

PSYCHOLOGY

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Preface

To explain psychology well, a teacher must serve both the discipline of psychology itself and the students who are seeking to learn about it. The discipline is vast, covering virtually all of human behavior and much of animal behavior as well. The time allotted to explain the discipline at the introductory level is usually so short as to be measured in mere weeks. Nevertheless, our years of teaching, as well as many discussions with other teachers, have convinced us that the introductory course *can* do justice to psychology, communicating the substance and complexity of our science to a remarkable degree without leaving students bewildered or bored.

When we set out to write this text, we sought to achieve that same objective. More specifically, we had several goals in mind:

To explore the full range of psychology, from cell to society, in an eclectic manner as free as possible from theoretical bias.

To balance our need to explain the content of psychology with an emphasis on the *doing* of psychology, through a blend of conceptual discussion and description of research studies.

To foster scientific attitudes and to help our readers learn to think critically by examining the ways that psychologists have solved, or failed to solve, fascinating puzzles of behavior and mental processes.

To produce a text that, without oversimplifying psychology, is clear, accessible, and enjoyable for students to read—even spiced now and again with a touch of humor.

To demonstrate that, in spite of its diversity, psychology is a notably integrated discipline in which each subfield is linked to other subfields by common interests and overarching research questions. The productive cross-fertilization among social, clinical, and biological psychologists in researching health and illness is just one recent example of how different types of psychologists benefit from and build on one another's work.

Such a wide range of goals offered a formidable challenge. Indeed, we joined the ranks of teachers who constantly rework the introductory course trying to find the most intellectually satisfying, pragmatic, and stimulating approach possible. In numerous discussions we reminded each other that no introductory psychology text (at least none that is portable) can cover every topic, concept, research finding, or application that every instructor might consider important.

Authors make many decisions about what to include in a text, and however great their aspirations, compromises must always be made. We believe we have made the right ones. Some details we had hoped to present had to be excluded for the sake of space. Nevertheless, the text acknowledges that psychology is a rich, complex structure of theory and research. In attempting to capture that richness and complexity, we have striven to make each of our chapters comprehensive, detailed, and current.

In addition to covering classic studies and established topics, we include research on fascinating topics of recent importance, such as metamemory, artificial intelligence, top-down and bottom-up processing, and the pruning

of neurons after adolescence. Our Chapter 15, on abnormal psychology, is based on the new DSM-III-R diagnostic system.

We also have striven to present research findings as conclusions drawn from studies that are not infallible. Part of teaching students to think critically is to have them examine the limitations and flaws in the studies presented to them by authorities, and on this point we did not compromise.

We have, however, retained the features that make the text easier to comprehend. Each chapter begins with an anecdote or case history. Abundant examples make clear psychology's relevance to everyday life. We have included a wealth of visual material to capture the student's interest and explicate the subject at hand (for example, forty full-color illustrations lead the reader through otherwise complex anatomical structures).

We have also taken pains to draw attention to ethical considerations in the practice of psychology, melding the discussion into the body of the text, rather than consigning it to an isolated section where it might be ignored. One such example occurs in Chapter 16, Therapy, where we discuss patients' rights.

We have incorporated in the text frequent references to practical applications of psychological research. In Chapter 5, on perception, we discuss psychology's contribution to aviation safety. In Chapter 7, we use the discussion of observational learning to cast light on the effects of television violence. Chapter 8, Memory, proved to be an appropriate context for the discussion of courtroom behavior as well as an opportunity for students to improve their exam-taking techniques.

Finally, we have tried to place our discussion of historical events and trends into the context where they are relevant, again choosing not to deal with them in isolation.

Knowing we could not please everyone, we nevertheless tried to create a text with a structure and features that would be compatible with a wide range of faculty goals and priorities.

ORGANIZATION AND SPECIAL FEATURES

Perhaps the greatest hurdle in teaching this complex field is that no consensus exists on what chapter sequence will present psychology to students in the most logical and comprehensible manner. Like other teachers, we have a preferred outline, and it is reflected in our table of contents.

We begin in Chapter 1 with an overview of the nature of psychology, a summary of the research and other activities associated with the various subfields within psychology, and a description of some of the research methods psychologists use. Then, to begin surveying the field, we move to Chapter 2, Human Development, where we show the reader how the principles and processes studied in each subfield come together across the human being's lifespan.

Other notable features of our table of contents:

Unlike some other texts, we devote separate chapters to motivation, emotion, and stress and coping (Chapters 11, 12, and 13). This enables us to cover these areas in the depth they deserve and, in particular, to present a detailed discussion of stress, one of the major subjects of psychological research during the past decade.

We devote two separate but related chapters to social psychology (Chapters 17 and 18).

We cover the methods of psychological research initially in Chapter 1, and we deepen that coverage with a statistics appendix that covers inferential as well as descriptive statistics. The appendix facilitates the learning of difficult concepts by focusing on a single research study throughout.

Nevertheless, we have refrained from grouping the chapters into sections and thereby imposing our sequence on your teaching. Indeed, we designed each chapter to be a freestanding unit so that you may assign chapters in any order you wish.

We have also built into the book an integrating tool, called *Linkages*, which highlights some of the relationships among the various subfields in psychology. This tool consists of two parts, one that occurs at the beginning of each chapter and another near the end. In the first few pages of each chapter, a linkage diagram (*Linkages: An Overview*) illustrates ways that the chapter sheds light on questions arising in other chapters and how material in other chapters helps illuminate questions raised in the current one. Each diagram carries an extended caption that discusses some of these linkages. Color coding in each diagram, combined with a key placed near the end of the book, directs the student to pages that carry further discussion of each linkage question. One such discussion always appears at the end of the chapter, where a corresponding linkage box (*Linkages: An Example*) addresses at length a question previously raised in that chapter's linkage diagram. By establishing ties with chapters that precede or follow a given chapter, the linkage diagrams and linkage boxes combine with the text narrative to highlight the network of relationships among psychology's subareas. The linkage program does not require that you follow our text's chapter sequence.

The linkage tool is our sole use of boxed material. When we have chosen to emphasize a special topic, we have placed it in a *Highlight*, a section that follows logically and directly from the narrative. These Highlights, analogous to a magnifying glass placed over particular topics in each chapter, allow the reader to examine selected topics in detail without being distracted from the chapter's narrative flow.

Each chapter concludes with *Future Directions*, a section intended to excite and inform students about new trends. Here we offer our views on the directions that theory, research, and applications will take in future years. We also suggest courses that an interested student could take in psychology and other disciplines to learn more about the chapter's topic.

ANCILLARY PACKAGE

Accompanying this book are, among other ancillaries, an *Instructor's Manual*, a *Test Bank*, and a *Study Guide*. Because these items were prepared by the lead author and his colleagues in the University of Illinois psychology department, you will find an especially high level of coordination between the textbook and these supplements. Each supplement contains unique features not found in the supplements available with competing books.

Instructor's Manual (by Sandra S. Goss and Douglas A. Bernstein)

The *Instructor's Manual* contains a complete set of lecture outlines, supplemented by handouts, references, and suggestions for classroom demonstrations.

It also contains other material that will be useful to teachers of large introductory courses, such as a section on classroom management and administration of large multisection courses. Another section in the *Instructor's Manual* examines careers in psychology, and instructors may find they want to distribute it to students. This section was written by John P. Fiore, Director of the University of Illinois Undergraduate Advising Office and Associate Department Head for Undergraduate Study.

Study Guide (by Bridget Schoppert and Douglas A. Bernstein)

The *Study Guide* employs numerous techniques that help students to learn. Each chapter contains a detailed outline, a key terms section that includes examples and aids to remembering, a list of learning objectives, and a "Concepts and Exercises" section that shows students how to apply their knowledge of psychology to everyday issues and concerns. In addition, each chapter concludes with a two-part self-quiz consisting of thirty multiple-choice questions. An answer key tells the student not only which response is correct but also why each of the other choices is wrong.

Test Bank (edited by Sandra S. Goss and Douglas A. Bernstein)

The *Test Bank* contains one hundred multiple-choice items and three to five essay questions for each chapter of the text. Many questions have already been class-tested and, where this information is available, are accompanied by graphs indicating the question's discriminative power, level of difficulty, the percentage of students who chose each response, and the relationship between students' performance on a given item and their overall performance on the test in which the item appeared.

Other Ancillaries Available on Adoption

The *Instructor's Manual*, *Test Bank*, and *Study Guide* are also available to adopters on disk for use on microcomputers. The detailed lecture outlines that appear in the *Instructor's Manual* are also available on disk in a generic ASCII-code version known as *LectureBank*; this format allows instructors to use standard word-processing software to integrate their own lecture notes and ideas into the text lectures. The *Study Guide* is an interactive program under the title *Microstudy Plus*, which gives students feedback on incorrect as well as on correct answers. *Microtest* allows instructors to generate exams and to integrate their own test items with those on the disk. Also included in the ancillary package is *GPA: Grade Performance Analyzer*, which allows instructors to construct rosters for each course section and to monitor and analyze student performance throughout the term. In addition, a set of *computer simulations* that illustrate intriguing phenomena in psychology is available.

Also offered to adopters of the text are two noncomputer teaching aids. A set of more than 100 images, most in full color, have been rendered in *transparency or slide form*. Labels on these images are presented in large-scale type to enable them to be viewed more easily in the classroom. Finally, a *videocassette* containing several short films on topics in psychology supplements the material covered in the text.

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We are very aware of and grateful to many people who provided the help, criticism, and encouragement that made it possible to transform the idea of this book into the object you now hold in your hands.

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*Left to right: Christopher D. Wickens,
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