PSYCHOLOGY
APPLIED TO MODERN LIFE
ADJUSTMENT IN THE 21ST CENTURY

现代生活中的心理学
适应21世纪

第 **8** 版

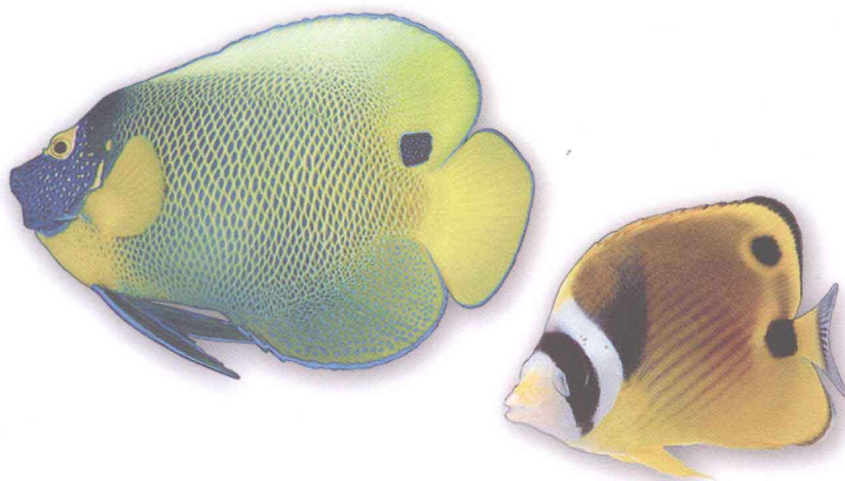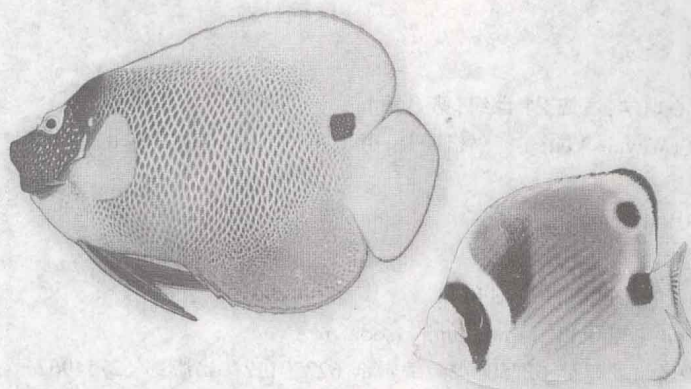〔美〕 韦恩·韦登（Wayne Weiten）
玛格丽特·劳埃德（Margaret A. Lloyd） 著

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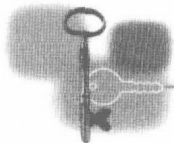玛格丽特·劳埃德（Margaret A. Lloyd）

著

出 版 说 明

　　培文书系心理学影印系列旨在面向心理学领域的师生和广大心理科学的从业者和爱好者,推介国外心理学领域的英文原版专著和教材,使我国读者能够接触到原汁原味的第一手资料。

　　需要重申的是,作者本人的有些观点和结论尚需商榷,有些甚至是不可取的,为此提请读者加以甄别。书中的观点均不代表出版社观点。

WAYNE WEITEN is a graduate of Bradley University and received his Ph.D. in social psychology from the University of Illinois, Chicago in 1981. He currently teaches at the University of Nevada, Las Vegas. He has received distinguished teaching awards from Division Two of the American Psychological Association (APA) and from the College of DuPage, where he taught until 1991. He is a Fellow of Divisions 1 and 2 of the American Psychological Association. In 1991, he helped chair the APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology and in 1996–1997 he served as President of the Society for the Teaching of Psychology. Weiten has conducted research on a wide range of topics, including educational measurement, jury decision-making, attribution theory, stress, and cerebral specialization. His recent interests have included pressure as a form of stress and the technology of textbooks. He is also the author of *Psychology: Themes & Variations* (Wadsworth, 2004) and the creator of an educational CD-ROM titled *PsykTrek: A Multimedia Introduction to Psychology.*

MARGARET (MARKY) A. LLOYD received her B.A. from the University of Denver and her M.A. and Ph.D. in psychology from the University of Arizona. She is the author of *Adolescence* (Harper and Row, 1985). She has served as chair of the psychology departments at Suffolk University and Georgia Southern University and is the founding Chair of the Council for Undergraduate Psychology Programs. She is a past President of the Society for the Teaching of Psychology (Division 2 of the American Psychological Association), past Executive Director of the Society's Office of Teaching Resources in Psychology, and currently serves on APA's Council of Representatives for the Society. She is Emerita Professor and Chair of Psychology at Georgia Southern University and a recipient of that institution's Award for Excellence for Contributions to Instruction.

To the Instructor

Many students enter adjustment courses with great expectations. They've ambled through their local bookstores, and in the "Psychology" section they've seen numerous self-help books that offer highly touted recipes for achieving happiness for a mere $12.95. After paying far more money to enroll in a college course that deals with the same issues as the self-help books, many students expect a revelatory experience. However, the majority of us with professional training in psychology or counseling take a rather dim view of self-help books and the pop psychology they represent. Psychologists tend to see this literature as oversimplified, intellectually dishonest, and opportunistic and often summarily dismiss the pop psychology that so many students have embraced. Instructors try to supplant pop psychology with more sophisticated academic psychology, which is more complex and less accessible.

In this textbook, we have tried to come to grips with this problem of differing expectations between student and teacher. Our goal has been to produce a comprehensive, serious, research-oriented treatment of the topic of adjustment that also acknowledges the existence of popular psychology and looks critically at its contributions. Our approach involves the following:

■ In Chapter 1 we confront the phenomenon of popular self-help books. We try to take the student beneath the seductive surface of such books and analyze some of their typical flaws. Our goal is to make the student a more critical consumer of this type of literature.

■ While encouraging a more critical attitude toward self-help books, we do not suggest that they should all be dismissed. Instead, we acknowledge that some of them offer authentic insights. With this in mind, we highlight some of the better books in Recommended Reading boxes sprinkled throughout the text. These recommended books tie in with the adjacent topical coverage and show the student the interface between academic and popular psychology.

■ We try to provide the student with a better appreciation of the merits of the empirical approach. This effort to clarify the role of research, which is rare for an adjustment text, appears in the first chapter.

■ Recognizing that adjustment students want to leave the course with concrete, personally useful information, we end each chapter with an application section. The Applications are "how to" discussions that address everyday problems. While they focus on issues that are relevant to the content of the particular chapter, they contain more explicit advice than the text proper.

In summary, we have tried to make this book both rigorous and applied. We hope that our approach will help students to better appreciate the value of scientific psychology.

Philosophy

A certain philosophy is inherent in any systematic treatment of the topic of adjustment. Our philosophy can be summarized as follows:

■ We believe that an adjustment text should be a resource book for students. We have tried to design this book so that it encourages and facilitates the pursuit of additional information on adjustment-related topics. It should serve as a point of departure for more learning.

■ We believe in theoretical eclecticism. This book will not indoctrinate your students along the lines of any single theoretical orientation. The psychodynamic, behavioral, and humanistic schools of thought are all treated with respect, as are cognitive, biological, evolutionary, and other perspectives.

■ We believe that effective adjustment requires taking charge of one's own life. Throughout the book we try to promote the notion that active coping efforts are generally superior to passivity and complacency.

Changes in the Eighth Edition

One of the exciting things about psychology is that it is not a stagnant discipline. It continues to progress at what seems a faster and faster pace. A good textbook must evolve with the discipline. Although the professors and students who used the earlier editions of this book did not clamor for change, we've made some significant alterations.

For example, we have implemented an entirely new design that is intended to be more open and friendly looking. All of the figures in the book have been redrawn. This process has allowed us to achieve greater consistency in style, make the graphics more attractive and modern looking, and enhance the pedagogical clarity of many figures. Color has been added to the integrated running glossary to make this pedagogical feature more prominent, and the look of the Applications has been changed so that students will no longer wonder whether these elements are an integral part of the chapters. And, of course, we have made countless content changes to keep up with new developments in psychology—adding and deleting some topics, condensing and reorganizing others, and updating everything (there are 1198 new references).

The principal other change is the addition of boxes called "Living in Today's World." These features were originally developed in the previous edition to address issues that surfaced in the aftermath of the 9/11 terrorist attacks in the United States (they were called Sidebars on Current Events). Continuing in this vein, many of the boxes in this edition deal with concerns raised by the ongoing specter of terrorism in today's world. For example, we discuss how people tend to be affected by traumatic events, how people can cope more effectively with personal trauma, and how people can think more rationally about the threat of terrorism. However, in this edition we have broadened the scope of coverage in this series of boxes to include additional adjustment issues that are especially pertinent in light of current events, such as the controversy over whether the government should promote marriage and problems associated with living up to today's unrealistic ideals of physical attractiveness.

Writing Style

This book has been written with the student reader in mind. We have tried to integrate the technical jargon of our discipline into a relatively informal and down-to-earth writing style. We use concrete examples extensively to clarify complex concepts and to help maintain student interest.

Features

This text contains a number of features intended to stimulate interest and enhance students' learning. These special features include Applications, Recommended Reading boxes, Internet-related features, Practice Tests, a didactic illustration program, and cartoons.

Applications

The Applications should be of special interest to most students. They are tied to chapter content in a way that should show students how practical applications emerge out of theory and research. Although some of the material covered in these sections shows up frequently in adjustment texts, much of it is unique. Some of the Applications include the following:

- Understanding Intimate Violence
- Monitoring Your Stress
- Understanding Eating Disorders
- Getting Ahead in the Job Game
- Building Self-Esteem
- Enhancing Sexual Relationships
- Bridging the Gender Gap in Communication

Recommended Reading Boxes

Recognizing students' interest in self-help books, we have sifted through hundreds of them to identify some that may be especially useful. These books are featured in boxes that briefly review some of the higher-quality books.

These Recommended Reading boxes are placed where they are germane to the material being covered in the text. Some of the recommended books are well known, while others are obscure. Although we make it clear that we don't endorse every idea in every book, we think they all have something worthwhile to offer. This feature replaces the conventional suggested readings lists that usually appear at the ends of chapters, where they are almost universally ignored by students.

Internet-Related Features

The Internet is rapidly altering the landscape of modern life, and students clearly need help dealing with the information explosion in cyberspace. To assist them, we have included two features. First, we recruited web expert Vincent Hevern to write a concise essay that explains the essentials of the Internet to the uninitiated. This essay, which appears in the front of the book, briefly explains URLs, domain names, hyperlinks, search engines, and so forth. It also provides students with realistic warnings about the instability of URLs and the questionable validity of much of the information available on the web. Second, we also asked Professor Hevern to evaluate hundreds of psychology- and adjustment-related sites on the web and come up with some recommended sites that appear to provide reasonably accurate, balanced, and empirically sound information. Short descriptions of these recommended websites are dispersed throughout the chapters, adjacent to related topical coverage. Because URLs change frequently, we have not included the URLs for the Web Links in the book. Insofar as students are interested in visiting these sites, we recommend that they do so through the *Psychology Applied to Modern Life* home page at the Wadsworth Psychology Website (http://psychology.wadsworth.com/weiten_lloyd8e). Links to all the recommended websites are maintained there, and the Wadsworth webmaster will periodically update the URLs. Of course, students can also use search engines such as Google to locate the recommended websites.

Practice Tests

Each chapter ends with a ten-item multiple-choice Practice Test that should give students a fairly realistic assessment of their mastery of that chapter and valuable practice in taking the type of test that many of them will face in the classroom (if the instructor uses the Test Bank). This feature grew out of some research 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 students were grilled to gain a better understanding of this perplexing finding, it quickly became apparent that students are pragmatic about pedagogy. Essentially, their refrain was, "We want study aids that will help us pass the next test." With this mandate in mind, we added the Practice Tests. They should be very realistic, as many of the items came from the Test Bank for previous editions (these items do not appear in the Test Bank for the current edition).

Didactic Illustration Program

The illustration program is once again in full color, and many new figures have been added along with the redrawing of all the graphics. Although the illustrations are intended to make the book attractive and to help maintain student interest, they are not merely decorative: They have been carefully selected and crafted for their didactic value to enhance the educational goals of the text.

Cartoons

A little comic relief usually helps keep a student interested, so we've sprinkled numerous cartoons throughout the book. Like the figures, most of these have been chosen to reinforce ideas in the text.

Learning Aids

Because this book is rigorous, substantive, and sizable, a number of learning aids have been incorporated into the text to help the reader digest the wealth of material:

■ The *outline* at the beginning of each chapter provides the student with a preview and overview of what will be covered.

■ *Headings* are used extensively to keep material well organized.

■ To help alert your students to key points, *learning objectives* are distributed throughout the chapters, after the level-1 headings.

■ *Key terms* are identified with ***blue italicized boldface*** type to indicate that these are important vocabulary items that are part of psychology's technical language.

■ An *integrated running glossary* provides an on-the-spot definition of each key term as it is introduced in the text. These formal definitions are printed in **blue boldface** type.

■ An *alphabetical glossary* is found in the back of the book, as key terms are usually defined in the integrated running glossary only when they are first introduced.

■ *Italics* are used liberally throughout the text to emphasize important points.

■ A *chapter review* is found at the end of each chapter. Each review includes a concise but thorough summary of the chapter's key ideas, a list of the key terms that were introduced in the chapter, and a list of important theorists and researchers who were discussed in the chapter.

Supplementary Materials

A complete teaching/learning package has been developed to supplement *Psychology Applied to Modern Life*. These supplementary materials have been carefully coordinated to provide effective support for the text. (Available to qualified adopters. Please consult your local sales representative for details.)

Instructor's Manual (0-495-03031-7)

The *Instructor's Manual*, written by Lenore Frigo of Shasta College, is available as a convenient aid for your educational endeavors. It provides a thorough overview of each chapter, along with a list of relevant films and InfoTrac College Edition® integration. It also includes a wealth of suggestions for lecture topics, class demonstrations, exercises, and discussion questions, organized around the content of each chapter in the text.

Test Bank (0-495-03029-5)

The *Test Bank*, written by Mary Ann Valentino of Fresno City College and David Ward of Arkansas Tech University, contains an extensive collection of multiple-choice questions for objective tests, all closely tied to the learning objectives found in the text chapters. We're confident that you will find this to be a dependable and usable test bank.

ExamView® Computerized Testing (0-495-00418-9)

Windows®/Macintosh® CD-ROM

Preloaded with all of the questions in the *Test Bank*, ExamView allows you to create, deliver, and customize tests and study guides (both print and online) in minutes. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guides you step by step through the process of creating tests, while its unique "what you see is what you get" capability allows you to see the test you are creating onscreen exactly as it will print or display online. You can build tests of up to 250 questions using up to 12 question types. Using ExamView's complete word-processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

Multimedia Manager Instructor's Resource CD-ROM (0-534-24863-2)

This one-stop lecture and class preparation tool makes it easy for you to assemble, edit, publish, and present custom lectures for your course, using Microsoft® PowerPoint®. The Multimedia Manager lets you bring together text-specific lecture outlines, written by Lisa Garner of Tallahassee Community College, and art from the text, along with video and animations from the web or your own materials—culminating in a powerful, personalized, media-enhanced presentation. The CD-ROM also contains the full Instructor's Manual, Test Bank, and other instructor resources.

Transparency Acetates Set (0-495-03028-7)

There are 50 acetates in this package, compiled by Susan Shapiro of Indiana University East, along with general comments on using these acetates.

Study Guide (0-495-03032-5)

The *Study Guide*, written by William Addison of Eastern Illinois University, is designed to help students master the information contained in the text. It contains a programmed review of learning objectives, quiz boxes, and a self-test for each chapter. Your students should find it helpful in their study efforts.

Critical Thinking with Psychology: Separating Sense from Nonsense, Second Edition (0-534-53659-X)

Students may have a difficult time distinguishing between the true science of human thought and behavior and pop psychology. This small paperback, written by John Ruscio, provides a tangible and compelling framework for making that distinction, teaching the fundamentals of scientific reasoning.

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NOT SOLD SEPARATELY. Available for packaging with the text! Now FREE four-month access to InfoTrac College Edition's online database of more than 18 million reliable, full-length articles from 5000 academic journals and periodicals includes access to InfoMarks—stable URLs that can be linked to articles, journals, and searches. InfoMarks allow you to use a simple copy and paste technique to create instant and continually updated online readers, content services, bibliographies, electronic "reserve" readings, and current topic sites. And to help students use the research they gather, their free four-month subscription to InfoTrac College Edition includes access to InfoWrite, a complete set of online critical thinking and paper-writing tools. To take a quick tour of InfoTrac College Edition, visit http://www.infotrac-college.com/ and select the User Demo. *(Journals subject to change. Certain restrictions may apply. For additional information, please consult your local Thomson representative.)*

Culture and Modern Life (0-534-49688-1)

Culture and Modern Life is a small paperback intended to help your students appreciate 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. Written by David Matsumoto, a leading authority on cross-cultural psychology, this supplementary book should greatly enhance your students' understanding of how culture can influence adjustment. *Culture and Modern Life* can be ordered shrinkwrapped with the text.

Personal Explorations Workbook (0-495-03035-X)

The *Personal Explorations Workbook* is a small booklet assembled by John Pulver of the Community College of Southern Nevada and Wayne Weiten. It contains experiential exercises for each text chapter, designed to help your students achieve personal insights. The questionnaires are psychological tests or scales that your students can administer and score for themselves. The "Personal Probes" consist of questions intended to help students think about themselves in relation to issues raised in the text. In addition to generating student interest, these exercises can be fruitful in stimulating class discussion. The *Personal Explorations Workbook* can be ordered shrinkwrapped with the text.

Critical Thinking Exercises

We have developed a set of critical thinking exercises that will be posted on the Internet at the Wadsworth Psychology Website (http://psychology.wadsworth.com/weiten_lloyd8e). Written by Jeffry Ricker, these exercises are intended to introduce students to specific critical thinking skills, such as recognizing extraneous variables, sampling bias, and fallacies in reasoning. The exercises also challenge students to apply these skills to adjustment-related topics on a chapter-by-chapter basis.
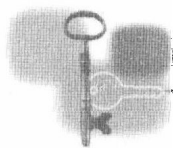
Book Companion Website: http://psychology.wadsworth.com/ weiten_lloyd8e

This comprehensive website includes learning objectives, a full glossary, flashcards, crossword puzzles, InfoTrac College Edition articles with questions, web links, and tutorial quizzes.

WebTutor™ ToolBox for WebCT® WebTutor™ ToolBox for Blackboard®

Preloaded with content and available via a free access code when packaged with this text, WebTutor ToolBox pairs all the content of this text's rich Book Companion Website with sophisticated course management functionality. You can assign materials (including online quizzes) and have the results flow automatically to your grade book. WebTutor ToolBox is ready to use as soon as you log on—or you can customize its preloaded content by uploading images and other resources, adding web links, or creating your own practice materials.

Acknowledgments

Reviewers

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 Rhodes College
Jeff Banks
 Pepperdine University
Marsha K. Beauchamp
 Mt. San Antonio College
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Raymond Wolf
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Raymond Wolfe
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 Southwestern Oklahoma State University
Madeleine E. Wright
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 Henry Ford Community College

To the Student

In most college courses students spend more time with their textbooks than with their professors. Given this reality, it helps if you like your textbook. Making textbooks likable, however, is a tricky proposition. By its very nature, a textbook must introduce a great many new concepts, ideas, and theories. If it doesn't, it isn't much of a textbook, and instructors won't choose to use it—so you'll never see it anyway. Consequently, we have tried to make this book as likable as possible without compromising the academic content that your instructor demands. Thus, we have tried to make the book lively, informal, engaging, well organized, easy to read, practical, and occasionally humorous. Before you plunge into Chapter 1, let us explain some of the key features that can help you get the most out of the book.

Learning Aids

Mastering the content of this text involves digesting a great deal of information. To facilitate this learning process, we've incorporated a number of instructional aids into the book.

■ *Outlines* at the beginning of each chapter provide you with both a preview and an overview of what will be covered.

■ *Headings* are used extensively to keep material well organized.

■ To help alert you to key points, *learning objectives* are found throughout the chapters, immediately after the level-1 headings.

■ *Key terms* are identified with **blue italicized bold-face** type to indicate that these are important vocabulary items that are part of psychology's technical language.

■ An *integrated running glossary* provides an on-the-spot definition of each key term as it's introduced in the text. These formal definitions are printed in **blue bold-face** type. It is often difficult for students to adapt to the jargon used by scientific disciplines. However, learning this terminology is an essential part of your educational experience. The integrated running glossary is meant to make this learning process as painless as possible.

■ An *alphabetical glossary* is provided in the back of the book, as key terms are usually defined in the running glossary only when they are first introduced. If you run into a technical term that was introduced in an earlier chapter and you can't remember its meaning, you can look it up in the alphabetical glossary instead of backtracking to find the place where it first appeared.

■ *Italics* are used liberally throughout the book to emphasize important points.

■ A *chapter review* near the end of each chapter includes a thorough summary of the chapter, and lists key terms and important theorists, with page references. Reading over these review materials can help ensure that you've digested the key points in the chapter.

■ Each chapter ends with a ten-item *practice test* that should give you a realistic assessment of your mastery of that chapter and valuable practice taking multiple-choice tests that will probably be representative of what you will see in class (if your instructor uses the test bank designed for this book).

Recommended Reading Boxes

This text should function as a resource book. To facilitate this goal, particularly interesting self-help books on various topics are highlighted in boxes within the chapters. Each box provides a brief description of the book. We do not agree with everything in these recommended books, but all of them are potentially useful or intriguing. The main purpose of this feature is to introduce you to some of the better self-help books that are available.

Living in Today's World Boxes

These boxes were originally developed to address issues that surfaced in the aftermath of the 9/11 terrorist attacks in the United States. Continuing in this vein, many of the boxes in this edition deal with concerns raised by the threat of terrorism in today's world. For example, we discuss how people tend to be affected by traumatic events, how people can cope more effectively with personal trauma, and how people can think more rationally about the threat of terrorism. However, in this edition we have broadened the scope of coverage in these boxes to include additional adjustment issues that are especially pertinent in light of current events, such as the controversy over whether the government should promote marriage and problems associated with living up to today's unrealistic ideals of physical attractiveness. We hope these digressions on pressing, contemporary issues prove helpful.

Web Links (by Vincent Hevern)

To help make this book a rich resource guide, we have included Web Links, which are recommended websites that can provide you with additional information on adjustment-related topics. The recommended sites were selected by Vincent Hevern, the Internet editor for the Society for the Teaching of Psychology. Professor Hevern sought out sites that are interesting, that are relevant to

adjustment, and that provide accurate, empirically sound information. As with the Recommended Reading boxes, we cannot say that we agree with everything posted on these web pages, but we think they have some real value. The Web Links are dispersed throughout the chapters, adjacent to related topical coverage. Because URLs change frequently, we have not included the URLs for the Web Links in the book. If you are interested in visiting these sites, we recommend that you do so through the *Psychology Applied to Modern Life* home page at the Wadsworth Psychology Website (http://psychology.wadsworth.com/weiten_lloyd8e). Links to all the recommended websites will be maintained there, and the Wadsworth webmaster will periodically update the URLs. Of course, you can also use a search engine, such as Google, to locate the recommended websites. By the way, if you are not particularly sophisticated about the Internet, we strongly suggest that you read Professor Hevern's essay on the Internet, which follows this preface.

Study Guide (0-495-03032-5)

The study guide that accompanies this text, written by William Addison of Eastern Illinois University, is an excellent resource designed to assist you in mastering the information contained in the book. It includes a wealth of review exercises to help you organize information and a self-test for assessing your mastery. You should be able to purchase it at your college bookstore.

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Personal Explorations Workbook (0-495-03035-X)

The *Personal Explorations Workbook* is a small booklet that contains interesting, thought-provoking experiential exercises for each text chapter. These exercises are designed to help you achieve personal insights. The Questionnaires are psychological tests or scales that you can administer, so you can see how you score on various traits discussed in the text. The Personal Probes consist of questions intended to help you think about issues in your personal life in relation to concepts and ideas discussed in the text. Many students find these exercises to be quite interesting, even fun. Hence, we encourage you to use the *Personal Explorations Workbook*. The exercises related to each chapter are listed at the end of each chapter on the same page as the Practice Test.

A Concluding Note

We sincerely hope that you find this book enjoyable. If you have any comments or advice that might help us improve the next edition, please write to us in care of the publisher, Wadsworth Publishing Company, 10 Davis Drive, Belmont, California 94002. There is a form in the back of the book that you can use to provide us with feedback. Finally, let us wish you good luck. We hope you enjoy your course and learn a great deal.

Wayne Weiten
Margaret A. Lloyd

Applied Psychology and the Internet: What Should a Student Know?

by Vincent W. Hevern, Le Moyne College

Imagine walking into a huge bookstore at a mall to look for a good book in "applied psychology." Your first reaction is confusion. The store is gigantic and you're unsure even where to begin your search. No one seems to be around to tell you where to look. Eventually you discover that some titles of interest are shelved in a "Psychology" section but a lot of others are found in a separate "Self-Help" section. What's the difference, you wonder? After a careful look at the books, you begin to notice that many (not all) of the *psychology* books contain research references to support their conclusions. But, many (not all) of the *self-help* books don't have any references. Indeed, many self-help books have catchy titles, flashy covers, and bold claims, but little scientific support for the claims they make.

The World Wide Web (WWW or "the web") on the Internet ("the Net") is much like one of those huge bookstores. The selection is enormous, and it's sometimes difficult to find what you're looking for. For many users, the Net can seem intimidating, and students may feel they don't know how the Net works. On top of that, much of the web is filled with weak or poor resources of dubious validity. So what can you do?

Wayne Weiten and Marky Lloyd, the authors of this textbook, asked me to put together some advice and guidelines for students like yourself who may turn to the Net for help. They know that I've been using the Net intensively for years in teaching and research with undergraduates. So I'm going to share with you what I believe to be the really important stuff about the Internet—information that should make your life as a student easier and, in the end, help you to learn even more about the fascinating world of applied psychology.

General Comments About the Internet

We now know that something of a fundamental change in the way people exchange ideas and information took place around the time many of you were attending elementary school. For over twenty years, the Internet had been the tool of a relatively small group of lab scientists communicating mostly with each other. Suddenly, in the mid-1990s, the Net began to expand rapidly beyond the research laboratory. It first reached tens and then hundreds of millions of people as vast numbers of computers, large and small, were interconnected to form what is

often called *cyberspace.* Thus, in the 21st century learning to navigate the Internet is as crucial as learning to read or to write—most of us will probably use the Net in some form at work or at home for the rest of our lives.

So, what are some basic notions to understand the Internet and how it works? Let me propose briefly eight crucial ideas.

1. *The goal of the Internet is communication—the rapid exchange of information—between people separated from each other.* Electronic mail (e-mail) and the World Wide Web (WWW, of just "the web") are currently the two most important ways of communicating in cyberspace even though the Net also uses other formats to do so.

2. *Every piece of information on the Net—every web page, every graphic, every movie or sound, every e-mail box—has a unique, short, and structured address called a URL (or uniform resource locator).* Take, for example, the URL for materials related to psychology maintained by the publisher of this book:

http://psychology.wadsworth.com/

This example shows all three elements of a URL: (a) to the left of the double forward slashes (//) is the protocol that tells the Net how to transfer the information. Here it is *http:* which means "use hypertext transfer protocol"—the most frequent protocol on the Net; (b) to the right of the double slashes up to the first forward slash (/) is the *domain name* that indicates which computer on the Net from which to get the information. Here the name of the computer is "www.wadsworth.com". (c) finally, everything after the first forward slash is called the *pathway,* which indicates where the information is located within that particular computer. Here the pathway consists of the location "psychology_d/".

3. *The foundation of the web rests on hypertext links ("hyperlinks") that are contained within documents (or web pages) displayed online.* A hyperlink is a highlighted word, phrase, or graphic image within an onscreen document that refers to some other document or web page elsewhere. Part of every hyperlink on a computer screen includes the URL of the document which is hidden from view on the screen but stored within the computer displaying the document. Users can easily move from one document to another on screen because of hypertext links and their URLs.

4. *The last element of the domain name (the "domain" itself) indicates what type of organization sponsors the link.* Four important domains are *.com* (commercial

businesses), *.edu* (colleges and universities), *.gov* (governmental agencies), and *.org* (non-profit organizations).

5. *The Internet is too large for any one individual to know all the important resources that can be found there.* Users, even experienced ones, often need help to find what they're looking for. In the chapters ahead, you will find many recommended websites that I have carefully selected based on their quality and their suitability for undergraduates. In making these selections, I emphasized quality over quantity and strived to send you to excellent gateway sites that are rich in links to related sites. I hope these links help you to begin to explore the field of psychology on the Internet.

6. *URLs are relatively unstable.* Many websites are moved or changed each year, as new computer systems are installed to replace older ones. Thus, links or URLs that are good one day may be useless the next. That is why we have not included the URLs for our recommended websites in the book. If you want to check out a recommended website, we suggest that you do so through the *Psychology Applied to Modern Life* home page at the Wadsworth Psychology Website (http://psychology.wadsworth.com/ weiten_lloyd8e). Links to all the recommended websites will be maintained there, and the Wadsworth webmaster will periodically update the URLs. Of course, you can also use a search engine, such as Google, to locate the recommended websites.

7. *The web is a world-wide democracy on which anyone can post materials. Hence, the quality of information found online varies tremendously.* Some material is first rate, up to date, and backed up by good research and professional judgment. But a great deal of information online is junk—second rate, based on poor or invalid research, and filled with many errors. Frankly, some sites are downright wacky, and others are run by hucksters and hate-mongers. Thus, users need to learn to tell the difference between reputable and disreputable web resources.

8. *Knowledge has a monetary value.* Although the Internet started out as a noncommercial enterprise where almost everything was free, things have changed swiftly. Owners of knowledge (the holders of commercial "copyrights") usually expect to be paid for sharing what they own over the Net. Thus, many commercial businesses, such as the publishers of academic journals or books, either do not make journal articles available on line for free or expect users to pay some type of fee for accessing their materials. Cognizant of this problem, the publisher of this text has entered into an agreement with a major online resource for magazine and journal articles and other types of information called InfoTrac College Edition. Your text may have come bundled with a free four-month subscription to InfoTrac College Edition, which provides easy access to full-text versions of thousands of periodicals. If you received an InfoTrac College Edition subscription with this book, it would be wise to take advantage of this valuable resource.

Some Suggestions for Action

In light of these ideas, how might students approach the Internet? What should you do to make the most of your time online? Let's review some general suggestions for exploring the Internet.

1. *Learn to navigate the Net before you get an assignment requiring you to do so.* If you've never used the Net before, start now to get a feel for it. Consider doing what lots of students do: Ask a friend who knows the Net to work with you directly so you can quickly get personal experience in cyberspace. What if you "hate" computers or they make you uncomfortable? Recent research has shown that students' fears of using computers tend to diminish once they get some practical experience during the course of a single semester.

2. *Learn how the software browser on your computer works.* Every popular web browser, such as Microsoft Internet Explorer, Mozilla Firefox, or Safari (for Mac users), is filled with many simple tricks and helpful shortcuts. Ask your friends or the computer consultants at school. Learning the tricks makes Net-based research much easier. (Hint: Find out what happens when you hold down the right-hand mouse button on a PC or the whole button on a Mac once you have the cursor on top of a hyperlink.)

3. *Get to know the different types of online help to find resources on the web.* These resources currently fall into three general categories: (a) *General guides or directories* such as Yahoo! (www.yahoo.com) are similar to the Yellow Pages for telephones. You ask the online guide to show you what's listed in its directory under a category heading you supply. (b) *Search engines* such as Google (www.google.com), Scirus (www.scirus.com), AllTheWeb (www.alltheweb.com), and Teoma (www.teoma.com) are huge databases that generally collect the names and URLs of millions of pages on the Net along with many lines of text from these pages. They can be searched by either keywords or phrases and provide ranked listings of web pages that contain the search target words or phrases. (c) *Expert subject guides* such as Russ Dewey's *PsychWeb* (www.psychwww.com) or Scott Plous' *Social Psychology Network* (www.socialpsychology.org) provide links to online resources in more narrow or specific fields. Volunteer specialists who claim to be experts on the topic select the links. Recent innovative features of websites include the vast graphic image database at Google, the "between the covers" text search capability of many books at Amazon.com, and the Wayback Machine's post-1995 archive of more than 30 billion pages of the web itself (www.archive.org).

4. *Carefully check everything you type online because even the slightest error in spelling a URL or an e-mail address will cause a failure to retrieve the web page or to deliver the e-mail message.* Remember that computers are stupid and will do exactly and only what you tell them to do. They don't read minds.

Using the Internet in Psychology

Are there specific suggestions for students of psychology about using the Net? Here are five that I think are very important.

1. *Plan what to look for before going online.* Too many psychology students jump right to the web when they're given a research task, before giving careful thought to what they're looking for. They get frustrated easily because the web doesn't seem to have anything about the topic. It would be better (a) to think about the subject you are researching and what specifically you want to learn about that topic, (b) to recall what you already know that relates to the topic, especially psychological concepts and vocabulary words associated with the topic, and (c) to devise a strategy for getting the information you desire. Consult your school's reference library staff or your teachers for suggestions.

2. *Do not rely on the Internet as your principal or only source of data or references in a research project* (especially if you want a good grade). The Net may be easy to use, but your teachers will expect you to cite journal articles, books, and other printed sources more than you cite Internet materials in research. Developing your library skills is essential.
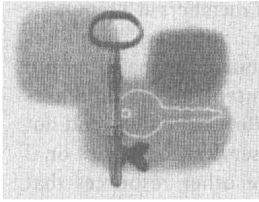
3. *As noted before, don't expect to find many full-text journal articles or other copyrighted commercial materials online for free.* Consult your school's reference librarians about online access to such materials. Many schools now subscribe to online full-text databases that allow you to research articles and other information sources with your own computer. On the web itself, you are more likely to uncover government reports, specialized technical materials from nonprofit organizations, current news and opinion, and general sorts of information rather than findings of specific research studies (though, if they were recently in the news, you may find some of these, too.)

4. *Learn to recognize the characteristics of a good online resource site.* Good sites have webmasters or editors personally identified by name and affiliation. Such persons may be professionals or staff members at a reputable institution such as a hospital or university. These sites seem to provide a broad set of resources, are balanced and reasonably objective in their content, and avoid sensational or one-sided viewpoints. Reputable sites tend not to promote specific products or services for money or, if they do, acknowledge there are other resources that browsers may consider.

5. *If you contact anyone online for help, be courteous.* Introduce yourself as you would if you were standing in a faculty member's office. Give your name, your school, and a full statement of what help you are asking for and what you've tried to do that hasn't worked. Don't demand that someone help you. Be sure you've done adequate research on your own before contacting an expert on the web. And don't be surprised if your request for help is turned down by a webmaster or editor. Frankly, he or she has already done a lot of volunteer work by editing the site online.

I hope some of these ideas and suggestions help. The Internet offers an awesome array of learning resources related to psychology. Welcome to an exciting new world of discovery.