
- Subliminal Perception (p. 87)
- Remembering Past Lives (p. 236)
- Is Your Personality Written in the Stars? (p. 424)
- EMDR: Can You Wave Your Fears Away? (pp. 562–563)

Critical Thinking Emphasis

Another important goal of *Discovering Psychology* is to encourage the development of critical thinking skills. To that end, we do not present psychology as a series of terms, definitions, and facts to be skimmed and memorized. Rather, we try to give students an understanding of how particular topics evolved. In doing so, we also demonstrate the process of challenging preconceptions, evaluating evidence, and revising theories on the basis of new evidence. In short, every chapter shows the process of psychological research—and the important role played by critical thinking in that enterprise.

Because we do not shrink from discussing the implications of psychological findings, students come to understand that many important issues in contemporary psychology are far from being settled. As the authors of the text, we very deliberately try to be evenhanded and fair in presenting both sides of controversial issues. In encouraging students to join these debates, we often challenge them to be aware of how their own preconceptions and opinions can shape their evaluation of the evidence.

Beyond discussions in the text proper, every chapter includes one or more **Critical Thinking boxes**. These boxes encourage students to think about the broader implications of psychological research—to strengthen and refine their critical thinking skills by developing their own position on questions and issues that don't always have simple answers. Each Critical Thinking box ends with two or three questions that you can use as a written assignment or for classroom discussions. *Discovering Psychology* includes the following Critical Thinking boxes:

- What Is Critical Thinking? (p. 17)
- ESP: Can Perception Occur Without Sensation? (pp. 106–107)
- Is Hypnosis a Special State of Consciousness? (pp. 152–153)
- Is Human Freedom Just an Illusion? (pp. 198–199)
- Recovering “Repressed” Memories of Childhood Sexual Abuse (pp. 242–243)
- The Persistence of Unwarranted Beliefs (p. 268)
- Has Evolution Programmed Us to Overeat? (p. 306)
- Are Women *Really* More Emotional Than Men? (p. 329)
- Emotion in Nonhuman Animals: Laughing Rats, Silly Elephants, and Smiling Dolphins? (pp. 334–335)
- The Effects of Child Care on Attachment and Development (p. 360)
- Freud Versus Rogers on Human Nature (p. 411)
- Were Milgram’s Obedience Experiments Ethical? (p. 458)
- Do Personality Factors *Cause* Disease? (p. 486)
- Are People with a Mental Illness as Violent as the Media Portrays Them? (p. 502)
- Does Smoking Cause Depression and Other Psychological Disorders? (pp. 518–519)

Cultural Coverage

As you can see in Table 1, we weave cultural coverage throughout many discussions in the text. But because students are usually unfamiliar with cross-cultural psychology, we also highlight specific topics in **Culture and Human Behavior boxes**. These boxes increase student awareness of the importance of culture in many areas of human experience. They are unique in that they go beyond

Table 1

Integrated Cultural Coverage

Page(s)	Topic	Page(s)	Topic
<i>In addition to the topics covered in the Culture and Human Behavior boxes, cultural influences are addressed in the following discussions:</i>		359	Native language and infant language development
11–13	Cross-cultural perspective in contemporary psychology	359	Cross-cultural research on infant-directed speech
21	Cross-cultural study of “pace of life” as example of naturalistic observation	361	Culture and patterns of language development
32	Chronic noise and stress in German elementary schoolchildren	370–371	Influence of culture on cognitive development
51–52	Effect of traditional Chinese acupuncture on endorphins	378–379	Culture and moral reasoning
103	Use of acupuncture in traditional Chinese medicine for pain relief	383	Culture and images of aging
144	Dream themes in different cultures	396–397	Cultural influences on Freud’s development of psychoanalytic theory
154–156	Meditation in different cultures	405	Cultural influences on the development of Jung’s personality theory
157	Use of psychoactive drugs in different cultures	406	Cultural influences on the development of Horney’s personality theory
157	Racial and ethnic differences in drug metabolism rate	407	Freud’s impact on Western culture
157–158	Drug use and effects in different ethnic groups	411	Rogers on cultural factors in the development of antisocial behavior
157–158	Differences in alcohol use by U.S. ethnic groups	420	Cross-cultural research on the universality of the five-factor model of personality
162	Tobacco and caffeine use in different cultures	439	Cultural conditioning and the “what is beautiful is good” myth
164	Peyote use in Native American religious ceremonies	443	Culture’s effect on attributional biases (self-serving vs. self-effacing bias)
198–199	Clash of B. F. Skinner’s philosophy with American cultural ideals and individualistic orientation	446–451	Prejudice, stereotypes, and group identity
270	Properties of language that are common to all cultures	448	Ethnocentrism
275	Historical misuse of IQ tests to evaluate immigrants	453	Influence of cultural norms on conformity
275	Potential effect of culture on intelligence test performance	459	Cross-cultural comparisons of destructive social influence
275	Wechsler’s recognition of the importance of culture and ethnicity in developing the WAIS intelligence test	472	Cross-cultural research on life events and stress
279–280	Role of culture in Gardner’s definition and theory of intelligence	474	Cultural differences as source of stress
281	Role of culture in Sternberg’s definition and theory of intelligence	494–495	Effect of culture on coping strategies
284	IQ and cross-cultural comparisons of educational differences	501	Role of culture in distinguishing between normal and abnormal behavior
285–286	Effect of culture on IQ score comparisons	501	Cultural considerations in defining a psychological disorder
286	Rapid gains in IQ scores in different nations	508	Cultural variants of panic disorder and panic attacks
286–287	Cross-cultural studies of group discrimination and IQ	509	<i>Taijin kyofusho</i> , a culture-specific disorder related to social phobia
287, 289	Role of culture in tests and test-taking behavior	512	Cultural influences in obsessions and compulsions
301	Culture’s effects on food preferences and eating behavior	523	Role of culture in dissociative experiences
309, 310	Cultural attitudes that contribute to the development of eating disorders in Western cultures	529	Prevalence of schizophrenia in different cultures
324, 325	Culture and achievement motivation	533	Findings from the Finnish Adoptive Family Study of Schizophrenia
328	Culture and emotional experience	561	Impact of cultural differences on effectiveness of psychotherapy
330–331	Cross-cultural studies of psychological arousal associated with emotions	565–566	Historical treatments for mental illness
333–334	Universal facial expressions	566	Efficacy of traditional herbal treatment for psychotic symptoms in India
334–335	Cultural display rules in emotional expression		

simply describing cultural differences in behavior. Instead, we show students how cultural influences shape behavior and attitudes, including the student's *own* behavior and attitudes. *Discovering Psychology* includes the following Culture and Human Behavior boxes:

- What Is Cross-Cultural Psychology? (pp. 12–13)
- Culture and the Müller-Lyer Illusion: The Carpentered-World Hypothesis (p. 118)
- Cultural Differences in Earliest Memories (p. 226)
- Stereotype Threat: Performing When There's a "Threat in the Air" (p. 288)
- Evolution and Mate Preferences (p. 313)
- Where Does the Baby Sleep? (p. 358)
- Conflict Between Adolescents and Their Parents (p. 374)
- Explaining Failure and Murder: Culture and Attributional Biases (p. 442)
- The Stress of Adapting to a New Culture (p. 476)
- Travel Advisory: The Jerusalem Syndrome (p. 527)
- Cultural Values and Psychotherapy (p. 564)

Gender Coverage

Gender influences and gender differences are described in many chapters. Table 2 shows the integrated coverage of gender-related issues and topics in *Discovering Psychology*. To help identify the contributions made by female researchers, the full names of researchers are provided in the References section at the end of the text. We adopted this strategy because we found that students often wrongly assumed that researchers are male when they are identified using their initials (as APA style recommends) rather than their full first names.

Table 2

Integrated Gender Coverage

Page(s)	Topic	Page(s)	Topic
6–7	Contributions of Mary Whiton Calkins to psychology	166	Gender differences in effects of MDMA (ecstasy) on the brain
7	Contributions of Margaret Floy Washburn to psychology	271	Language, gender stereotypes, and gender bias
19	Declining gender differences in spatial ability—example of meta-analysis	305	Gender and dieting behavior
57	Endocrine system and effects of sex hormones	305	Gender differences in rates of overweight and obesity
94	Gender differences in incidence of color blindness	307	Sex differences in metabolism rate
100	Gender differences in responses to human chemosignals (pheromones)	307	Gender differences in adult activity level
138	Gender difference in stress-related insomnia following terrorist attacks	309	Gender differences in the prevalence of eating disorders
139–141	Gender differences in incidence of some sleep disorders	311–312	Sexual motivation and sexual behavior
144	Gender differences in dream content	312, 314	Sex differences in the pattern of human sexual response
157	Gender influence on drug effects	313	Gender differences in mate preferences
159	Gender and rate of metabolism of alcohol	315–317	Sexual orientation
		320–321	Sex differences in the prevalence of sexual dysfunctions and problems

Table continues

Table 2 *continued*

Integrated Gender Coverage

Page(s)	Topic	Page(s)	Topic
329	Gender differences in cultural display rules and emotional expression	489	Gender differences in susceptibility to the stress contagion effect
352	Sex differences in genetic transmission of recessive characteristics	489	Gender and social networks
362	Definitions of gender, gender role, and gender identity	491	Gender differences in responding to stress—the “tend-and-befriend” response
362–363	Sex differences in early childhood behavior	504	Gender differences in the prevalence of psychological disorders
363–364	Theories of gender-role development	508	Gender differences in the prevalence of phobias
372–373	Sex differences in the onset of secondary sex characteristics and sexual behavior	509	Gender differences in the prevalence of social phobia
378	Gilligan’s research on gender and moral development	510	Gender differences in the prevalence of posttraumatic stress disorder
380	Gender differences in friendship patterns and age of first marriage	515	Gender differences in the prevalence of major depression
382	Gender and patterns of career development and parenting responsibilities	516	Gender differences in the prevalence of seasonal affective disorder
402–403	Gender in Freud’s theory of psychosexual development	517	Lack of gender differences in the prevalence of bipolar disorder
406	Horney’s critique of Freud’s view of female psychosexual development	521–522	Gender differences in the incidence of antisocial personality disorder
408–409	Critique of sexism in Freud’s theory	522	Gender differences in the incidence of borderline personality disorder
447	Gender stereotypes	530–531	Paternal age and the incidence of schizophrenia
456	Gender similarities in results of Milgram’s obedience studies	534–535	Gender differences in number of suicide attempts and in numbers of suicide deaths
473	Gender differences in frequency, impact, and source of daily hassles	547–548	Contributions of Mary Cover Jones to behavioral therapy
488–489	Gender differences in providing social support and effects of social support	810	Gender differences in management style

Chapter Applications

Among the sciences, psychology is unique in the degree to which it speaks to our daily lives and applies to everyday problems and concerns. The **Application** at the end of each chapter provides an opportunity to present findings from psychological research that address a wide variety of problems and concerns. In every Application, we present research-based information in a form that students can use to enhance everyday functioning. Chapter Applications include the following:

- Evaluating Media Reports About Psychology (pp. 36–37)
- Pumping Neurons: Maximizing Your Brain’s Potential (pp. 77–78)
- Strategies to Control Pain (p. 120)
- Improving Sleep and Mental Alertness (pp. 167–168)
- Using Learning Principles to Improve Self-Control (pp. 211–212)
- How to Make Those Memories Last (pp. 252–253)
- A Workshop on Creativity (pp. 290–291)
- Turning Your Goals into Reality (pp. 341–342)
- Raising Psychologically Healthy Children (pp. 386–388)
- Possible Selves: Imagine the Possibilities (pp. 429–430)
- The Persuasion Game (pp. 464–465)

- Providing Effective Social Support (p. 495)
- Understanding and Helping to Prevent Suicide (pp. 534–535)
- What to Expect in Psychotherapy (pp. 573–574)

The Pedagogical System

The pedagogical system in *Discovering Psychology* actively engages students in the learning process. It was carefully designed to help students identify important information and develop effective study techniques. It can easily be adapted to the SQ3R approach.

As described below, the different elements of this text form a pedagogical system that is very student-friendly, straightforward, and effective. We've found that it appeals to diverse students with varying academic and study skills, enhancing the learning process without being gimmicky or condescending. A special student preface titled **To the Student** on pages xxxiv–xxxvii, immediately before Chapter 1, describes the complete pedagogical system and how students can make the most of it.

The pedagogical system has four main components: (1) Advance Organizers, (2) Concept Reviews, (3) Chapter Review, and (4) the *Discovering Psychology* Web companion site. Each major section is introduced by an **Advance Organizer** that identifies the section's *Key Theme*, followed by a bulleted list of *Key Questions*. Each Advance Organizer mentally primes the student for the important information that is to follow and does so in a way that encourages active learning. Students often struggle with trying to determine what's important to learn in a particular section or chapter. As a pedagogical technique, the Advance Organizer provides a guide that directs the reader toward the most important ideas, concepts, and information in the section. It helps students identify main ideas and distinguish them from supporting evidence and examples.

The **Concept Reviews** encourage students to review and check their learning at appropriate points in the chapter. As you look through the text, you'll see that the Concept Reviews vary in format. They include multiple-choice, matching, short-answer, and true–false questions. Many of the Concept Reviews are interactive exercises that help students transfer their learning to new situations or examples.

Several other in-chapter pedagogical aids support the Advance Organizers and Concept Reviews. A clearly identified **Chapter Outline** provides an overview of topics and organization. Within the chapter, **Key Terms** are set in boldface type and defined in the margin nearby. *Pronunciation guides* are included for difficult or unfamiliar words. Because students often have trouble identifying the most important theorists and researchers, names of **Key People** are set in boldface type within the chapter.

The **Chapter Review** at the end of each chapter contains several elements to help students review for exams. The chapter's **Key Points** are summarized and bulleted under each major section heading. This is followed by a page-referenced list of **Key Terms**. We also provide a page-referenced brief biography of **Key People** at the end of each chapter, mentioning again why each person is important. And the **Concept Review Answers** can be found on the last page of the chapter.

Beyond the learning aids contained in the text, the *Discovering Psychology* Web Companion contains multiple review activities. At the Web companion site, each chapter has a list of *learning objectives*, a 15-question *self-scoring practice quiz*, *flashcards* to rehearse key terms, and *two interactive crossword puzzles*. The flashcards are also available in a Spanish version. The companion Web site contains several other helpful features, including Thomas Ludwig's award-winning **PsychSIM 4** computer simulations and **PsychQuest** interactive experiments and simulations. The Web companion can be accessed at: www.worthpublishers.com/hockenbury.

The *Discovering Psychology* Teaching Package: Print Supplements

The comprehensive teaching package that accompanies *Discovering Psychology* is designed to help you save time and teach more effectively. Many elements of the supplements package will be particularly helpful to the adjunct or part-time instructor. This superb teaching package, expanded in the third edition, includes the following elements:

- **Study Guide for *Discovering Psychology***, by Cornelius Rea, Douglas College, New Westminster, British Columbia, Canada. The Study Guide is carefully designed to help students understand text information and prepare for exams. For every chapter, the Study Guide includes Preview and “At a Glance” sections (both provide an overview of and objectives for the chapter). Each major topic includes a Concept Check, comprising fill-in-the-blank, matching, and/or true–false questions. The Guide also contains “Graphic Organizers,” which encourage students to complete graphs, charts, and flow diagrams that ultimately provide a visual synopsis of text material. End-of-chapter material includes three multiple-choice progress tests and “Something to Think About” sections, which contain thought-provoking questions designed to encourage critical thinking and application of the material.
- **NEW! Special Scientific American issue on the Human Brain** This September 2003 single-topic issue from Scientific American magazine will feature the latest findings from the most distinguished researchers in the field. This issue will cover a range of fascinating subjects, including: helping the brain self-repair; learning and brain plasticity; new avenues to treat mood disorders; alternatives to shock therapy; cognitive enhancement; and the changing landscape of neurobioethics.
- **Instructor’s Resources and Binder**, by Beverly Drinnin, Des Moines Area Community College, Wayne Hall, San Jacinto College—Central Campus, and Nancy Melucci, Los Angeles Community College District. The Instructor’s Resources include an abundance of materials to aid instructors in planning their courses, including chapter learning objectives, detailed chapter outlines, lecture guides, classroom demonstrations and activities, student exercises, advice on teaching the nontraditional student, and “Psychology in the News” topics. Also included are two **Video Guides**, by Don and Sandy Hockenbury. These video guides tie the *Scientific American Teaching Modules* and *The Brain Teaching Modules* directly to the text. Last but not least, Don and Sandy Hockenbury have developed two **Crossword Puzzles** for each text chapter and one puzzle for each Appendix. The Crossword Puzzles are available as hand-outs in the Instructor’s Resources binder and as interactive puzzles on the student section of the companion Web site.
- **Test Bank, by Don and Sandra Hockenbury** This revised and enhanced printed test bank includes over 5,000 multiple-choice, true–false, and short-answer essay questions, plus Learning Objectives for each chapter that correspond to those in the Instructor’s Resources. Each question is page-referenced to the textbook, identified as a factual/definitional or conceptual/analytical question, and keyed to the learning objective.
- **Brownstone’s Diploma Computerized Test Bank, Online Testing, and Gradebook** This versatile test-generating software allows instructors to edit, add, or scramble questions; format tests; and administer exams over a local area network or online. The Gradebook software allows you to track student progress and generate grade reports.

- **Full-color transparencies** with more than 200 images, charts, and photos from the text, including archival photographs of famous psychologists.
- **The *Scientific American* Psychology Reader** is a collection of nine articles selected by Don and Sandra Hockenbury from recent issues of *Scientific American* magazine. The Hockenburys have written an introduction and preview of each article, as well as a series of thoughtful discussion questions to encourage classroom discussions.
- **NEW! *Making Sense of Psychology on the Web with CD-ROM*** by Connie K. Varnhagen, University of Alberta, is a brief booklet that helps students become discriminating Web users, locate reliable information, evaluate sites, and organize research. The guide includes a CD-ROM containing Research Assistant HyperFolio, intuitive software that enables students to clip bits and pieces of Web sites and other electronic resources (snippets of text, illustrations, video clips, audio clips, and more) and compile them into worksheets and an easily accessible electronic filing cabinet.
- ***The Critical Thinking Companion, Second Edition***, by Jane Halonen, James Madison University, and Cynthia Gray, Alverno College. Tied to the main topics in introductory psychology, this engaging handbook includes six categories of critical thinking exercises: pattern recognition, practical problem solving, creative problem solving, scientific critical thinking, psychological reasoning, and perspective taking. The Second Edition has been updated to include six activities per chapter.
- **NEW! *Scientific American Presents: The Hidden Mind*** In this special edition of *Scientific American* magazine, *The Hidden Mind* updates reports from some of the most notable neuroscientists studying the human brain, including Michael Gazzaniga, Antonio Damasio, Joseph LeDoux, Ursula Bellugi, and Doreen Kimura.

The Discovering Psychology Teaching Package: Media Supplements

- **NEW! Worth Digital Media Archive CD-ROM** This dual-platform Instructor's Presentation CD-ROM contains a rich collection of more than 40 digitized video clips of classic experiments and research. Footage includes Albert Bandura's Bobo doll experiment, Harold Takoshian's bystander studies, Piaget's conservation experiment, electrical brain stimulation footage, Harlow's monkey experiments, Milgram's obedience study, and Ulric Neisser's selective attention studies. The Digital Media Archive clips are compressed in MPEG format and are compatible with Microsoft PowerPoint software.
- **NEW! *Psychology: The Human Experience Teaching Modules. Available in VHS or DVD formats*** The Teaching Modules include more than three hours of footage from the new Emmy-award-winning telecourse, *Psychology: The Human Experience*. This introductory psychology telecourse is produced by Coast Learning Systems in collaboration with Worth Publishers and is based on *Psychology* by Don and Sandra Hockenbury. Tied specifically to the Hockenbury text, these brief clips are ideal for lecture. Footage contains noted scholars, the latest research, and beautiful animations.
- ***Scientific American Frontiers Teaching Modules, Second Edition. Available in VHS or DVD formats*** This updated collection of more than

30 video segments is adapted from the award-winning television series *Scientific American Frontiers*. Hosted by Alan Alda, these 8- to-12 minute teaching modules take your students behind the scenes to see how psychology research is actually conducted. The series features the work of such notable researchers as Daniel Schacter, Michael Gazzaniga, Steven Pinker, Benjamin Beck, Steve Sumi, Renée Baillargeon, Barry Beyerstein, Ray Hyman, Carl Rosengren, Laura Pettito, Barbara Rothbaum, Robert Stickgold, and Irene Pepperberg. The **Faculty Guide** by Don and Sandra Hockenbury links the modules to specific topics in *Discovering Psychology*. These video modules are an excellent resource to stimulate class discussions and interest in a variety of topics.

- **The Brain Teaching Modules, Second Edition. Available in VHS or DVD formats** The second edition of *The Brain Teaching Modules* includes a **Faculty Guide** by Don and Sandra Hockenbury that links the modules to specific topics in the third edition of *Discovering Psychology*. The second edition contains 10 new and 13 revised modules using added material, new audio, and new graphics. Individual segments range from 4 to 12 minutes in length, providing flexibility in highlighting specific topics.
- **The Mind Teaching Modules, Second Edition. Available in VHS or DVD formats** This revised and rich collection of 35 short clips enhances and illustrates key topics in the lectures and the text. The second edition contains updated segments on language processing, infant cognitive development, genetic factors in alcoholism, and living without memory (featuring a dramatic new interview with Clive Wearing).
- **Presentation Manager Pro to Accompany *Discovering Psychology*, Third Edition.** This easy-to-operate CD-ROM is compatible with most commercially available presentation software, such as PowerPoint®. With Presentation Manager Pro, you can build your classroom presentations around a variety of still and moving images—from *Discovering Psychology*, Third Edition, from your own sources, even from the Web. The Instructor's Presentation CD-ROM also includes PowerPoint slides.
- **PowerPoint® Slides** are available in four different formats and can be customized to fit your needs. Chapter art and text outlines make up two presentation formats. The third set, developed by longtime *Discovering Psychology* adopter Marian Gibney, Phoenix College, focuses on key terms and themes from the text and features tables, graphs, and figures from the text. The fourth set is developed around a traditional set of lecture topics in any introductory psychology course. These topic-based slides feature PowerPoint-designed tables, figures, and graphs and were created by Harvey Shulman, Ohio State University.
- **NEW! PsychInquiry for *Discovering Psychology*, Third Edition.** Developed by leading multimedia author Thomas Ludwig (author of PsychOnline, PsychSim, and PsychQuest), this new CD-ROM contains dozens of highly interactive activities designed to help students learn about psychological research and to improve their critical thinking. These activities enable students to work hands-on with descriptive, correlational, and experimental research (using observation, surveys, case studies, and experiments) to help them hone the critical thinking mindset required for psychological research. PsychInquiry activities are complete with animations, video, fresh illustrations, and self-assessment instruments that draw students into the discipline and introductory course. In addition to the coverage of core research concepts, PsychInquiry also offers a handful of more extensive research activities for use as classroom projects or lab assignments. Tied specifically to *Discovering Psychology*, Third Edition, the