

DAVID G. MYERS



Exploring PSYCHOLOGY

SIXTH EDITION

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Hope College
Holland, Michigan

WORTH PUBLISHERS

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Publisher: Catherine Woods

Development Editors: Nancy Fleming, Christine Brune

Marketing Manager: Katherine Nurre

Associate Managing Editor: Tracey Kuehn

Art Director, Cover Designer: Babs Reingold

Interior Designer: Lissi Sigillo

Layout Designer: Lee Ann Mahler

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Illustrations: TSI Graphics, Alan Reingold, Shawn Kenney, Bonnie Hofkin, and Demetrios Zangos

Photo Editors: Meg Kunta, Bianca Moscatelli

Photo Researcher: Julie Tesser

Production Manager: Sarah Segal

Composition: TSI Graphics

Printing and Binding: K. R. Donnelley and Sons

Cover Painting: Laura James, *People Waiting in the Sun*, acrylic, 1997

ISBN: 0-7167-1544-9 (paper); EAN: 9780716715443
0-7167-8622-2 (case); EAN: 9780716786221
0-7167-8645-1 (complimentary); EAN: 9780716786450

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Printed in the United States of America

Second printing

All royalties from the sale of this book are assigned to the David and Carol Myers Foundation, which exists to receive and distribute funds to other charitable organizations.

Worth Publishers
41 Madison Avenue
New York, NY 10010
www.worthpublishers.com

For Tracey



David Myers received his psychology Ph.D. from the University of Iowa. He has spent his career at Hope College, Michigan, where he is the John Dirk Werkman Professor of Psychology and has taught dozens of introductory psychology sections. Hope College students have invited him to be their commencement speaker and voted him “outstanding professor.”

Myers’ scientific articles have appeared in more than two dozen scientific periodicals, including *Science*, *American Scientist*, *Psychological Science*, and the *American Psychologist*. His writings have also appeared in three dozen magazines, from *Today’s Education* to *Scientific American* and in general audience books, including *The Pursuit of Happiness* and *Intuition: Its Powers and Perils*.

David Myers has chaired his city’s Human Relations Commission, helped found a thriving assistance center for families in poverty, and spoken to hundreds of college and community groups. On behalf of fellow hard of hearing people, he is actively advocating the spread of assistive listening technology that can enable hearing aids to serve as wireless loudspeakers (see hearingloop.org). He bikes to work year-round and plays daily pick-up basketball. David and Carol Myers have raised two sons and a daughter.

preface

Although a revised edition of this text appears every three years, it is a rare day between those editions when I do not harvest new information about the field I love and its applications to everyday life. Week by week, new information surprises us with discoveries about, for example, the ins and outs of brain activity, the powers and perils of intuition, and the roots and fruits of optimism. No wonder this book has changed dramatically since the first edition 15 years ago! Today's psychological science is more attuned to nature and nurture (see **TABLE 1**), to gender and cultural diversity (see **TABLES 2 and 3**, p. xvi), to an understanding of the power of our thought processes, and to the neuroscience revolution (see **TABLE 4**, p. xvii). We can also harness new ways to present information, both in books and via electronic media. These changes are exhilarating! Keeping up with new discoveries and technologies fills each day and connects me with many colleagues and friends.

The thousands of instructors and millions of students across the globe who have studied this book have contributed immensely to its development. Much of this has occurred spontaneously, through correspondence and conversations. Dozens of formal reviews from teaching psychologists and researchers around the world have also aided each revision. I look forward to continuing feedback as we strive, over future editions, to create an ever better book.

Table 1 Coverage of Evolution and Behavior Genetics

*In addition to the coverage found in Chapter 3, **the evolutionary perspective** is covered on the following pages:*

Anxiety disorders, pp. 480–481	Fear, p. 298	Puberty, onset of, p. 116
Attraction, pp. 73–74, 569	Hearing, pp. 156–157	Risk taking, p. 73
Biological predispositions in learning, pp. 233–234, 245	Hunger and taste preference, p. 348	Sensation, pp. 142, 159
Charles Darwin, p. 4	Instincts, pp. 341–342	Sensory adaptation, pp. 145, 176–177
Electromagnetic spectrum, sensitivity to, pp. 146–147	Intelligence, pp. 331–332	Sexual attraction, p. 73
Emotion, pp. 298, 385, 391, 392, 394	Language, pp. 302, 304–305	Sexuality, p. 357
Emotion-detecting ability, p. 334	Love, p. 115	Sleep, p. 197
Evolutionary perspective, defined, p. 8	Need to belong, p. 371	Smell, pp. 163–164
	Obesity, p. 349	Stress and the immune system, pp. 410, 416
	Overconfidence, pp. 299–300	

*In addition to the coverage found in Chapter 3, **behavior genetics** is covered on the following pages:*

Abuse, intergenerational transmission of, p. 249	Intelligence, pp. 317, 325–334	personality disorders, pp. 482–484, 485–486
Aggression, pp. 560–561	Learning, pp. 233–234, 245	schizophrenia, pp. 496–501
Biomedical therapies, pp. 529–534	Motor development, p. 104	Puberty, onset of, p. 115
Depth perception, pp. 167–168	Obesity and weight control, pp. 349, 353–355	Romantic love, pp. 130–131
Drives and incentives, p. 342	Perception, pp. 175–182	Sexuality, p. 357
Drug use, pp. 218–220	Personality traits, pp. 449–450	Sexual orientation, p. 367
Emotion and cognition, pp. 381–383	Psychological disorders:	Smell, p. 163
Fear, p. 365	anxiety disorders, pp. 480–482	Stress, personality, and illness, pp. 407–409, 411–413, 416
Happiness, pp. 399–401	bio-psycho-social perspective, pp. 471–472	
Hunger, taste preference, p. 348	depression, pp. 486–496	

Table 2 Coverage of the Psychology of Men and Women

*Coverage of the **psychology of women and men** can be found on the following pages:*

Alcoholism, p. 221	sexual behavior, pp. 359–360	Schizophrenia, pp. 496, 498
Behavioral effects of gender, p. 28	sexual development, pp. 90, 115–117	Sense of smell, p. 163
Biological sex/gender, p. 90	Immune system, p. 410	Sexual abuse, pp. 72, 113–114, 211, 418
Body image, pp. 350–351	Intelligence, pp. 332–350	Sexual attraction, p. 73
Depression, pp. 488, 494	testing bias, p. 334	Sexual disorders, p. 359
Dieting, pp. 349, 355	Life expectancy, p. 126	Sexuality, pp. 73–75, 357–361
Dream content, p. 200	Marriage, pp. 417–418	Sexual orientation, pp. 364–369
Eating disorders, pp. 350–351	Maturation, pp. 115–117	Smoking, p. 100
Emotion-detecting ability, pp. 334, 388–389	Menarche, p. 117	Social connectedness, pp. 121, 417–418
Emotional expression, pp. 133, 388–389	Menopause, pp. 124–125	Social Psychology, (Chapter 15), pp. 539–581
Empty nest, p. 131	Midlife crisis, pp. 129–130	Stereotyping, p. 182
Freud's views, pp. 432, 436–437	Prejudice, pp. 294, 556–557	Stress:
Gender and child-rearing, pp. 92–93	Obesity, pp. 349, 350	marital, pp. 417–418
Gender roles, pp. 90–91	Pornography, pp. 360, 563	response, p. 403
Generic pronoun “he,” p. 309	Psychological disorders, rates of, p. 502	and sexual abuse, p. 418
Happiness, p. 400	Rape, pp. 563–564	Suicide, p. 490
Heart disease, pp. 408–409	REM sleep, arousal in, pp. 193–194	Weight discrimination, p. 352
Help-receiving, p. 574	Risk taking, p. 73	Women and work, p. 132
Hormones and	Savant syndrome, p. 317	Women in psychology, pp. 4–5
aggression, p. 561		

Table 3 Coverage of Culture and Multicultural Experience

*Coverage of **culture and multicultural experience** permeates the chapters in the following discussions:*

Aging population, pp. 125–126	expressing, pp. 390–393	Personal space, p. 87
Aggression, pp. 559–560, 562, 563	experiencing, pp. 394–395	Prejudice, pp. 555, 556–557
AIDS, pp. 299, 410–411	Enemy perceptions, p. 567	Prejudice prototypes, p. 294
Alcoholism, p. 211	Gender:	Psychological disorders:
Anger, pp. 394, 395	roles, pp. 90–91	antisocial personality disorder, p. 486
Attractiveness, pp. 570–571	social connectedness, p. 119	dissociative personality disorder, pp. 483–484
Behavioral effects of culture, p. 28	Grief, expressing, p. 133	eating disorders, pp. 350–351, 471
Conformity, pp. 545, 547	History of psychology, p. 2	rates of, p. 502
Corporal punishment practices, p. 243	Human diversity/kinship, p. 28	schizophrenia, p. 502
Culture and the self, pp. 460–463	Hunger, p. 348	susto, p. 502
Cultural norms, p. 87	Individualism/collectivism, pp. 461–463	taijin-kyofusho, p. 502
Culture context effects, p. 182	Intelligence, pp. 331–332	Psychotherapy:
Culture shock, pp. 87, 404–405	testing bias, pp. 335–336	EMDR training, p. 525
Deaf culture, pp. 62, 302, 305, 307–310	Language, pp. 85, 305, 308–309	psychotherapists and values, pp. 528–529
Depression, pp. 488–489	Leaving the nest, p. 123	Puberty and adult independence, p. 115
Development:	Life-expectancy, p. 125	Self-esteem, pp. 400, 458
adolescence, p. 115	Life satisfaction, pp. 397, 398, 399	Self-serving bias, p. 459
attachment, pp. 112–114	Management styles, p. B-11	Sexual attraction, p. 73
child-rearing, pp. 88–89	Marriage, p. 131	Sexual orientation, pp. 364–365
cognitive development, p. 109	Meditation, p. 416	Smoking, pp. 212–213
developmental similarities, p. 89	Memory, encoding, p. 264	Social-cultural perspective, p. 8
moral development, pp. 118–119	Naturalistic observation, pace of life, p. 19	Social clock, pp. 129–130
motor development, p. 104	Need to belong, p. 372	Stress:
social development, p. 110	Obesity, p. 354	adjusting to a new culture, p. 405
Dieting, p. 349	Observational learning:	poverty and inequality/life-expectancy, p. 406
Drugs, psychological effects of, p. 211	television viewing, p. 122	Suicide, p. 490
Dyslexia, p. 28	television and aggression, p. 250	Teen sexuality, pp. 361–362, 363–364
Emotion:	Participative management, p. B-11	Testing bias, p. 335
emotion-detecting ability, p. 389	People with disabilities, p. 397	See also Chapter 15, Social Psychology, pp. 539–581

Table 4 Neuroscience

In addition to the coverage found in Chapter 2, **neuroscience** is covered on the following pages:

Antisocial personality disorder, pp. 485–486	emotion, pp. 269, 384–385	exercise, p. 415
Autism, p. 108	memory, p. 269	narcolepsy, p. 199
Biofeedback, pp. 414–417, 420–421	sex, pp. 90, 115–116, 124–125, 269, 333–334, 383–384	obsessive-compulsive disorder, p. 482
Brain activity and	stress, pp. 403–404, 407, 410, 418	schizophrenia, pp. 498–499
aging, pp. 126, 128, 276	weight control, pp. 346–347	smoking, p. 213
aggression, p. 560–561	Hunger, pp. 346–347	Pain, pp. 159–161
dreams, p. 202	Intelligence, pp. 326–327	phantom limb pain, p. 160
emotion, pp. 163–164, 269, 384–385, 386	Language, statistical learning, pp. 306–308	Parallel vs. serial processing, p. 150
sleep, pp. 191–193	Memory,	Perception:
Brain development:	physical storage of, p. 272	brain damage and, pp. 141, 151–152
infancy and childhood, pp. 103–104	and sleep, p. 202	color vision, pp. 153–155
adolescence, p. 117	Mirror neurons, pp. 248–249	feature detection, pp. 150–151
sexual differentiation <i>in utero</i> , p. 90	<i>Neuroscience perspective</i> , defined, p. 8	transduction, p. 84
Brain development, experience and, pp. 83–84	Neurotransmitters and	visual information processing, p. 150
Emotion and cognition, pp. 382–383	biomedical therapy:	Schizophrenia and brain abnormalities, pp. 498–499
Fear-learning, p. 480	depression, pp. 491–492, 531–532	Sensation:
Fetal alcohol syndrome and brain abnormalities, pp. 100–101	ECT, pp. 533–534	body position and movement, p. 164
Hallucinations and	obsessive-compulsive disorder, p. 482	deafness, p. 158
sleep, p. 203	psychosurgery, p. 534	hearing, pp. 156–159
hallucinogens, pp. 215–216	schizophrenia, pp. 530–531	sensory adaptation, p. 145
Hormones and	child abuse, pp. 113–114	smell, pp. 162–164
abuse, pp. 113–114	depression, pp. 471, 491–492	taste, p. 162
development, pp. 90, 115–116	drugs, pp. 210, 212, 215–216	Sexual orientation, pp. 366–368
		Sleep, recuperation during, p. 197

Throughout its six editions, however, my vision for *Exploring Psychology* has not wavered: *to merge rigorous science with a broad human perspective in a book that engages both mind and heart*. My aim has been to create a state-of-the-art introduction to psychology, written with sensitivity to students' needs and interests. I aspire to help students understand and appreciate the wonder of important phenomena in their lives. I also want to convey the inquisitive spirit in which psychologists *do* psychology. The study of psychology, I believe, enhances our abilities to restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.

Believing with Thoreau that “anything living is easily and naturally expressed in popular language,” I seek to communicate psychology’s scholarship with crisp narrative and vivid storytelling. Writing as a solo author, I hope to tell psychology’s story in a way that is warmly personal as well as rigorously scientific. I love to reflect on connections between psychology and other realms, such as literature, philosophy, history, sports, religion, politics, and popular culture. And I love to provoke thought, to play with words, and to laugh.

What’s New?

This new edition retains its predecessor’s voice and much of its content and organization. Yet it also reflects change on every page. In addition to the several hundred new references in this edition and updates on every page, I have introduced the following major changes to *Exploring Psychology*, sixth edition.

Expanded History of Psychology Coverage in Chapter 1

Psychology’s history is taught in context throughout the book. But now, in response to many instructors’ requests, students can also get an overview of psychology’s

story in Chapter 1. I had fun preparing this new section. My aim was to tell just enough of the story—aided by anecdotes and appealing artwork—to catch students’ interest and to give them a perspective on the content of later chapters.

New Timeline by Charles Brewer

Charles Brewer (Furman University), noted psychology historian and longtime *Teaching of Psychology* editor, created an illustrated timeline of psychology’s most significant events, from Ancient Greece to the present. This new feature fills the front and back inside covers, and a more detailed version can be found at www.worthpublishers.com/myers.

Revised Chapter 12, Personality

In response to feedback from many of you, I’ve modernized Chapter 12, Personality. The chapter’s opening pages still cover the history of the psychoanalytic and humanistic perspectives, but this coverage is now followed by a more extensive discussion of contemporary research on traits, the social-cognitive perspective, the self, and the modern unconscious. Students will get a better sense of the contemporary nature of personality research, as well as an understanding of its historical roots.

New! Appendix B: Psychology at Work

Mindful of work’s centrality to our lives, and also of the growing industrial/organizational (I/O) psychology subfield, I have written a new Psychology at Work appendix. Included in this new section are discussions of personnel psychology (interviewer intuition and skills, harnessing employee strengths), job satisfaction and engagement, management theories, leadership styles, and human factors psychology. My aim here was to identify some big and useful ideas emerging from contemporary I/O psychology.

Enhanced Coverage of Cognitive Psychology

Thanks partly to the burgeoning research on unconscious (“automatic”) cognition, and to my own learning while writing a new book on the subject (*Intuition: Its Powers and Perils*), Chapter 9, Thinking, Language, and Intelligence, has been improved, and explanations in most chapters include enhanced coverage of the cognitive perspective.

Broader Coverage of Multicultural and Gender Issues, Including an Increasingly Global Perspective on Psychology

This edition presents an even more thoroughly cross-cultural perspective on psychology—reflected in research findings, text examples, and photos (see **TABLE 3**, page xvi). Coverage of the psychology of women and men is integrated throughout (see **TABLE 2**, page xvi). In addition, for this and succeeding editions I am working to offer a world-based psychology for our worldwide student readership. Thus, I continually search widely for research findings and text and photo examples, conscious that readers may be in Melbourne, Sheffield, Vancouver, or Nairobi. North American and European examples come easily, given that I reside in the United States, maintain contact with friends and colleagues in Canada, subscribe to several European periodicals, and live periodically in the United Kingdom. In addition to dozens of Canadian, British, Australian, and New Zealand examples, this edition offers significant coverage of Asian cultures and many mentions of other places worldwide. We are all citizens of a shrinking world, thanks to increased migration and the growing

global economy. Thus, American students, too, benefit from information and examples that internationalize their world-consciousness. And if psychology seeks to explain *human* behavior (not just American or Canadian or Australian behavior), the broader the scope of studies presented, the more accurate is our picture of this world's people. My aim is to expose all students to the world beyond their own country. Thus, I continue to welcome input and suggestions from all readers.

Enhanced Critical Thinking Coverage

I introduce students to critical thinking in a very natural way throughout the book, with even more in this edition to encourage active learning of critical thinking principles.

- *Chapter 1 takes a unique, critical thinking approach to introducing students to psychology's research methods*, emphasizing the fallacies of our everyday intuition and common sense and, thus, the need for psychological science. *Critical thinking* is introduced as a key term in this chapter (p. 14).
- *Thinking Critically About . . . boxes* appear throughout the book, modeling for students a critical approach to some key issues in psychology. For example, see *Thinking Critically About: Risks—Do We Fear the Right Things?* (p. 298) (new to this edition). **TABLE 5** gives a complete list of these boxes.
- *Detective-style stories* throughout the narrative draw students into thinking critically about psychology's key research questions.
- “*Apply this*” questions and activities and “*Think about it*” discussions keep students active in their study of each chapter.

Table 5 Critical Thinking Topics

Critical thinking coverage and coverage of psychology's scientific research process can be found on the following pages:

Thinking Critically About . . . boxes:

Hot and Cold Streaks in Basketball and the Stock Market, p. 23
 Extrasensory Perception, pp. 178–181
 Risks—Do We Fear the Right Things? pp. 298–299
 Lie Detection, pp. 386–387
 Alternative Medicine—New Ways to Health or Old Snake Oil? pp. 420–421
 How to Be a “Successful” Astrologer or Palm Reader, pp. 446–447
 Insanity and Responsibility, p. 474
 Do Video Games Teach or Release Violence?, p. 565
Critical Examinations of Pop Psychology:
 Perceiving order in random events, pp. 21–23
 Can subliminal tapes improve your life? pp. 26–27
 Do we use only 10 percent of our brains? p. 55
 Critiquing the evolutionary explanation, pp. 74–75
 How great is the power of parenting? p. 82
 Is there extrasensory perception? pp. 178–179
 Can hypnosis enhance recall? Coerce action? Be therapeutic? Alleviate pain? pp. 204–206
 Has the concept of “addiction” been stretched too far? pp. 208–210

Do animals exhibit language? pp. 312–315
 Spirituality and faith communities, pp. 419, 422–424
 Is repression a myth? pp. 437–438
 How valid is the Rorschach test? pp. 434–435
 Is Freud credible? pp. 435–438
 Post-traumatic stress disorder, pp. 480–481
 Is psychotherapy effective? pp. 520–523
 Evaluating alternative therapies, pp. 523–526
Thinking Critically With Psychological Science:
 The limits of intuition and common sense, pp. 11–13
Critical thinking introduced as a key term, p. 14
 The scientific attitude, p. 14
 The scientific method, pp. 15–16
 Correlation and causation, p. 20
 Illusory correlation, p. 21
 Evaluating therapies, pp. 24–26
 Statistical reasoning, p. A-1
 Making inferences, pp. A-5–A-6
Scientific Detective Stories:
 Is breast milk better than formula? p. 24
 Language in the brain, p. 56
 Our divided brains, pp. 59–60
 Twin and adoption studies, pp. 76–79
 How a child's mind develops, pp. 104–109

Aging and intelligence, pp. 128–129
 Parallel processing, pp. 151–152
 How do we see in color? pp. 153–155
 Why do we sleep? pp. 194–197
 Why do we dream? pp. 200–203
 Is hypnosis an altered state of consciousness? pp. 207–208
 How do we store memories in our brains? pp. 267–272
 Memory construction, pp. 281–287
 Risk assessment, pp. 298–299
 Do animals exhibit language? pp. 312–315
 Why do we feel hunger? pp. 345–347
 What determines sexual orientation? pp. 365–369
 The pursuit of happiness: Who is happy, and why? pp. 395–401
 Why—and in whom—does stress contribute to heart disease? pp. 408–409
 How and why is social support linked with health? pp. 417–419
 Self-esteem versus self-serving bias, pp. 458–460
 What causes mood disorders? pp. 488–495
 Do prenatal viral infections increase risk of schizophrenia? p. 499
 Is psychotherapy effective? pp. 520–523
 Why do people fail to help in emergencies? pp. 574–576

- *Critical examinations of pop psychology* spark interest and provide important lessons in thinking critically about everyday topics.
- **NEW!** Each chapter now ends with a six-question Critical Thinker's Review. These new self-tests invite students to hone their critical reasoning skills while considering some application of a key concept covered in the chapter. Six categories of critical thinking (pattern recognition, practical problem solving, creative problem solving, scientific problem solving, psychological reasoning, and perspective taking) are included within each self-test.
- Appendix A: Statistical Reasoning in Everyday Life encourages students to focus on thinking smarter by applying simple statistical principles to everyday reasoning (pp. A-1 to A-9).

See **TABLE 5** for a complete list of this text's coverage of critical thinking topics.

Enhanced Teaching and Learning Resources

Our supplements and media package have long been lauded for their quality, connectedness, accuracy, and abundance. This sixth edition features an even greater smorgasbord from which to choose. New items include the ultimate Web-based resource feast—the exciting **Instructor's Resource eLibrary** (see **FIGURE 1**); the new twenty-first-century *PsychSim* with all-new graphics; our *Digital Media Archive CD-ROM/DVD*; our *PsychInquiry Student CD-ROM*; a new positive psychology workbook, a new Special Edition of *Scientific American* on “The Brain”; and new video resources.

Successful SQ3R Study Aids

1. Exploring Psychology's complete system of learning aids includes numbered “preview questions,” which appear in this format throughout the book.

Exploring Psychology has retained its popular system of study aids, integrated into an SQ3R structure that augments the narrative without disrupting it. Each chapter opens with a chapter outline that enables students to quickly *survey* its major topics. Numbered preview *questions* at the start of each new major topic define the learning objectives that will guide students as they *read*. *Rehearse It* quizzes at the end of each major section will stimulate students to rehearse what they have learned. (Students can check their answers against the key in Appendix C.) These test items offer a novel combination of crisp review of key ideas, and practice with

figure 1
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the multiple-choice test format. The chapter-ending *Review* is structured as a set of answers to the numbered preview questions. A **NEW** self-test, A Critical Thinker's Review, at the end of each chapter offers students an opportunity to review and apply key concepts for even better retention. All **key terms** are defined in the margins for ready reference while students are being introduced to the new term in the narrative (see sample at right). Periodic Thinking Critically About and Close-Up boxes encourage development of critical thinking skills as well as application of the new concepts. The Tips for Studying Psychology section at the end of Chapter 1 explains the SQ3R-based system of study aids, suggesting how students can *survey, question, read, rehearse, and review* the material for maximum retention.

► **key terms** Look for complete definitions of each important term in the margin near its introduction in the narrative.

In the margins of this book, students will find interesting and informative review notes, and quotes from researchers and others that will encourage them to be active learners and apply what they are learning.

Goals for the Sixth Edition

Throughout this revision, I have steadfastly followed eight principles:

1. **To exemplify the process of inquiry** I strive to show students not just the outcome of research, but how the research process works. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several chapters introduce research stories as mysteries that progressively unravel as one clue after another falls into place. (See, for example, the history of research on the brain's processing of language—page 56.)
2. **To teach critical thinking** By presenting research as intellectual detective work, I exemplify an inquiring, analytical mind-set. Whether students are studying development, cognition, or statistics, they will become involved in, and see the rewards of, critical reasoning. Moreover, they will discover how an empirical approach can help them evaluate competing ideas and claims for highly publicized phenomena—ranging from subliminal persuasion, ESP, and alternative therapies, to astrology, basketball streak-shooting, and repressed and recovered memories.
3. **To put facts in the service of concepts** My intention is not to fill students' intellectual file drawers with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. In each chapter I emphasize those concepts I hope students will carry with them long after they complete the course. Always, I try to follow Albert Einstein's dictum that "everything should be made as simple as possible, but not simpler."
4. **To be as up to date as possible** Few things dampen students' interests as quickly as the sense that they are reading stale news. While retaining psychology's classic studies and concepts, I also present the discipline's most important recent developments. Nearly 700 references in this edition are dated 2000 to 2004.
5. **To integrate principles and applications** Throughout—by means of anecdotes, case histories, and the posing of hypothetical situations—I relate the findings of basic research to their applications and implications. Where psychology can illuminate pressing human issues—be they racism and sexism, health and happiness, or violence and war—I have not hesitated to shine its light.
6. **To enhance comprehension by providing continuity** Many chapters have a significant issue or theme that links subtopics, forming a thread that ties the chapter together. Chapter 7, Learning, conveys the idea that bold thinkers can serve as intellectual pioneers. Chapter 9, Thinking, Language, and Intelligence, raises the issue of human rationality and irrationality. Chapter 13, Psychological Disorders, conveys empathy for, and understanding of, troubled lives. "The uniformity of a work," observed Edward Gibbon, "denotes the hand of a single artist." Because this book has a single author, other threads, such as behavior genetics and cultural diversity, weave throughout the whole book, and students hear a consistent voice.

7. **To reinforce learning at every step** Everyday examples and rhetorical questions encourage students to process the material actively. Concepts presented earlier are frequently applied, and thereby reinforced, in later chapters. For instance, in Chapter 5, Sensation and Perception, students learn that much of our information processing occurs *outside* of our conscious awareness. Ensuing chapters reinforce this concept. The SQ3R system of pedagogical aids augments learning without interrupting the text narrative. A marginal glossary helps students master important terminology. Major sections begin with numbered preview questions and end with Rehearse It sections for self-testing on key concepts. End-of-chapter reviews repeat the preview questions and answer them. And the new end-of-chapter Critical Thinker's Reviews invite students to review and apply key concepts in memorable ways.
8. **To convey respect for human unity and diversity** Time and again, readers will see evidence of our human kinship—our shared biological heritage, our common mechanisms of seeing and learning, hungering and feeling, loving and hating. They will also better understand the dimensions of our diversity—our *individual* diversity in development and aptitudes, temperament and personality, and disorder and health; and our *cultural* diversity in attitudes and expressive styles, child-rearing and care for the elderly, and life priorities.

The Multimedia Supplements Package

Exploring Psychology, sixth edition, offers a host of new electronic and print supplements titles.

NEW! Instructor's Resource eLibrary (IReL) The *IReL* is the ultimate integrator, bringing together all the existing text and supplementary resources in a single, easy-to-use Web interface with a Google™-like search engine. The *IReL* includes materials from the textbook, *Instructor's Resources*, and electronic supplements, including PowerPoint slides and modules from *PsychSim* and *PsychOnline*. Through simple browse and search tools, adopting instructors can quickly access virtually any piece of content in the package and either download it to their computer's hard drive or create a Web page to share with students.

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 Takooshian's bystander studies, Jean Piaget's conservation experiment, Harry Harlow's monkey experiments, Stanley 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. The clips are also available in DVD and VHS formats.

NEW! PsychSim 5 is a major update and expansion of Thomas Ludwig's (Hope College) award-winning package of multimedia activities for introductory psychology. The content coverage has doubled, with more than 40 simulated experiments, demonstrations, and other activities covering important psychology topics in a brief, focused, yet whimsical manner. The new graphics are, methinks, pretty spectacular.

NEW! Instructor's Resource CD-ROM, containing an electronic version of the *Instructor's Resources*, including line art and JPEG from the text, lecture guides, and prebuilt PowerPoint presentations.

NEW! PsychInquiry: Student Activities in Research and Critical Thinking Developed by Thomas Ludwig and a team of contributors, this new CD-ROM—customized for *Exploring Psychology*, sixth edition—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 to help them hone the critical thinking mind-set required for psychological research.

PsychInquiry activities are complete with animations, video, fresh illustrations, and self-assessment instruments that draw students into the discipline. *PsychInquiry* also offers a handful of more extensive research activities for use as classroom projects or lab assignments.

NEW! Special Scientific American Issue “Improving the Mind and Brain” This September 2003 single-topic issue from *Scientific American* magazine features the latest findings from the most distinguished researchers in the field. This issue covers a range of fascinating subjects, including helping the brain repair itself, learning and brain plasticity, new ways to treat mood disorders, alternatives to shock therapy, cognitive enhancement, and the changing landscape of neurobioethics.

NEW! Expanded Myers Psychology Web Companion (www.worthpublishers.com/myers) provides an even wider variety of activities and study aids organized by *Exploring Psychology*, sixth edition, chapters. Features include new self-tests for every chapter written by *Test Bank* author John Brink (Calvin College); Chapter Overviews; Thinking Critically Exercises; Web links; Tom Ludwig’s (Hope College) award-winning programs *PsychQuest* and *PsychSim*; other simulations and demonstrations; and key-term flashcards.

PsychOnline is a wonderful set of online resources authored by Thomas Ludwig and a team of contributors. With *PsychOnline*, you pick and choose from a buffet of resources that can be used as a complete online course or a component of a more traditional lecture-based course.

NEW! Pursuing Human Strengths: A Positive Psychology Guide supplement by Martin Bolt (Calvin College) aims to help students build up their own strengths. Closely following the research, this workbook provides a brief overview of nine positive traits, including hope, self-respect, commitment, and joy. It also offers self-assessment activities that help students gauge how much of the trait they have developed, and how they might work further toward fostering these traits.

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 locate reliable information on the Web, evaluate sites, and organize research. The guide includes a CD-ROM containing *Research HyperFolio*, software that enables students to collect snippets of text, illustrations, video clips, and audio clips from the Web or other electronic sources and compile them into worksheets and an easily accessible filing cabinet.

NEW! Psychology: The Human Experience Teaching Modules, available in VHS or DVD formats. This new Emmy-award-winning series includes more than three hours of footage from the new Introductory Psychology telecourse, *Psychology: The Human Experience*, produced by Coast Learning Systems in collaboration with Worth Publishers. These brief clips are ideal for lecture, and a faculty guide is available to help integrate each clip. Footage contains noted scholars, the latest research, and beautiful animations.

NEW! The Many Faces of Psychology Video, edited by Frank Vattano (Colorado State University) and Martin Bolt (Calvin College) is now available in VHS and DVD. This video is a terrific way to begin your psychology course. It introduces psychology as a science and a profession, illustrating basic and applied methods. This new 22-minute video presents some of the major areas in which psychologists work and teach, including biological, cognitive, neuroscience, clinical/counseling, human factors, industrial/organizational, school psychology, sports psychology, health psychology, forensics, social, developmental, and rehabilitation.

Scientific American Frontiers Video Collection, second edition, is a renowned series hosted by Alan Alda. These 10- to 12-minute modules provide an excellent way to show how psychological research is actually conducted, focusing on the work of Steve Sumi, Renee Baillargeon, Carl Rosengren, Laura Pettito, Steven Pinker, Barbara Rothbaum, Bob Stickgold, Irene Pepperberg, Marc Hauser, Linda Bartoshuk, and Michael Gazzaniga.

The Mind Video Teaching Modules, second edition, offers 35 brief, engaging video clips to enhance and illustrate lecture topics.

The Brain Video Teaching Modules, second edition, offers more engaging video clips to help you teach.

Image and Lecture Gallery (www.worthpublishers.com/ILG) is a convenient way to access electronic versions of lecture materials. Registered users can browse, search, and download illustrations from Worth titles and prebuilt PowerPoint presentation files for specific chapters. Instructors can also create personal folders on a personalized home page for easy organization of the materials.

PowerPoint Slides are available and can be used as is, or customized to fit your needs. There are four prebuilt versions available for each chapter: 1) chapter text only, 2) chapter art and illustrations, 3) lecture presentations by James McCubbin (Clemson University), and 4) topic-based lectures by Harvey Shulman (Ohio State University).

Presentation Manager Pro 2.0 is an easy-to-operate CD-ROM that includes materials compatible with most commercially available presentation software programs. Included on the CD are our pre-built PowerPoint lectures and all the art from the textbook. With Presentation Manager Pro, instructors can build classroom presentations using graphic materials from the book, and your own digital material (including video) imported from the Internet or other sources. **WebCT** and **Blackboard** are available free to all adopters. With these course organizational software systems, instructors can create a course Web site and/or online course with content, threaded discussions, quizzing, an online grade book, a course calendar, and more! This book's graphic and media content is available in the WebCT and Blackboard formats.

Online Testing is now available with Diploma from the Brownstone Research Group. Instructors can now create and administer secure exams over a network and over the Internet with questions that incorporate multimedia and interactive exercises. The program includes impressive security features and grade book and result-analysis features.

In addition to all these fabulous resources, *Exploring Psychology*, sixth edition, is accompanied by smartly updated versions of the widely acclaimed print supplements package.

The updated and better-than-ever **Instructor's Resources** by Martin Bolt (Calvin College) has been hailed as the finest set of psychology teaching resources ever assembled, including ready-to-use demonstration handouts, detailed lecture/discussion ideas, student projects, classroom exercises, and video and film suggestions.

The **Student Study Guide** by Richard O. Straub (University of Michigan, Dearborn) follows the text's content and offers the following for every major section in the text: a new "Thinking Critically" feature, Stepping Through the Section, Self-Tests, Web Sightings Internet activities, and Cross-Check crossword puzzles. The Guide also includes Cornelius Rea's (Douglas College, British Columbia) helpful "Focus on Vocabulary and Language" feature, designed to help clarify idioms and other phrases potentially unfamiliar to students for whom English is a second language.

The **Test Bank** by John Brink (Calvin College) is broken into two banks, providing over 4000 multiple-choice factual/definitional and conceptual questions plus essay questions. Each question is page-referenced to the textbook, tied into the *Instructor's Resources*' list of learning objectives, and rated for level of difficulty. The second Test Bank includes optional questions on *PsychQuest* and *PsychSim* computer simulations and *The Brain* and *The Mind* videos.

The Critical Thinking Companion by Jane Halonen (James Madison University) and Cynthia Gray (Alverno College) is now available in a second edition. This collection of engaging, challenging, and fun critical thinking exercises is tied to the main topics in *Exploring Psychology*, sixth edition. The *Critical Thinking Companion* would work particularly well with this edition of *Exploring Psychology*, given the new Critical Thinker's Review sections at the end of each chapter, which address each of Halonen's six categories of critical thinking.

In Appreciation

If it is true that “whoever walks with the wise becomes wise,” then I am wiser for all the wisdom and advice received from expert colleagues. Aided by several hundred consultants and reviewers over the last two decades, *Exploring Psychology* has become a better, more accurate book than one author alone (this author, at least) could write. My indebtedness continues to each of the teacher-scholars whose influence I acknowledged in the five previous editions.

My gratitude now extends to the colleagues who contributed criticism, corrections, and creative ideas related to the content of this new edition. For their expertise and encouragement, I thank the following reviewers:

Susan Becker, *Mesa State College*
Stephanie Berk, *University of Pittsburgh*
Jay Brown, *Southwest Missouri State University*
Shelley Coley, *Jefferson State Community College*
Carl Granrud, *University of Northern Colorado*
Mary M. Boggiano, *University of Alabama at Birmingham*
Paul Mallery, *La Sierra University*
Gary McCullough, *University of Texas of the Permian Basin*
Kathleen Mentink, *Chippewa Valley Technical College*
Donna Nelson, *Winthrop University*
Michelle Pilati, *Rio Hondo College*
Colleen Pilgrim, *Schoolcraft College*
Paul K. Presson, *Westminster College*
Christopher Randall, *Troy State University*
Tammy Ruff, *Nashville Community College*
Adeny Schmidt, *La Sierra University*
Jeff Sinn, *Winthrop University*
Mary Ellen Dello Stritto, *Ball State University*
Cynthia Terres, *Coastal Carolina University*
Fernelle Warren, *Troy State University*
ShawnaLee K. Washam, *Aims Community College*

At Worth Publishers a host of people played key roles in creating this sixth edition. Christine Brune, chief editor of the parent book and associate editor of this briefer version, is a wonder worker. She offers just the right mix of encouragement, gentle admonition, attention to detail, and passion for excellence. An author could not ask for more.

Nancy Fleming served in a dual capacity—as chief editor of this new edition and as copyeditor. It is a rare and gifted editor who can both “think big” and “think small” in working with a manuscript. Nancy does both with unusual sensitivity and grace.

Laura Pople and Reid Sherline worked long hours to create the fabulous new *Instructor’s Resource eLibrary*. It is a pioneering contribution to the teaching of psychology.

Publisher Catherine Woods helped construct and execute the plan for this new edition and was a trusted sounding board as we faced decisions along the way. Media and Supplements Editor Andrea Musick coordinated production of the huge supplements package for this edition. Betty Probert efficiently edited and produced the core print supplements. Editorial Assistant Matthew Driskill provided invaluable support in commissioning reviews, mailing information to professors, and performing numerous other daily tasks related to the book’s development and production. Lee Mahler did a splendid job of laying out each page. Debbie Goodsite and Meg Kuhta located the myriad photographic illustrations.

Associate Managing Editor Tracey Kuehn displayed tenacity, commitment, and impressive organization in leading Worth’s gifted artistic production team and

coordinating editorial input throughout the production process. Senior Production Manager Sarah Segal masterfully kept the book to its tight schedule, and Babs Reingold and Lissi Sigillo created the distinctive design and art program. Production Manager Stacey Alexander did her usual excellent work of producing the many core print supplements.

To achieve our goal of supporting the teaching of psychology, this teaching package must not only be authored, reviewed, edited, and produced, but also made available to teachers of psychology. For their exceptional success in doing that, our author team is grateful to Worth Publishers' professional sales and marketing team. We are especially thankful for Marketing Manager Kate Nurre and Executive Marketing Manager Renée Altier, both for their tireless efforts to inform our teaching colleagues of our efforts to assist their teaching, and for the joy of working with them.

At Hope College, the supporting team members for this edition included Kathryn Brownson, who researched countless bits of information, proofed hundreds of pages, and, with the assistance of Rachel Brownson, prepared the Name Index and Reference section. She also crafted the new beginning to the Personality chapter. Typesetters Phyllis and Richard Vandervelde worked faithfully and joyfully to enter or revise every one of the more than 300,000 words and finally to code them for electronic delivery.

Again, I gratefully acknowledge the influence and editing assistance of my writing coach, poet Jack Ridl, whose influence resides in the voice you will be hearing in the pages that follow. He more than anyone cultivated my delight in dancing with the language and taught me to approach writing as a craft that shades into art.

After hearing countless dozens of people say that this book's supplements have taken their teaching to a new level, I reflect on how fortunate I am to be a part of a team on which everyone has produced on-time work marked by the highest professional standards. For their remarkable talents, their long-term dedication, and their friendship, I thank Martin Bolt, John Brink, Thomas Ludwig, and Richard Straub.

Finally, my gratitude extends to the many students and instructors who have written to offer suggestions or just an encouraging word. It is for them, and for those about to begin their study of psychology, that I have done my best to introduce the field I love.

When those who paint the Golden Gate Bridge finish, it is time to start over again. So with this book. The ink is barely dry before one begins envisioning the next edition. By the time you read this, I will be gathering information for the seventh edition. Your input will again influence how this book continues to evolve. So, please, do share your thoughts.



Hope College
Holland, Michigan 49422-9000
USA
www.davidmyers.org