

Selected Material from

SIXTH EDITION

Understanding Psychology

Robert S. Feldman



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Understanding Psychology
Sixth Edition

Robert S. Feldman
University of Massachusetts at Amherst



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Selected Material from *Understanding Psychology*, Sixth Edition

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Welcome

Welcome to this custom version of *Understanding Psychology*, 6th edition, and Psychology 100. The book presents a broad overview of the field of psychology, as well as providing a foundation for my Fall, 2002, Psychology 100 class.

I have several broad goals for the course this semester:

- (1) To cover the major content areas of psychology, showing what is known and what certainty it is known
- (2) To demonstrate that psychology is a science, with relevance to everyday life
- (3) To create an awareness and understanding of the complexities of human behavior

The bottom line for me is that you walk away from this course at the end of the semester not only with a love of the science of psychology, but with an understanding of human behavior—yours and others—that will remain with you for the rest of your life. I hope you'll be able to see how psychology relates to other disciplines, and come to appreciate the contributions and promise (as well as the limitations) of the field.

My Perspective on Teaching

Psychology 100 is *not* a traditional lecture class, in which an instructor talks for 75 minutes and students passively listen and take notes furiously. Instead, each class will involve a variety of activities, including class demonstrations, experiments, and writing. There also will be videos and guest speakers.

I have arranged these activities because I am a strong believer in active learning. People learn best by thinking about a topic, by writing about it reflectively, by sharing points of view, by arguing with others, and by considering how the material applies to their everyday lives. Everything we do in and out of class is designed to promote active learning and critical thinking about psychology.

Course assignments will be diverse. In order to maximize the opportunities to learn the material, you'll be writing, both in and out of class, and reading this textbook, which is designed to clearly explain the material while also challenging you. Each of the assignments is meant to further your involvement of the discipline, making you question your assumptions about human behavior and expanding your understanding of psychology.

I also believe that students learn important things from one another. Consequently, I have built in opportunities for you to interact with your fellow students. You'll be participating in classroom discussions and activities—even in this large class.

My goal is to allow everyone in the class to succeed. I realize that people have different talents, experiences, and ways of learning. I am hopeful that providing you with a variety of different types of assignments will give you the opportunity to display your best work—and move you toward succeeding in areas in which you are less comfortable.

This textbook is designed to be understood and mastered on its own. (By the way, all royalties earned on purchases of this book are donated to the University.) Furthermore, the textbook is accompanied by a number of types of material that will help you learn the material. There is a *Study Guide* that provides practice test, activities and projects, and summaries. There is also material designed to help non-native speakers of English in understanding key course material. In addition, the free CD-ROM that accompanies the textbook provides practice quizzes, a learning styles assessment, study skills primer, and a guide to electronic research. In addition, there is an Online Learning Center for the textbook at the is address:

<http://www.mhhe.com/feldmanup6>

This site provides outlines, practice tests, interactive exercises, and activities associated with **Understanding Psychology 6/e**. You do not need a password to enter this site.

Finally, I want to encourage you to avail yourself of the substantial support that is provided by the teaching assistants and me. Each of us will hold office hours; each of us is on e-mail; each of us welcomes your phone calls. You should feel free to contact any of us. Each of us commits ourselves to be present at office hours (emergencies excepted), but you should not think that these are the only times we're around. If you want to talk with any of us, set up an appointment, and we'll be happy to go over course content, discuss issues you may have about the course, or talk about how to do better in the class. I became a professor because I love psychology and I want students to get to know the discipline. I urge you to seek out personal contact with me or any of the Teaching Assistants.

On the pages that immediately follow, you'll find material that we'll be working on throughout the semester. You'll be able to tear it out, complete various assignments, and hand it in during class.

Welcome to Psychology 100!

Professor Robert S. Feldman
631 Tobin Hall
e-mail: feldman@psych.umass.edu
Phone: 413.545.0130
Office hours: Thursday, 2:30-3:30pm, and by appointment.

Name _____
What is your student ID? _____

The maker of Frosted Flakes wanted to do an experiment to bolster its claim that Frosted Flakes was a healthy food, believing that a good nutrition led to weight gain in underweight children. To do the experiment, a psychologist-in-training was hired.

A group of boys, all living in an area of low socioeconomic status in a large city and who were underweight, were recruited to participate in the experiment. The psychologist formed two groups, randomly assigning the boys to one of the two groups.

In agreement with the parents, who supervised their children's food intake, boys in one group ate one-half cup of Frosted Flakes every morning for breakfast for a month. The boys in the other group ate a full cup of Frosted Flakes every morning for the same period. The manufacturer supplied the cereal and the milk to eat it with.

The participants were all weighed at the start of the experiment and again at the close 30 days later. The psychologist found at the end of the experiment members of the group that had been fed the larger amount of Frosted Flakes had gained significantly more weight than the group whose members ate only one-half cup a day. "Eureka!" said the manufacturer. "Frosted Flakes leads to weight gain!"

1. What is the theory behind this study?
2. What is the hypothesis in this study?
3. What is the independent variable?
4. What is the dependent variable?
5. How valid is the manufacturer's conclusion? Do you see any flaws in the study?

About the Author

Robert S. Feldman is a Professor in the Department of Psychology at the University of Massachusetts at Amherst, where he is Director of Undergraduate Studies. Professor Feldman, who is a Hewlett Teaching Fellow and winner of the College Distinguished Teacher award at UMass, has also taught courses at Mount Holyoke College, Wesleyan University, and Virginia Commonwealth University. As Director of Undergraduate Studies he initiated the Minority Mentoring Program, and he also teaches introductory psychology in the Talent Advancement Program to classes of 20 to 500 students.

A Fellow of both the American Psychological Association and the American Psychological Society, Professor Feldman received a B.A. from Wesleyan University and an M.S. and Ph.D. from the University of Wisconsin-Madison. He is a winner of a Fulbright Senior Research Scholar and Lecturer award, and he has written more than 100 books, book chapters, and scientific articles. His books, which have been translated into many languages, including Spanish, French, Chinese, and Albanian, include *Fundamentals of Nonverbal Behavior*, *Development of Nonverbal Behavior in Children*, *Social Psychology*, *Development Across the Life Span*, and *P.O.W.E.R. Learning: Strategies for Success in College and Life*. His research interests encompass the development of nonverbal behavior in children and the social psychology of education and have been supported by grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research.

Professor Feldman's spare time is most often devoted to serious cooking and earnest, but unpolished, piano playing. He has three children and lives with his wife, also a psychologist, overlooking the Holyoke mountain range in Amherst, Massachusetts.



To

Jonathan, Joshua, Sarah,

and Kathy

Preface

Estella Ramirez gained a better understanding of her mother's lifelong battle with major depression after learning about its possible causes in her introductory psychology course. She also developed a new appreciation for the struggles her mother faced in coping with this disorder.

* * *

As a new father, Phil Westport realized that he didn't know very much about infants, including his own daughter. He decided to take introductory psychology in part to learn more about child development. Applying what he learned in the course, Phil gained new insights into his daughter's behavior and more confidence in his ability to be a good parent.

* * *

Although he enrolled in introductory psychology because it was the only class that fit conveniently into his schedule, Jacob Rakovitch found himself increasingly interested in the subject matter. He became fascinated by the relationship between the brain and behavior, and by the end of the term he was seriously thinking about majoring in psychology.

* * *

Joanne Chu was planning to become a special education teacher after graduating from college. Her aspirations were fueled while studying, in her introductory psychology course, how people learn and how psychologists explain variations in intelligence.

Psychology speaks with many voices to the diversity of students we teach, offering a personal message to each one. To some, the discipline is a vehicle that can provide a better understanding of others' behavior; to others it is a pathway to self-understanding. To some, psychology offers the potential of a future career; others are drawn to psychology because it gives them an opportunity for intellectual discovery.

Understanding Psychology, sixth edition, is designed to present the discipline of psychology in a way that engages and excites students about the field of psychology—no matter what led them to take the introductory course or what level of motivation they initially bring to the course. It is designed to draw them into its way of looking at the world and to inform their understanding of psychological issues. The book provides a broad, comprehensive introduction to the field of psychology, covering basic theories and research findings, as well as highlighting current applications outside the laboratory.

Revising *Understanding Psychology*

Over its lifetime, hundreds of thousands of students have used *Understanding Psychology* in forms ranging from traditional print versions to e-books. The book has been adopted at colleges and universities throughout the United States, as well as in Asia, Europe, Australia, and Africa. It has been translated into French, Spanish, Chinese, and several other languages. Students at community colleges, state schools, and Ivy League campuses have used the book, and it has been used in distance learning courses as well as traditional, lecture-based courses.

How does one maintain and improve the quality of a book that has served the needs of students through five editions? As a research psychologist, I responded to this challenge by doing empirical research to determine what instructors were looking for in the new edition. My editors and I collected and analyzed an enormous amount of data to identify the changes and improvements that needed to be made.

To begin the research process, we asked more than a hundred professors who teach introductory psychology to complete extensive questionnaires. In addition, we individually interviewed scores of instructors through their participation in focus groups in a variety of locations, including California, Texas, and Florida. Students were also included in the review

process: Over the course of a semester I met weekly with a panel of students, systematically examining each chapter, and hundreds of other student users provided written comments about the previous edition. Finally, we solicited reviews of the prior edition from dozens of instructors who teach the introductory course.

After I had drafted the manuscript for the revision in response to this feedback, a large panel of instructors, the majority of whom were using other texts, reviewed each chapter. The second draft also benefited from an extensive review process. Ultimately, every chapter was reviewed by at least twenty instructors. *No introductory psychology text has involved more extensive prepublication research than Understanding Psychology, sixth edition.*

What did we learn from this prepublication research? Instructors wanted the revision of *Understanding Psychology*, like previous editions, to provide a contemporary, accurate, and lively introduction to the discipline. They wanted to build on the previous editions' history of strong pedagogy, which ensured that students could read and understand the text on their own. Instructors—and students—wanted the text to have an inviting design and be of a manageable length.

Furthermore, instructors wanted the book to be able to address a broad range of students, including those whose interest and motivation in the subject area was initially low. To accomplish this, they wanted the text to contain (and be accompanied by) the most sophisticated instructional pedagogy available, giving students the tools to master the complex material that make up an introduction to the discipline of psychology. Finally, they wanted *Understanding Psychology* to help students move beyond what was in the text and into the information age, encouraging students to search Web-based as well as traditional sources of information relating to psychology and to be able to critically evaluate the material they found.

As a result of the exhaustive research process and the enthusiastic endorsements received from reviewers, I am confident that the new edition reflects what instructors want and need: a book that motivates students to understand and apply psychology to their own lives. *Understanding Psychology* is a book designed not only to expose readers to the content—and promise—of psychology, but to do so in a way that will nurture students' excitement about psychology and keep that excitement alive for a lifetime.

Overview of *Understanding Psychology*

Understanding Psychology, sixth edition, was written to accomplish the following goals:

- To provide broad coverage of the field of psychology, introducing the theories, research, and applications that constitute the discipline
- To arouse intellectual curiosity and build an appreciation of the relevance of psychology, motivating and engaging students
- To serve as an impetus for readers to think critically about psychological phenomena, particularly those that have an impact on their everyday lives
- To illustrate the substantial diversity both within the field of psychology and in society by presenting material that reflects the discipline's increasing concern with cultural, gender, racial, and ethnic issues

Understanding Psychology includes extensive coverage of both the traditional areas of psychology and applied topics, including the biological foundations of behavior, sensation and perception, states of consciousness, learning, memory, cognition, human development, personality, abnormal behavior and treatment, and social psychology. Moreover, it features more applications-oriented chapters, such as gender and sexuality and health psychology. Ultimately, the book reflects a combination of traditional core topics and contemporary applied subjects, providing a broad and extremely current view of the field of psychology.

The flexibility of the book's organizational structure, a hallmark of this text, is

Prepare

Organize

Work

Evaluate

Rethink

considerable. Each chapter is divided into three or four manageable, self-contained units, allowing instructors to choose and omit sections in accordance with their syllabus.

Building on its strong tradition of facilitating student learning, the new edition of *Understanding Psychology* contains several new and improved features:

- **The option of using a systematic study strategy built into the book—the *P.O.W.E.R. Learning* system.** The new edition of *Understanding Psychology* provides students with the option of using *P.O.W.E.R. Learning*, a systematic approach to learning and studying based on five key steps (**Prepare, Organize, Work, Evaluate, and Rethink.**) Based on empirical research, *P.O.W.E.R. Learning* systematizes the acquisition of new material by providing a learning framework. The system stresses the importance of learning objectives, self-evaluation, and critical thinking. The elements of *P.O.W.E.R. Learning* can also be used in conjunction with other learning systems, such as *SQ3R*. (A more detailed description of the use of the *P.O.W.E.R. Learning* system follows in the Student Guide section of the Preface.)
- **Addition of Web-based exercises.** New to this edition, every chapter includes several exercises that require students to use the World Wide Web to identify and research information related to psychology.
- **Inclusion of additional thought-provoking examples.** Great care has been taken to select relevant and high-interest examples that motivate students to read as well as to explain key concepts.
- **Addressing diverse student learning styles.** Our prepublication research revealed that an increasing number of instructors find that the presentation of material in multiple modalities facilitates student mastery of material. Consequently, this edition includes several features that speak to the diverse learning styles of students. These include:
 1. *More and improved figures.* The number of figures has been increased, and each figure has been drawn to maximize clarity and pedagogical value. Many figures include annotations that draw attention to major points in the illustrations.
 2. *More photos and captions that directly support learning.* Photos have been carefully chosen to support learning of key concepts, as well as for their visual impact. Captions have been improved and expanded, and many now include questions designed to promote critical thinking.
- **Fine-tuning of definitions.** Definitions of key terms and concepts introduced in the text, which appear in the margins and in the end-of-book glossary, have been revised and made more precise.
- **Addition of new and updated material.** The sixth edition incorporates a significant amount of new and updated information, reflecting the advances in the field and the suggestions of reviewers. *Overall, more than a thousand new citations have been added, with most of those from articles and books published within the last three years.*

Advances in such areas as evolutionary perspectives, brain and behavior, mapping the human genome, cognition, emotions, and cultural approaches to psychological phenomena receive expanded and new coverage. In addition to the extensive updating, a broad range of new topics have been incorporated. The following sample of new and revised topics featured in this edition provides a good indication of the currency of this revision:

- Evolutionary perspectives (Chapter 1)
- Using the Web for research (Chapter 2)
- The Human Genome Project and behavioral genetics (Chapter 3)
- Cochlear implants (Chapter 4)
- PET scan data and psychoanalytic explanations of dreaming (Chapter 5)
- "Date rape" drugs (Chapter 5)
- Effects of violent video games (Chapter 6)
- Spreading activation and associative models of memory (Chapter 7)
- Critical periods (Chapter 8)
- Bilingual education (Chapter 8)
- Brain scans and intelligence (Chapter 9)

- Being too smart for a job (Chapter 9)
- Intrinsic motivation (Chapter 10)
- Erectile dysfunction and Viagra (Chapter 11)
- Gene therapy (Chapter 12)
- Teratogens (Chapter 12)
- Child-care effects (Chapter 12)
- Estrogen replacement therapy (Chapter 13)
- Self-esteem (Chapter 14)
- The preconscious (Chapter 14)
- Self-efficacy (Chapter 14)
- Well-being and happiness (Chapter 15)
- Depression, ADHD (Chapter 16)
- Virtual therapy (Chapter 17)
- St. John's wort (Chapter 17)
- Industrial/organizational psychology (Chapter 18)
- Psychographics (Chapter 18).

The Learning Features of *Understanding Psychology*

Understanding Psychology, sixth edition, contains many features designed to help students learn, study, and master the text's content. These include the following:

- **Prologue.** Each chapter starts with an account of a real-life situation that demonstrates the relevance of basic principles and concepts of psychology to pertinent issues and problems. These prologues depict well-known people and events, such as Michael J. Fox's fight against Parkinson's disease, Lance Armstrong's motivation to win the Tour de France, and the racially motivated murder of James Byrd, Jr.
- **Looking Ahead.** These sections follow each prologue, expressing the key themes and issues discussed within the chapter.
- **Prepare and Organize.** Each major section of the chapter incorporates the first two steps of the *P.O.W.E.R. Learning* system: *Prepare* and *Organize*. The *Prepare* section includes several broad questions designed to orient students to the major topics of the chapter. The *Organize* section provides an outline of the material. Together, they offer a framework for conceptualizing and organizing the material that follows.
- **Applying Psychology in the 21st Century.** These boxes—which highlight the relevance of psychology—illustrate applications of current psychological theory and research findings to real-world problems, focusing on current advances and future possibilities. For example, these discussions explore such topics as the use of brain waves to command computers, the consequences of playing violent video games on actual aggressive behavior, cloning and gene therapy, and Internet addiction.
- **Psychology at Work.** These interviews provide biographical sketches of people working in professions that make use of the findings of psychology. Some of the individuals profiled are psychologists, some work in other fields; all of them draw on psychological principles on a daily basis. For example, there are interviews with a police psychologist, a preschool teacher, and a psychologist who works for the Secret Service evaluating threats against the president of the United States.
- **Exploring Diversity.** In addition to a substantial amount of material relevant to diversity integrated throughout the text, every chapter also includes at least one special section devoted to an aspect of racial, ethnic, gender, or cultural diversity. These sections highlight the way in which psychology informs (and is informed by) issues relating to the increasing multiculturalism of our global society. The *Exploring Diversity* topics include cross-cultural differences in memory, cross-cultural similarities in emotional expression, cultural perspectives on female circumcision, and the use of race to establish test norms.
- **"PsychLinks"** are marginal icons providing brief descriptions of websites relevant to the text discussion. Each "PsychLink" includes a URL that leads to a hot-link on the *Understanding Psychology* website.

- **Becoming an Informed Consumer of Psychology.** Every chapter includes material designed to make readers more informed consumers of psychological information by giving them the ability to evaluate critically what the field of psychology offers. These discussions also provide sound, useful guidance concerning common problems. These unique sections discuss such topics as how to assess research claims, identify drug and alcohol problems, lose weight successfully, assess personality assessments, and choose a therapist.
- **Evaluate and Rethink.** Every major chapter section concludes with an *Evaluate* and *Rethink* section as part of the *P.O.W.E.R. Learning* system. The *Evaluate* sections test recall of the material, assessing the degree of initial learning. The *Rethink* sections provide thought-provoking questions designed to engage critical thinking about the material.
- **Running Glossary.** Key terms are highlighted in boldface type within the text where they are introduced and are defined in the margin of the page, with pronunciation guides for difficult words. There is also an end-of-book glossary.
- **Looking Back.** To facilitate both review and synthesis of the information covered, a number of end-of-chapter features reinforce student learning. First, a *chapter summary* emphasizes the key points of the chapter and is organized according to the *Prepare* questions posed at the beginning of every major section. Second, a list of key terms and concepts, including the page numbers where they are introduced, encourages student review. Third, *Psychology on the Web* takes students online to analyze psychological issues relevant to the chapter content. Fourth, the *OLC Preview* suggests that students visit the book website for self quizzes, activities, and, additional information.
- **Epilogue.** Each chapter ends with an epilogue that incorporates critical thinking questions relating to the *Prologue* at the opening of the chapter. These thought-provoking questions provide a way to tie the chapter together and illustrate how the concepts addressed in the chapter apply to the real-world situation described in the *Prologue*.

The Research-Driven Supplements Package

The sixth edition of *Understanding Psychology* is accompanied by an extensive, integrated set of supplemental materials designed to support the teaching of both new and veteran instructors. The utility and value of each part of the supplements package were assessed through the same comprehensive development process used for the text itself. This research has ensured that the supplement package is state-of-the-art and reflects the needs of students and of instructors teaching through both traditional and electronic instruction. The supplements listed here may accompany *Understanding Psychology*, sixth edition. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability, as some restrictions may apply.

FOR THE INSTRUCTOR

Instructor's Manual (ISBN 0-07-245066-5)

By Sandra Ciccarelli, Gulf Coast Community College

This thoroughly revised manual provides instructors of introductory psychology with all the tools and resources they need to present and enhance their course. The Instructor's Manual includes detailed chapter outlines, learning objectives, chapter maps, ideas for lectures, activities, and student projects, ready-to-use handouts, overhead masters, and multimedia references. Fully integrated with the *P.O.W.E.R. Learning* system, this manual has tips and activities that have a usefulness beyond any particular teaching approach.

Test Bank (ISBN 0-07-245073-8)

By Jeffrey Kaufmann and Beverly Knoernschild, Muscatine Community College

The Test Bank has been thoroughly upgraded to reflect the new content in *Understanding Psychology*, sixth edition. The Test Bank contains more than 2,000 multiple-choice items, classified by cognitive type and level of difficulty, and keyed to the appropriate learning objective and section in the textbook. Items that test knowledge of material in the textbook's boxes are indicated for easy reference. Essay questions are provided for all chapters, and grading suggestions make the Test Bank easy to use.

Computerized Test Bank, Macintosh/Windows compatible (ISBN 0-07-245065-7)

Available in a cross-platform format, this CD-ROM makes all the items from the Test Bank easily available to instructors to create their own tests. The test-generating program facilitates the selection of questions from the Test Bank and the printing of tests and answer keys, and also allows instructors to import questions from other sources.

Online Learning Center (ISBN 0-07-245075-4)

The Online Learning Center for Instructors houses downloadable versions of the Instructor's Manual and Powerpoint slides, a variety of other text-specific instructor resources, including a bank of 146 images and a newsletter written by Robert Feldman, and access to our acclaimed customized website creation tool, Page Out! Instructors in need of assistance can contact their McGraw-Hill sales representative via e-mail from the Online Learning Center. Visit us at <http://www.mhhe.com/feldmanup6/>.

New! Distance Learning Integration Guide (ISBN 0-07-250863-9)

By Christopher R. Poirier and Robert Feldman, University of Massachusetts–Amherst

The Distance Learning Integration Guide is an effective manual for instructors who teach (or wish to teach) via the Internet and use *Understanding Psychology*, sixth edition, as the main text and supplements. The guide will give instructors the information and resources they need to plan their online curriculum and teach a distance learning course.

New! *Understanding Psychology* Orientation Video

Available through your publisher's representative, this detailed overview provides a videotaped walkthrough of the book and the total learning package accompanying *Understanding Psychology*, sixth edition. The orientation video is particularly useful for rapidly acquainting instructors, teaching assistants, and adjunct faculty with the most effective use of the book and its supplements.

Instructor's Resource CD-ROM (ISBN 0-07-245072-X)

This CD-ROM contains every key instructor's resource in one flexible format. The Instructor's Manual, the Test Bank, Powerpoint presentations, and a 145-item Image Bank are included along with an easy-to-use interface for the design and delivery of multimedia classroom presentations.

Powerpoint Slides (ISBN 0-07-245071-1)

For instructors using a computer monitor for demonstrations in the classroom, Powerpoint slides downloadable from the Online Learning Center were specially created by John Story of Lexington Community College to support the use of *Understanding Psychology*, sixth edition. Chapter-by-chapter Powerpoint presentations including illustrations from the Image Bank allow instructors to deliver their lectures in an effective manner.

Image Bank

Over 145 illustrations can be downloaded from the Image Bank on the Online Learning Center and used on your course website or in Powerpoint presentations.

Overhead Transparencies (ISBN 0-07-245074-6)

A set of acetate transparencies containing key illustrations, graphs, and tables complements *Understanding Psychology*, sixth edition, package for instructors using projectors to deliver their lectures.

**In-Class Activities Manual for Instructors of Introductory Psychology
(ISBN 0-07-238431-X)**

By Patricia A. Jarvis, Cynthia R. Nordstrom, and Karen B. Williams, Illinois State University
Geared to instructors of large introductory psychology courses, this activities manual covers every major topic in introductory psychology. Nineteen chapters include 58 separate activities, all of which have been used successfully in the authors' introduction to psychology classes. Each activity includes a short description of the demonstration, the approximate time needed to complete the activity, the materials needed, step-by-step procedures, practical tips, and suggested readings related to the activity. The manual also includes advice and teaching tips for the novice and experienced instructor, on how to prepare an effective syllabus, what to consider when structuring your large section, how to select and manage a teaching assistant, and other key topics.

Annual Editions Online: Psychology (ISBN 0-07-234602-7)

By Karen G. Duffy, SUNY at Geneseo, New York

With Annual Editions Online: Psychology, you'll have online access to current, carefully selected articles from the public press. This abridged version contains 20 online readings that are supported with well-researched links of interest and built-in assessment in the form of online quizzes and article reviews. An online search engine to connect with additional articles and an online Instructor's Resource Guide are also included. If you are interested in packaging Annual Editions Online with a McGraw-Hill textbook, contact your sales representative for details.

Annual Editions: Psychology 01/02, 31/e (ISBN 0-07-243377-9)

By Karen G. Duffy, SUNY at Geneseo, New York

This reader of public press articles explores the science of psychology; biological bases of behavior; perceptual processes; learning and remembering; cognitive processes; emotion and motivation; development; personality processes; social processes; psychological disorders; and psychological treatments. Annual Editions is supported by Dushkin Online (www.dushkin.com/online/), a student website that provides study support tools and links to related websites.

**Taking Sides: Clashing Views on Controversial Psychological Issues,
11/e (ISBN 0-07-237142-0)**

By Brent Slife, Brigham Young University, Utah

This debate reader is designed to introduce students to controversies in psychology. The readings, which represent the arguments of leading psychologists and commentators, reflect a variety of viewpoints and have been selected for their liveliness and substance and because of their value in a debate framework. By requiring students to analyze opposing viewpoints and reach considered judgements, Taking Sides actively develops critical thinking skills.

Sources: Notable Selections in Psychology, 3/e (ISBN 0-07-303187-9)

By Terry F. Pettijohn, Ohio State University—Marion

This volume contains approximately 40 selections of enduring intellectual value—classic articles, book excerpts, and research studies—that have shaped the study of psychology and our contemporary understanding of it.

FOR THE STUDENT

Study Guide (ISBN 0-07-245063-0)

By Barbara Radigan, Community College of Allegheny County, Pennsylvania

The Study Guide integrates the *P.O.W.E.R. Learning* system into a comprehensive review of the text material. Multiple-choice practice tests and essay questions allow students to gauge their understanding of the material. An answer key provides answers to all of the chapter's exercises, including feedback for all multiple-choice items. A list of activities and projects that encourage students to apply psychology to their daily lives is also included. New to this edition is additional information created by Dr. Sheryl Hartman of Miami-Dade Community College that is designed to aid non-native speakers of English in understanding and retaining key course information.

Online Learning Center (ISBN 0-07-245075-4)

The Student Online Learning Center houses an array of chapter-by-chapter study tools, including detailed chapter outlines, concepts and learning objectives, key works, self-quizzes, essay questions, activities and projects, explanations of American idiomatic expressions for ESL students, answers to the *Epilogue* questions in the textbook, crossword puzzles, interesting Web links, and interactive exercises. Visit us at <http://www.mhhe.feldmanup6/>.

Making the Grade Student CD-ROM (ISBN 0-07-245070-3)

Packaged free with each copy of the text, this CD-ROM is designed to help students perform at their best. It contains practice quizzes for each text chapter, a learning style assessment, study skills primer, guide to electronic research, and link to the text website.

New! In-Psych Student CD-ROM (ISBN 0-07-247689-3)

In-Psych sets a new standard for introductory psychology multimedia. Every **In-Psych** CD-ROM is organized according to the textbook the CD accompanies and features 70 interactive exercises chosen to illustrate especially difficult core introductory psychology concepts. Each exercise showcases one of three types of media assets—an audio clip, a video clip, or a simulation—and includes a pre-test, follow-up assignments, and Web resources. **In-Psych** also includes chapter quizzes, a student research guide, and an interactive timeline that puts events, key figures, and research in psychology in historical perspective. A learning style assessment tool helps students identify what kind of learners they are—kinesthetic, auditory, or visual—and then provides them with study tips tailored to their own particular learning style.

WebQuester: Psychology (ISBN 0-07-240850-2)

By Terry F. Pettijohn, Ohio State University–Marion

WebQuester is a series of online interactive exercises covering approximately 20 core topics in psychology. Each website includes 1 to 3 multiple-choice questions, short-answer questions, and essay questions. A 150-page Guidebook to the Web provides practical information and tips; topic areas include Searching the Web, Evaluating Information, Thinking Critically in a World of Information, and Computer Ethics.

Acknowledgments

One of the central features of *Understanding Psychology* is the involvement of both professionals and students in the review process. The sixth edition of *Understanding Psychology* has relied heavily—and profited substantially—from the advice of instructors and students from a wide range of backgrounds.

I am especially grateful to members of the focus groups, who provided extensive evaluations of the previous edition and ancillary package, and shared their insights into the introductory psychology course of the future. I am also grateful to those who responded to a pre-revision questionnaire. Members of various panels and questionnaire participants included the following:

Richard Baiardo

Evergreen Valley College, California

Manolya Bayar

Harford Community College, Maryland

Kathleen Bey

Palm Beach Community College, Central Campus,
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