

# Essentials of Psychology

Exploration and Application

SEVENTH EDITION



Dennis Coon



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# Preface

## To the Student

Psychology is a large and rapidly growing field. It is at once familiar, exotic, commonplace, surprising, and challenging. Most of all, psychology is changing. Indeed, this book can be no more than a “snapshot” of a colorful passing scene. And yet, change makes psychology especially fascinating: What, really, could be more intriguing than our evolving understanding of human behavior?

Psychology is about each of us. Psychology asks, “How can we step outside of ourselves for a more objective look at how we live, think, and act?” Psychologists believe the answer is through careful thought, observation, and inquiry. As simple as that may seem, it is the guiding light for everything that follows in this book.

I sincerely hope that you will find psychology as fascinating as I do. In this text, I have done all that I could imagine to make your first encounter with psychology enjoyable and worthwhile. To help you get off to a good start, the Introduction that precedes Chapter 1 offers advice about how to study effectively. The ideas covered there will help you get the most out of this text, class lectures, and your psychology course as a whole. In the chapters that follow, I hope that the delight I have found in my own students’ curiosity, insights, imagination, and interests will be apparent. Please view this book as a long letter from me to you. It is, in a very real sense, written about you, for you, and to you.

## To the Instructor

This book is designed to promote an interest in human behavior, to facilitate learning, and to encourage critical thinking. If you are already familiar with its format, a description of Seventh Edition changes follows shortly. If the text is unfamiliar, a brief sketch of its design and underlying philosophy is in order.

**A Book for Students** As an instructor I have learned that selecting a textbook is half the battle in teaching a course. A good text does much of the work of imparting information to students. This frees class time for discussion and it leaves students asking for more. When a book overwhelms students or cools their interest, teaching and learning become uphill battles. For this reason, I have worked hard to make this a clear, readable, and interesting text.

I believe an important question to ask of the introductory course is “What will students remember next year? Or in 10 years?” Consequently, *Essentials of Psychology* gives students a clear grasp of major concepts, rather than burying them in details. At the same

time, it provides a broad overview that reflects psychology's diversity. I think students will find this book full of intellectual challenge, and teachers will find traditional topics covered to their satisfaction. In addition, I have made a special effort to relate psychology to common experiences and to practical problems of daily life.

A major feature of this book is the *Applications* section in each chapter. These high-interest features bridge the gap between psychological theory and practical applications. I believe students have every right to ask, "Does this mean anything to me? Can I use it? Why should I learn it if I can't?" The Applications sections in this text spell out how students can use the principles of psychology. By doing so, they breathe life into its concepts.

Within each chapter students will also find a separate feature called *Exploring Psychology*. These brief articles cover controversies, current issues, topics from psychology's frontiers, or subjects likely to promote critical thinking and discussion. In essence, they serve as brief, high-interest interludes within the text. My goal in the Exploring Psychology articles is to provide a taste of changing issues and ideas in psychology. My hope is that this new feature will add variety and interest to students' reading experiences.

## A Format for Learning

Before this book first appeared, psychology texts made surprisingly little use of cognitive principles to teach psychology. My use of learning aids is based on a belief that students can be guided into more effective study and reading habits while learning course content. Each chapter in this text is built around the well-known SQ3R study-reading formula. In addition to helping students learn psychology, this format promotes valuable study skills. Student responses to the format have been very positive, with many students reporting that they transfer SQ3R techniques to other texts as well.

Notice how the time-tested steps of the SQ3R method—*survey, question, read, recite, and review*—underlie the design of each chapter.

**Survey** A short *Chapter Preview* arouses interest, gives an overview of the chapter, and focuses attention on the task at hand. An outline, titled *In This Chapter*, accompanies the Preview and lists upcoming topics. After that, a list of *Survey Questions* spotlights major issues so that students will read with a purpose. Survey Questions appear again in page margins at appropriate points throughout each chapter.

**Question** Throughout each chapter, *Guide Questions* act as advance organizers that prime students to look for important ideas as they read. This helps ensure that reading is an active learning experience. Guide Questions also create a dialogue in which student questions and reactions are anticipated. This clarifies difficult points in a lively give-and-take between questions and responses. And, significantly, many Guide Questions model critical thinking skills, to encourage reflection and inquiry.

**Read** The readability of each chapter has been carefully controlled for maximum student involvement and comprehension. I have made every effort to keep this text as clear and accessible as possible. To further facilitate comprehension, the text employs a full array of traditional learning aids. These include boldface type and phonetic pronunciations for important terms, bullet summaries, a detailed glossary, summary tables, a complete index, and a robust illustration program. In addition, figure and table references in the text are marked with small geometric shapes so that students can easily return to the point where they were reading. This feature also allows readers to start with a figure or table and easily find the places in the text where they are discussed.

Throughout the text, highlighted margin definitions provide a *running glossary* of key terms. Margin definitions are provided to enhance reading comprehension. For instance, students can use them to differentiate between terms that are easily confused, such as *negative reinforcement* and *punishment*. The running glossary also makes it easy for students to review important terms and concepts before tests.

At several points in each chapter, special boxed *Highlights* discuss recent research, interesting topics, and original viewpoints. Highlights are stimulating but non-intrusive supplements to the main text. Their contents offer a closer look at topics and controversies, research frontiers, cultural diversity, ways of using psychology, and classic research. Some Highlights give students an opportunity to rate themselves on various dimensions.

**Recite** Every few pages, a *Learning Check* allows students to test their understanding and recall of the preceding discussion. Learning Checks are short, non-comprehensive quizzes that require students to stop and actively process information. Students who miss any questions are encouraged to backtrack and clarify their understanding before reading more. Completing each Learning Check serves as a form of recitation to enhance learning. It also provides feedback so that students can gauge their progress.

A course in psychology naturally contributes to the development of critical thinking abilities. To further facilitate critical thinking, each Learning Check in the Seventh Edition includes a *Critical Thinking Exercise*. The questions in these exercises challenge students to think critically and analytically about psychology. At the end of each chapter, I have provided brief answers to the Critical Thinking Exercises. Many of the supplied answers are based on recent research and are informative in their own right.

**Review** As mentioned earlier, an Applications section completes the core of each chapter. Applications show students how psychological concepts relate to practical problems, including problems in their own lives. Through these discussions, students review and extend the ideas they have learned. Applications help reinforce and consolidate learning by illustrating psychology's practicality.

To complete the review phase of the SQ3R method, a point-by-point *Chapter Summary* provides a concise synopsis of all major topics. The Chapter Summary is organized around the same Survey Questions posed at the beginning of the chapter. This brings the SQ3R process full-circle and provides closure with respect to the learning objectives of each chapter.

## What's New in the Seventh Edition?

Personality development is marked by an intricate interplay of continuity and change. Likewise, the "personality" of *Essentials of Psychology* will seem at times both familiar and novel if you know it well. Naturally, the Seventh Edition carries forward the best features and topics of previous editions. In addition, I have revised the Seventh Edition in the following ways:

- A new Exploring Psychology article appears in every chapter.
- Numerous research updates appear throughout the text.
- Discussions of gender and diversity issues are enhanced.
- Critical thinking skills are given more emphasis.
- Definitions in the running glossary are improved.
- All chapters benefit from improved art and photographs, as well as several new cartoons.
- Dozens of new tables complement the text.
- Each Learning Check now includes a Critical Thinking Exercise.
- Larger pages allow for added content and new features, while maintaining the text's readability and visual appeal.
- An expanded Glossary, with improved definitions, covers virtually all key terms in the text.

The comments that follow provide more details about some of the changes noted here.



## Critical Thinking

The active, questioning nature of the SQ3R method is, in itself, an inducement to think critically. Many of the *Guide Questions* that introduce topics in the text act as models of critical thinking. More important, Chapter 1 specifically discusses critical thinking skills. The discussion of research methods is actually a short course on how to think clearly about behavior. Chapter 10, “Cognition, Intelligence, and Creativity,” also discusses many topics that focus on thinking skills. In several chapters, Exploring Psychology articles critically evaluate controversial topics. Throughout the text, many Highlights present topics that students should approach with healthy skepticism.

As mentioned earlier, every Learning Check includes a Critical Thinking Exercise. These exercises fall at natural breaks in the reading so that students can pause and contemplate ideas they have learned. Answers to Critical Thinking Exercises appear at the ends of chapters. My hope is that by separating answers from questions, students will be encouraged to really think about the issues raised in the exercises.

Taken together, these features will help students gain thinking skills of lasting value.

**Human Diversity** Student populations increasingly reflect the multicultural, multifaceted nature of contemporary society. The Seventh Edition of *Essentials of Psychology* includes numerous discussions of human diversity, including differences in race, ethnicity, culture, gender, abilities, sexual orientation, and age. Too often, such differences needlessly divide people into opposing groups. My intent throughout the text is to discourage stereotyping, prejudice, discrimination, and intolerance. Numerous topics and examples in the Seventh Edition encourage students to appreciate social, physical, and cultural differences and to accept them as a natural part of being human. Nine Highlights, one Application, one Exploration, and large portions of Chapters 16, 17, and 18 are devoted to discussions of human diversity.

## New Topics and Updated Coverage

In addition to the improvements already noted, my general goal for this revision was to report psychology’s latest ideas, insights, and findings. As this defines a virtual deluge of information, I tried to be very selective about what I included. To make the grade, information had to be conceptually significant or inherently fascinating—or preferably both. Almost every chapter of *Essentials* contains new ideas that I believe meet these criteria. I have drawn on hundreds of new references (many as recent as 1996 and some in press) for this revision.

**New Appendix** A new appendix, “Using Electronic Media in Psychology,” by Karen Casto, appears in this edition. Appendix C describes a variety of electronic resources in psychology. Students will learn how to retrieve psychological information from the Internet, gophers, FTP sites, the Wide Area Information Server, bulletin boards, online databases and CD-ROM databases. Multimedia CD-ROMs are also discussed, including *PsychNow!* and *The Integrator*, which were designed for use in conjunction with this text.

More than ever, electronic media have become important gateways to psychology. Appendix C tells students how to find and use these resources. To help students get started, a World Wide Web site has been created to accompany the appendix. This site contains additional information about electronic media. More important, it provides direct links, via the Internet, to many of the sites discussed in the appendix.

**Exploring Psychology** Many of the Exploring Psychology articles in this edition are entirely new. Others represent a new way of presenting topics covered in the preceding edition. In all cases, the Exploring Psychology articles are designed to be thought provoking and informative. My hope is that students will regard them as a “change of pace” during reading assignments. The Exploring Psychology features for all chapters are listed here.

- Ch. 1 Pseudo-psychologies—Palms, Planets, and Personality
- Ch. 2 Charting the Brain's Inner Realms
- Ch. 3 Infant Cognition—Surprising Babies
- Ch. 4 Child Abuse—Cycles of Violence
- Ch. 5 Hidden Persuaders
- Ch. 6 Science and the Paranormal
- Ch. 7 Dream Worlds
- Ch. 8 The Tube as Teacher
- Ch. 9 Wizards of Recall
- Ch. 10 Animal Talk—The Animal Language Debate
- Ch. 11 Lie Detectors—Do They Lie?
- Ch. 12 The College Blues
- Ch. 13 Do We Inherit Personality?
- Ch. 14 Are the Mentally Ill Prone to Violence?
- Ch. 15 Psych Jockeys and Cybertherapy
- Ch. 16 Androgyny—Are You Masculine, Feminine, or Androgynous?
- Ch. 17 Forced Attitude Change—Brainwashing and Cults
- Ch. 18 Social Traps—The Tragedy of the Commons

**New Highlights** Nineteen Highlights in this edition are new or substantially revised. New and revised Highlights include the following titles:

- Ch. 1 The Challenge of Human Diversity  
Psychologists: Perceptions and Realities
- Ch. 2 His and Her Brains?
- Ch. 3 The Impact of Poverty
- Ch. 4 Near-Death Experiences—Back from the Brink
- Ch. 7 Melatonin—Nighttime in a Jar?  
New Strategies to Stop Smoking
- Ch. 9 The False Memory Syndrome
- Ch. 10 The Bell Curve: Race, Culture, and IQ
- Ch. 11 Self-Confidence—Keeping Your Eye on the Goal  
Emotional Intelligence—The Fine Art of Self-Control
- Ch. 15 Eye Movement Desensitization—Watching Trauma Fade?
- Ch. 16 “What Do Women Want?”
- Ch. 17 Self-Handicapping—Smoke Screen for Failure

**Chapter Notes** I am pleased to report that every chapter of the Seventh Edition has been enhanced. The following list spotlights some of the more prominent new topics that appear in this edition.

- Ch. 1 Two new Highlights, “The Challenge of Human Diversity” and “Psychologists: Perceptions and Realities” appear in this chapter; reorganized to provide a more exciting introduction to psychology and psychologists; chapter begins with new



photos and a greater emphasis on human behavior, empiricism, and the scope of psychology; brief new coverage of the science and profession of psychology and the psychology of gender; expanded captions give added biographical information about prominent psychologists; an improved discussion and new art clarifies the logic of the scientific method; a new table lists basic ethical guidelines for psychological researchers; the Exploration on misinformation in the popular press has been updated.

- Ch. 2 New Highlight: “His and Her Brains?”; new art and text provide a more detailed description of the action potential and synapses; improved art shows corpus callosum, primary motor and somatosensory cortex; brief updates on split-brain research, reticular formation, brain size, pineal gland, anabolic steroids.
- Ch. 3 New Highlight: “The Impact of Poverty”; research updates on many topics; new tables throughout this chapter spell out implications of developmental principles for parents and caregivers; new information on motor development, teratogens, pregnancy, quality of day care, moral development, and early deprivation.
- Ch. 4 New Chapter Preview, “The Time Machine,” provides a better introduction to life-span development; new Highlight: “Near-Death Experiences”; updates on ADHD, autism, child abuse, midlife transitions, and successful aging.
- Ch. 5 Revised and updated discussions of subliminal persuasion and the mechanisms of olfaction; new art and photos illustrate perceptual “pop out,” the blind spot, and the olfactory system.
- Ch. 6 Improved art clarifies pictorial depth cues, relative size, motion parallax, Ponzo illusion; newly defined Gestalt principle, “common region,” presented; new information on parapsychology; new summary of how perceptual principles apply to daily living, “Becoming a Better ‘Eyewitness’ to Life.”
- Ch. 7 Two new Highlights: “Melatonin—Nighttime in a Jar?” and “New Strategies to Stop Smoking”; brief updates on sleep hormones, dreaming, hypnosis, meditation, smoking, tranquilizers, 12-step programs, hallucinogens, marijuana, dream interpretation.
- Ch. 8 A reorganized, shortened, and streamlined discussion of conditioning and learning makes these difficult topics more accessible; several figures benefit from improved art; new art explains operant reinforcement; new research on the effects of violence portrayed by the “Power Rangers” TV program; revised discussion of self-management and how to break bad habits.
- Ch. 9 Revised and updated Highlight: “The False Memory Syndrome”; maintenance rehearsal and elaborative rehearsal now distinguished; better distinction between declarative memory and procedural memory; new information on exceptional memory; important update on flashbulb memories.
- Ch. 10 Updated Preview on human intelligence versus machine intelligence; revised Highlight: “The Bell Curve: Race, Culture, and IQ”; new table summarizes common uses of mental imagery; new coverage of “reverse vision”; new examples of insight problems; updated discussion of artificial intelligence; new table differentiates convergent and divergent thinking.
- Ch. 11 Two new Highlights: “Self-Confidence—Keeping Your Eye on the Goal,” and “Emotional Intelligence—The Fine Art of Self-Control”; latest information on the role of glucagon-like peptide 1 (GLP-1) and leptin in the control of eating; brief new discussion of intrinsic motivation and creativity; new information on brain hemispheres and emotion; updated Applications on the principles of behavioral dieting.
- Ch. 12 Reorganized; new information on behavioral risk factors, health campaigns, life-skills training; wellness, burnout, the college blues, psychosomatic disorders,

psychoneuroimmunology; new tables identify symptoms of stress and 10 most stressful jobs; Applications includes new coverage of the *Undergraduate Stress Questionnaire*.

- Ch. 13** New art clarifies the concept of personality types; brief new discussion of how self-esteem relates to self-concept; small updates of twin research, Freudian theory, honesty testing.
- Ch. 14** Revised Preview; updates on rape, PTSD, SAD, antipsychotic drugs, psychiatric hospitalization, and suicide; a new discussion explores questions concerning whether the mentally ill are dangerous.
- Ch. 15** Major new discussion of media psychologists, telephone counselors, and “cybertherapists” accessed through the Internet; new information on the treatment of phobias through virtual reality exposure; a revised Highlight on eye movement desensitization notes questions that have been raised about this emerging therapy; brief updates on psychoanalysis, group therapies, the effectiveness of psychotherapy, self-help groups, and locating a competent therapist.
- Ch. 16** New Highlight, “What Do Women Want?”, explores differences between subjective feelings of sexual arousal and actual physical arousal; updated discussion of general gender differences; updated Highlight on genetics and sexual orientation; new data from the University of Chicago study of adult sexuality are presented throughout the chapter; updates on HIV, AIDS, and sexual dysfunctions.
- Ch. 17** Revised Highlight: “Self-Handicapping—Smoke Screen for Failure”; new table presents common strategies used to reduce cognitive dissonance; various research updates.
- Ch. 18** General updates and short new sections on multimedia computerized tests, self-managed teams, love and attachment, toxic environments, and avoiding victimization.

To summarize, I have tried to update and enhance *Essentials of Psychology* while retaining its strengths. I hope that you will be pleased with the final result.

## Teaching and Learning Supplements

Teaching the introductory course is always challenging. I am happy to report that an enlarged and improved array of supplements accompanies the Seventh Edition of *Essentials of Psychology*. These materials are designed to make teaching and learning more effective. A brief description of each supplement follows. Many of the supplements are available free to adopters or students. Others can be packaged with this text at discounted cost. For more information on any of the listed resources, please call the Brooks/Cole Marketing Department at 800-354-0092.

## Student Study Aids

Introductory psychology students must contend with specialized terminology and a multitude of abstract concepts. This combination can make a first course in psychology surprisingly difficult. The study aids listed here can greatly improve student chances for success.

**Study Guide** An excellent student guide, written by Tom Bond, is available to accompany the Seventh Edition of *Essentials*. The *Study Guide* emphasizes active, high-quality learning. Each chapter includes a list of important terms and individuals, learning objectives (with space for student responses), two tests (“Do You Know the Information,” “Can You Apply the Information”), and a fill-in-the-blanks Chapter Review.

**Chapter Quizzes** New to this edition is a supplement called *Chapter Quizzes*. This collection of quizzes (one quiz per chapter), contains questions similar to the ones found on in-class tests. Students can use the quizzes to practice for tests, to assess their mastery of chapters, or to identify topics needing more attention.

**ESL/Developmental Reader's Guide** For many students the challenge of learning psychology extends beyond technical terms and concepts. Differences in language and culture can be major barriers to full comprehension. The *ESL/Developmental Reader's Guide* helps clarify idioms and special phrases, cultural and historic allusions, and difficult vocabulary. All terms and phrases in the manual are page referenced to the text and followed by concise definitions. Like a helpful tutor, the *ESL/Developmental Reader's Guide* can answer questions about the meaning of unfamiliar terms and expressions. It is especially suitable for ESL or developmental-skills students.

**College Survival Guide** The third edition of Bruce Rowe's *College Survival Guide: Hints and References to Aid College Students* is designed to help students succeed. The guide gives valuable and practical information that students usually must pick up on their own. Rowe reduces students' frustrations and anxieties with tips on how to finance an education, how to manage time, how to study for and take exams, and more. Other sections focus on maintaining concentration, credit by examination, use of the credit/no credit option, cooperative education programs, and the importance of a liberal arts education. The *College Survival Guide* will be especially useful to first-year college students, students reentering college, and non-native students.

**Writing Papers in Psychology** The Third Edition of *Writing Papers in Psychology: A Student Guide*, by Ralph L. Rosnow and Mimi Rosnow is a valuable manual that explains how to write a term paper or research report. The manual presents the new American Psychological Association reference guidelines and discusses citation ethics, how to locate information, and the use of new research technologies. It includes many examples, including two complete writing samples.

**Challenging Your Preconceptions: Thinking Critically about Psychology** This paperbound book, written by Randolph Smith, helps students strengthen their critical thinking skills. Psychological issues such as hypnosis and repressed memory, statistical seduction, the validity of pop psychology, and other topics are used to illustrate the principles of critical thinking.

## Supplementary Books and Readings

No text can cover all of the topics that might be included in an introductory psychology course. If you would like to enrich your course, or make it more challenging, the titles listed here may be of interest.

**Readings in Introductory Psychology** This fine collection of articles, edited by Kathleen McDermott and Henry L. Roediger III, is an ideal way to engage students and stimulate discussion. The articles, which are drawn from newspapers and popular magazines, are highly readable and informative. Sixteen reports address recent findings and issues in 13 major areas of psychology.

**Psychology: Careers for the 21st Century** Brooks/Cole is able to offer this informative booklet to students by exclusive agreement with the American Psychological Association. It describes the field of psychology, as well as how to prepare for a career in psychology. The booklet can be shrink-wrapped with this text at no additional cost to students.

***Cross-Cultural Perspectives in Psychology*** How well do the concepts of western psychology apply to non-western cultures? What can we learn about human behavior from cultures different from our own? These, and similar questions lie behind a collection of original articles written by William F. Price and Rich Crapo. *Cross-Cultural Perspectives in Psychology* draws on examples from around the world to provide a multicultural view of human behavior. Each reading begins with an intriguing question about behavior which is then explored through cross-cultural research. The articles in this book will challenge students to examine the assumptions they make about behavior.

***People: Psychology from a Cultural Perspective*** David Matsumoto's unique book discusses similarities and differences in research findings in the United States and other cultures. By doing so, it helps students see psychology and their own behavior from a broader, more culturally-aware perspective.

***Three Psychologies: Perspectives from Freud, Skinner, and Rogers*** In this popular and critically acclaimed book, Robert Nye presents the essential ideas of Freud, Skinner, and Rogers. Comparing and contrasting the ideas of these three theorists will help students appreciate the contribution each has made to psychological thought.

***The 'Net, the Web, and You*** This paperback by Daniel Kurland offers a brief, comprehensive, easy-to-understand introduction to the Internet. It is useful for any course that requires students to use the Internet for research or inquiry.

## Videotapes and Films

Brooks/Cole offers a variety of videotapes and films to enhance classroom presentations. Many video segments in the Brooks/Cole collection pertain directly to major topics in this text, making them excellent lecture supplements.

***Brooks/Cole Film and Video Library for Introductory Psychology*** Adopters of this text can choose from a variety of up-to-date video and film options. Please contact Brooks/Cole Marketing (800-354-0092) for information about the availability of videos or to request specific titles. The *Film and Video Library* includes:

- The Pennsylvania State University's *PCR: Films and Videos in the Behavioral Sciences*. Adopters can choose from the world's largest collection of films and videos on human behavior.
- *The Brain* videotapes. This collection consists of 30 video modules. The collection and a faculty guide were prepared by Frank Vattano of Colorado State University in conjunction with the Annenberg/CPB Project Video Collection.
- *The Mind* videotapes. Thirty-eight brief video modules provide examples of important concepts in introductory psychology. The accompanying faculty guide was prepared by Frank Vattano in cooperation with WNET, New York.
- *Seeing Beyond the Obvious: Understanding Perception in Everyday and Novel Environments*. This videotape provides an introduction to basic concepts of visual perception. It was created by NASA Ames Research Center in conjunction with the University of Virginia.
- *Discovering Psychology* videotapes. The 26 half-hour programs in this series integrate historical and contemporary perspectives on the field of psychology. Phillip Zimbardo hosts each program from the Annenberg/CPB Collection.

***Grade Improvement Videotape*** The *Grade Improvement* videotape is designed for first-year college students or students re-entering college. This upbeat and entertaining video teaches a half-dozen things students can do to enjoy greater success in school. Students learn valuable techniques for active listening, efficient reading, effective note-taking, productive studying, improved time management, and more.

**Psychology: Careers for the 21st Century** Brooks/Cole has an exclusive agreement to offer this dynamic 13-minute video, produced by the American Psychological Association, free to adopters of *Essentials of Psychology*. The video gives students an overview of the field of psychology and advice about how to choose a career path.

## Software and CD-ROMs

Many of the phenomena of interest in psychology are difficult or impossible to demonstrate in class. The programs listed here allow students to “see” psychology in new ways, through interactive educational experiences.

**PsychLab I and II** The *PsychLab* simulation and demonstration software, created by Roger Harnish, is available for both DOS and Macintosh computers. *PsychLab I* includes eight easy-to-use interactive demonstrations on the following topics: hemispheric specialization, Weber’s Law, optical illusions, classical conditioning, levels of processing, pressure and performance, problem solving, and emotional expression. *PsychLab II* features six interactive demonstrations, experiments, and tutorials about the following subjects: brain anatomy, brain memorizing, classical conditioning, operant conditioning, shaping, and an ESP simulation.

**Mind Scope Software** This program was created by Robert W. Hendersen. *Mind Scope* consists of 14 computerized exercises in perception, learning, memory, and cognition. The series helps students discover and analyze aspects of their own behavior that might otherwise be hidden from them. In each exercise, students perform a task and record their own responses. By analyzing the results, students are able to see psychological processes illustrated by their own behavior. *Mind Scope* will run on any IBM-compatible microcomputer.

**PsychNow! CD-ROM** *PsychNow!* is an exciting new CD-based multimedia presentation. It was created by Lonnie Yandell, Joel Morgovsky, Elizabeth Lynch, and myself (as consultant) to make it possible for students to interactively explore psychology. *PsychNow!* has an easy-to-use graphical interface, with on-screen menus and instructions.

The core of *PsychNow!* is a collection of 40 learning modules in eight subject areas of psychology. Each module begins with an interactive exploration of a topic. Demonstrations, experiments, games, and full audio and video presentations make these explorations stimulating and instructive. For example, Piaget’s stages of cognitive development are demonstrated in the Child Development module. In this “Explore” feature students gain insight into Piaget’s theory by watching children of different ages play a game of Monopoly. Then, students can use the lesson portion of the module to learn more about topics introduced in the “Explore” exercise. To conclude the interactive learning experience, an “Apply” feature in each module challenges students to relate concepts to new examples and situations.

The *PsychNow!* CD also contains a glossary of over 500 terms, a handy electronic note pad, plus numerous graphics, animations, and video clips that bring psychology to life.

**The Integrator CD-ROM** *The Integrator*, created by Arthur J. Kohn and Wendy Kohn contains more than 1600 audio clips, video clips, transparencies, animated sequences, and much more. All of these materials are designed to help students master introductory psychology. With the click of a mouse, viewers can call up interactive experiments, animations, homework assignments, demonstrations, study pages, interactive surveys, and other helpful materials. This rich collection of information and activities is easy to use and makes exploring psychology a dynamic and interactive adventure. The Faculty Version allows professors to readily assemble and present impressive multimedia lectures, using the “Multimedia LectureMaker.”

Both *PsychNow!* and *The Integrator* can be used alone or in conjunction with this textbook. *PsychNow!*, in particular, was designed to complement this text. A CD-ROM logo

appears in page margins throughout *Essentials*, to alert students that a relevant interactive module awaits them in *PsychNow!*

Both *PsychNow!* and *The Integrator* are available free to faculty on adoption of this text. Each CD is also available for sale to students and on a site-license basis to departments. If desired, *PsychNow!* and *The Integrator* can be shrink-wrapped with this text at a discounted price.



## Essential Teaching Resources

As every professor knows, teaching an introductory psychology course is a tremendous amount of work. The supplements listed here should not only make life easier for you, they should also make it possible for you to concentrate on the more creative and rewarding facets of teaching.

**Instructor's Manual** The *Instructor's Manual* for this edition was revised by psychologist and master teacher Sandra Ciccarelli. The manual includes updated learning objectives, film suggestions, demonstrations, supplemental lectures, classroom exercises, discussion ideas, and suggested readings. Two special sections created by Kendra Jeffcoat are included in each chapter: "One Minute Motivators" are quick demonstrations, examples, or challenges that can be used to enliven your classroom presentation; the scenarios listed in "Broadening Our Cultural Horizons" will help students examine and role-play diverse cultural values. In addition, the IM contains general teaching strategies and references, two cognitive-diagnostic reading tests devised by Charles Croll and Linda Kovacs, and other helpful materials. An accompanying set of *Worksheets* for all exercises in the IM is available for copying and classroom use, discussion, and activity.

**Test Bank** Robert K. Leduc has carefully updated the *Test Bank*. This high-quality collection consists of more than 4500 multiple-choice questions, including over 1000 new items. Test items are organized to correspond to learning objectives. In addition, items are page referenced and classified according to question type (factual, conceptual, or applied).

All test items are incorporated into WESTEST 3.0, a microcomputer test-generation program. WESTEST allows you to create, edit, store, and print exams. You may randomly generate or selectively choose questions, as well as add your own. WESTEST is now accompanied by *Classroom Management Software*, a program that allows you to record, store, and work with student data.

For your convenience, complimentary Telephone Testing, or "Tele-testing" is also available. ITP Technology Services will construct a test for any instructors who have adopted *Essentials of Psychology*. Technology Services requests a minimum of 48 hours notice to construct these complimentary tests. For tele-testing call the Academic Resource Center at 800-423-0563.

**Transparency Acetates** A revised set of transparencies will again be available to enliven classroom presentations. These text-specific transparencies contain over 120 tables, graphs, charts, and drawings—most in color. All of the acetates are reproduced from figures and tables in this text.

The Brooks/Cole *Introductory Psychology Transparencies* is a second set of 95 generic transparency acetates. This collection illustrates a range of topics for the introductory course. It can be used to supplement the text-specific package.

**Images of Psychology Videodiscs** Brooks/Cole's exciting *Images of Psychology: Videodisc Library of Human Behavior* provides a wealth of lecture materials in a compact and convenient format. This two-disc set contains nearly two hours of video material. Video clips range from two to six minutes in length and cover a wide variety of introductory psychology topics. The clips feature material such as original research



footage, classic experiments, interviews with prominent psychologists, and investigations of psychological phenomena. The *Videodisc Library* also contains a large collection of still-frame art, charts, tables, animated sequences, and on-screen quizzes.

Videodisc materials can be accessed instantly, in any order, by simply entering a frame number, or scanning a bar code. Brooks/Cole's companion *Lecture Builder* software allows you to prepare entire laser disc lectures and play them back in class. *Lecture Builder* is available for both Macintosh and Windows environments. The *Images of Psychology Videodisc Library* includes an annotated *Instructor's Manual* by Lonnie Yandell. The manual lists all frames and video segments, describes their contents, and gives suggestions for their use.

**Astound Software** This state-of-the art presentation program allows you to create and edit presentations using text, animations, graphics, and sound. Transparencies are provided for each major content area. Available images include charts, graphs, illustrations, and topical outlines.

**Animations Plus! Videodisc** Produced by Brooks/Cole, this videodisc includes a collection of animations with still frame review and quizzing, diagrams, and video segments. The videodisc comes with an Instructor's Guide that includes bar codes.

**Technical Support** ITP Technology Services provides technical support and customer service for Brooks/Cole software, multimedia, and computerized testing. For assistance, call the Academic Resource Center at 800-423-0563.

## Summary

I sincerely hope that teachers and students will consider this book and its supporting materials a refreshing change from the ordinary. Writing and revising it has been quite an adventure. In the pages that follow, I think the reader will find an attractive blend of the theoretical and the practical, plus many of the most exciting ideas in psychology.

## Acknowledgments

The enterprise of psychology is a cooperative effort requiring the talents and energies of a large community of scholars, teachers, researchers, and students. As with earlier versions of this text, this edition reflects the efforts of a large number of people.

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Dennis Coon

# Dedication

This book is dedicated to Clyde Perlee, Jr.—editor, publisher, mentor, and friend—who, inch by inch, row by row, helped to make a garden grow.