PSYCHOLOGY

Hockenbury and Hockenbury

PSYCHOLOGY THIRD EDITION

Don H. Hockenbury
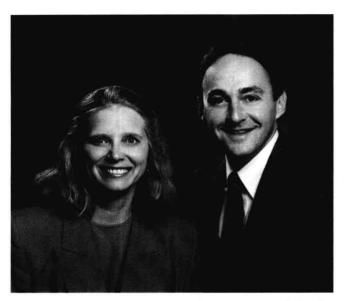Tulsa Community College

Sandra E. Hockenbury

Psychology
Third Edition

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About the Authors

Don and Sandy Hockenbury are the authors of *Psychology* and *Discovering Psychology*. As an author team, they bring their unique talents and abilities to the teaching of introductory psychology.

Don H. Hockenbury is an Assistant Professor of Psychology at Tulsa Community College. Don received his B.S. in psychology and his M.A. in clinical psychology from the University of Tulsa. Before he began his teaching career, Don worked in psychiatric facilities and in private practice. With over 20 years of experience in teaching introductory psychology, Don appreciates the challenges of engaging the diverse students of today's college classrooms and of showing them the scientific nature and the personal relevance of psychology. Before co-authoring *Psychology* and *Discovering Psychology*, Don served as a reviewer and supplements author for several psychology textbooks. Don is an associate member of the American Psychological Association and a member of the American Psychological Society and the American Association for the Advancement of Science.

Sandra E. Hockenbury is a science writer who specializes in psychology. Sandy received her B.A. from Shimer College and her M.A. from the University of Chicago, where she was also a Research Associate at the Institute of Social and Behavioral Pathology. Prior to co-authoring *Psychology* and *Discovering Psychology*, Sandy worked for several years as a psychology editor in both academic and college textbook publishing. Sandy's particular areas of interest are cross-cultural psychology, comparative cognition, and nonconscious processes. Sandy has also taught as an adjunct faculty member at Tulsa Community College. She is a member of the American Psychological Society and the American Association for the Advancement of Science.

Don and Sandy have a 12-year-old daughter named Laura. They also share their home in the woods outside of Tulsa, Oklahoma, with a calorically challenged tailless cat named Nubbin. They are still happily married, despite having co-written two books and numerous other publications.

Welcome to the third edition of Hockenbury & Hockenbury *Psychology*! For those of you who are using Hockenbury & Hockenbury *Psychology* for the first time, this faculty preface will help orient you to the many features of our text, its supplements, and its media package. If you want to get the most out of our teaching package, reading this preface will be well worth your time.

To those of you who used a previous edition of Hockenbury & Hockenbury *Psychology,* thank you for helping make our text a success! Rest assured that we've taken several steps to help make your transition to the new edition as smooth as possible. A complete list of changes in the new edition is available in the Instructor's Section of the *Psychology, Third Edition* companion Web site.

We've been gratified by the enthusiastic response to the two previous editions of *Psychology*. We've especially enjoyed the many e-mails and letters we've received from students who felt that the book was speaking directly to them. Students and faculty alike told us how much they appreciated *Psychology*'s distinctive voice, its inviting learning environment, and the clarity of explanations on every page—qualities we've steadfastly maintained in the third edition.

Like the two previous editions, the third edition reflects our heartfelt belief that psychology is the most exciting science that exists. More so than any other science, psychology speaks to students' lives. Psychology provides a wealth of meaningful and practical insights about behavior and mental processes. Our desire to communicate the excitement and relevance of our scientific discipline to students is one of the main reasons we've spent the last 12 years of our lives researching and writing the first three editions of *Psychology.*

This edition of *Psychology* continues to reflect our commitment to the goals that have guided us as teachers and authors. Once again, we invite you to explore every page of the new edition of *Psychology* so that you can see firsthand how we:

- Communicate both the scientific rigor and personal relevance of psychology
- Show how classic psychological studies help set the stage for today's research
- Clearly explain psychological concepts and how they are linked
- Create a warm, personal learning environment
- Encourage and model critical and scientific thinking
- Expand student awareness of cultural and gender influences
- Actively engage diverse students, including adult learners
- Provide an effective pedagogical system that helps students test for retention and develop more effective learning strategies

What's New in the Third Edition

Almost immediately after the publication of the second edition of *Psychology,* we began the revision process for the third edition. Along with the thoughtful feedback and recommendations we received from our reviewers and colleagues, we also had face-to-face dialogues with approximately 800 students at four different colleges. We are very proud of the fact that student feedback continues to play an important role in shaping our text. The students not only provided constructive—and sometimes creative—suggestions concerning the text and learning aids, but they also reviewed the third edition book design at two different stages of its development. We continue to be impressed by how conscientiously most students approach the task of improving *Psychology* for future students.

After we carefully evaluated the feedback from faculty and students, our vision for the third edition of *Psychology* came into clear focus. Here's what's new in *Psychology*:

New topics and revised discussions to reflect contemporary psychological research

Without sacrificing coverage of classic research and theories that provide the foundations of psychological knowledge, we've taken a fresh look at classic topics in psychology and added a wealth of new topics. Our text now includes a greater emphasis on neuroscience, evolutionary theory, and other emerging trends in psychology. For example, the discussion of the evolutionary perspective in Chapter 1 has been expanded. Chapter 2 has been retitled "Neuroscience and Behavior." Chapter 8, "Motivation and Emotion," has been completely reconceptualized, with evolutionary theory as a guiding theme to unite its diverse topics.

More than 800 new research citations, over half published in 2000, 2001, and 2002

Faculty have told us how much they appreciate our efforts to present interesting *and* current psychology research to students. Keeping up with our incredibly diverse and productive discipline is an ongoing process for us. Just so you know, we personally subscribe to 22 print and 3 electronic psychology journals, and we regularly monitor numerous psychology and science Web sites. The result of our research efforts? There are over 800 new references in the third edition of *Psychology,* more than half of which are 2000, 2001, and 2002 references. Interested faculty are welcome to download a complete list of the new references in *Psychology,* which can be found in the Instructor's Section of our companion Web site. The new citations reflect the many new and updated topics and discussions in the third edition. Here's a sampling:

- Effects of media portrayals of violence and violent video games on aggressive behavior
- Use of subliminal advertising in the 2000 presidential campaign
- How human pheromones influence emotions
- Cultural differences in our earliest memories
- Emotion in nonhuman animals
- The effects of stereotype threat on performance
- Cigarette smoking as a causal factor in mental disorders
- The validity of eye movement desensitization therapy (EMDR)
- The use of "implementation intentions" to help you achieve your goals
- Interpersonal therapy and cognitive-behavioral therapy
- The effects and mechanisms of "club drugs," including ecstasy and ketamine

- The use of the ganzfield procedure in ESP research
- The "tend-and-befriend" stress response
- The sociocultural explanation of gender differences in mate preferences

NEW Focus on Neuroscience feature

The new Focus on Neuroscience feature is the most visible example of our expanded neuroscience coverage throughout the third edition of *Psychology*. As brain-imaging technology has moved into the mainstream of psychology research, it has yielded fascinating insights into the relationship among the brain, behavior, and mental processes. Modern neuroscience techniques have also shed light on some of the classic problems and controversies in psychology. Among these are such questions as: Is hypnosis a distinct brain state? How does meditation differ from simple rest? How do placebos work? Does psychotherapy affect the brain? How do mental images compare to visual images? Why do we enjoy looking at attractive people, and why is falling in love such an intoxicating experience?

In expanding our neuroscience coverage, we stayed keenly attuned to the goal of presenting these findings in language that would be accessible to students. We also felt that it was very important to present neuroscience findings in the context of established psychological knowledge about a particular behavior. Thus, you'll find the new Focus on Neuroscience features positioned close to the broader psychological discussion of a particular topic. A complete listing of the new Focus on Neuroscience features is contained later in this preface.

NEW "Motivation and Emotion" chapter

The topic of motivation, and especially the subtopic of hunger and eating behavior, is an area in which research findings have changed dramatically in the last few years. Similarly, the field of emotion research has changed considerably due to the influence of the evolutionary perspective and new neuroscience findings. After surveying the research, we decided a complete overhaul of the "Motivation and Emotion" chapter was in order. We wanted to present students not only with the latest findings but also with some fascinating psychological issues, such as emotions in nonhuman animals and the kinds of evolutionary forces that might push humans in food-abundant societies to overeat. If you don't normally teach the "Motivation and Emotion" chapter, we encourage you to take a close look at our completely revamped chapter.

Revised and expanded "Learning" chapter

Truth be told, the "Learning" chapter is one of our personal favorites. With each edition we've gone through the "Learning" chapter with a fine-tooth comb looking for ways to make it more interesting, relevant, and understandable to students. In this edition we added more examples, two new sections, a new Critical Thinking box, and expanded coverage of Thorndike's pioneering studies. Of particular note is the new section titled "Classical Conditioning and Drug Use," which addresses the role of classical conditioning in drug tolerance, drug withdrawal, and drug relapse.

Enhanced pedagogical system

If you're new to Hockenbury & Hockenbury *Psychology,* take a look at the Advance Organizers, one of our main pedagogical features. Many students struggle with trying to determine what's important to learn in a particular section. As a pedagogical technique, the Advance Organizer helps direct the student toward the most important ideas, concepts, and information in the section. Each Advance Organizer mentally primes the student for the important information that follows in a way that encourages active learning.

In providing feedback on the second edition, students told us that they wanted the function of the Advance Organizers to be more obvious. They also wanted the Advance Organizers to stand out more so they would be less likely to skip over them as they read. In response to that feedback, we revamped the Advance Organizers so that both the Key Theme and the Key Questions of the section are clearly identified.

You'll find another improvement at the end of each chapter, in the newly designed Chapter Review section. The end-of-chapter review materials are now easier to use and an even more effective tool for students. In response to feedback from instructors, key terms are now boldfaced in the Chapter Review. A Web link for the *Psychology* companion Web site is highlighted in multiple chapters.

NEW photos, illustrations, summary tables, cartoons, and Prologues

It should be obvious that we don't subscribe to the "slap-a-new-cover-on-it-and-call-it-a-new-edition" philosophy of updating textbooks. As you look through our new edition, you'll find that there are many changes, big and small. In response to student feedback, there are more summary tables and cartoons. There are several new illustrations as well as several updated illustrations. There are also a variety of new photos to help illustrate concepts and ideas. And, there are new Prologues in three chapters.

Enhanced Test Bank with NEW QuickTest feature

As the authors of the test bank, we appreciate how important it is for you to have a wide selection of high-quality multiple-choice, true–false, and short-answer essay test questions. In this edition we've added close to 1,000 new test items and developed the new **QuickTest** feature.

Whether you want to test for extensive knowledge of the chapter, ensure that core information is being understood, or simply quiz your students, the QuickTest feature can help you quickly accomplish those goals. The key word in that last sentence is quickly. We've preselected test questions to create QuickTests for you in three ready-to-use configurations: a 50-question multiple-choice test, a 25-question multiple-choice test, and a 25-question true–false quiz. If you're pressed for time, you should find the QuickTest feature to be helpful. Additional information about the new QuickTest feature can be found in the test bank.

Expanded Resources for Instructors

Along with revising and updating, the authors of our Instructor's Resource Manual—Beverly Drinnin, Des Moines Area Community College, and Nancy Melucci, Los Angeles Community College—have added 60 new activities for classroom use. Features that faculty have found useful in previous editions, such as the detailed chapter outlines, continue to be part of the Instructor's Resource Manual. And as we'll describe in "The Supplements" section, we have some significant new additions to our video and CD resources for the third edition.

Features of *Psychology*

For all that is new in the third edition, we were careful to maintain the unique elements that have been so well received in the previous editions. Every feature and element in our text was carefully developed and serves a specific purpose. From comprehensive surveys, reviewers, and our many discussions with faculty and students, we learned what elements people wanted in a text and why they thought those features were important tools that enhanced the learning process. We also surveyed the research literature on text comprehension, student learn-

ing, and memory. In the process, we acquired many valuable insights from the work of cognitive and educational psychologists. Described below are the main features of *Psychology* and how those features enhance the learning process.

The Narrative Approach

As you'll quickly discover, our book has a very distinctive voice. From the very first page of this text, the reader comes to know us as people and teachers through carefully selected stories and anecdotes. Some of our friends and relatives also graciously allowed us to tell stories about their lives. The stories are quite varied—some are funny, others are dramatic, and some are deeply personal. All of them are true.

The stories we tell reflect one of the most effective teaching methods—the *narrative approach.* In addition to engaging the reader, each story serves as a pedagogical springboard to illustrate important concepts and ideas. Every story is used to connect new ideas, terms, and ways of looking at behavior to information with which the student is already familiar.

Prologues

As part of the narrative approach, every chapter begins with a **Prologue,** a true story about ordinary people with whom students can readily identify. Each Prologue effectively introduces the chapter's themes and lays the groundwork for explaining why the topics treated by the chapter are important. The Prologue establishes a link between familiar experiences and new information—a key ingredient in facilitating learning. Later in the chapter, we return to the people and stories introduced in the Prologue, further reinforcing the link between familiar experiences and new ways of conceptualizing them.

Logical Organization, Continuity, and Clarity

As you read the chapters in *Psychology,* you'll see that each chapter tells the story of a major topic in psychology in a logical way that flows continuously from beginning to end. Themes are clearly established in the first pages of the chapter. Throughout the chapter, we come back to those themes as we present subtopics and specific research studies. Chapters are very thoughtfully organized so that students can easily see how ideas are connected. The writing is carefully paced to maximize student interest and comprehension. Rather than simply mentioning terms and findings, we explain concepts clearly. And we use concrete analogies and everyday examples, rather than vague or flowery metaphors, to help students grasp abstract concepts and ideas.

Paradoxically, one of the ways that we maintain narrative continuity throughout each chapter is through the use of in-text boxes. The boxes provide an opportunity to explore a particular topic in depth without losing the narrative thread of the chapter.

The **In Focus boxes** do just that—they focus on interesting topics in more depth than the chapter's organization would allow. These boxes highlight interesting research, answer questions that students commonly ask, or show students how psychological research can be applied in their own lives. The third edition of *Psychology* includes the following In Focus boxes:

- Questions About the Use of Animals in Psychological Research (p. 36)
- Phineas Gage, Then and Now (p. 74)
- The Puzzle of the Left-Hander (p. 79)
- Do Pheromones Influence Human Behavior? (p. 109)
- What You *Really* Want to Know About Sleep (p. 145)

Associate the new with the old in some natural and telling way, so that the interest, being shed along from point to point, finally suffuses the entire system of objects. . . . Anecdotes and reminiscences [should] abound in [your] talk; and the shuttle of interest will shoot backward and forward, weaving the new and the old together in a lively and entertaining way.

William James, *Talks to Teachers* (1899)

- What You *Really* Want to Know About Dreams (p. 157)
- Watson, Classical Conditioning, and Advertising (p. 195)
- Biological Preparedness and Conditioned Fears: What Gives You the Creeps? (p. 203)
- Changing the Behavior of Others: Alternatives to Punishment (p. 213)
- Does a High IQ Score Predict Success in Life? (p. 299)
- Detecting Lies: From Polygraphs to the P300 (p. 349)
- Everything You Wanted to Know About Sexual Fantasies (p. 438)
- Explaining Those Amazing Identical-Twin Similarities (p. 483)
- Stress and the Common Cold (p. 552)
- Gender Differences in Responding to Stress: "Tend-and-Befriend" or "Fight-or-Flight?" (p. 562)
- Minimizing the Physical Effects of Stress (p. 564)
- Mary Cover Jones: The First Behavior Therapist (p. 630)
- Using Virtual Reality to Conquer Phobias (p. 632)
- Self-Help Groups: Helping Yourself by Helping Others (p. 642)
- What Every Employee Should Know (p. B-4)
- Differences Between Male and Female Managers (p. B-10)

Scientific Emphasis

Many first-time psychology students walk into the classroom operating on the assumption that psychology is nothing more than common sense or a collection of personal opinions. Clearly, students need to come away from an introductory psychology course with a solid understanding of the scientific nature of the discipline. To help you achieve that goal, in every chapter we show students how the scientific method has been applied to help answer different kinds of questions about behavior and mental processes.

Because we carefully guide students through the details of specific experiments and studies, students develop a solid understanding of how scientific evidence is gathered and the interplay between theory and research. And because we rely on original rather than secondary sources, students get an accurate presentation of both classic and contemporary psychological studies.

One unique way that we highlight the scientific method in *Psychology* is with our trademark **Science Versus Pseudoscience boxes.** In these boxes, students see the importance of subjecting various claims to the standards of scientific evidence. These boxes promote and encourage scientific thinking by focusing on topics that students frequently ask about in class. The third edition of *Psychology* includes the following Science Versus Pseudoscience boxes:

- What Is a Pseudoscience? (p. 34)
- Phrenology: The Bumpy Road to Scientific Progress (p. 64)
- Subliminal Perception (p. 93)
- Iridology (p. 96)
- Biorhythms Versus Circadian Rhythms (p. 141)
- Remembering Past Lives (p. 257)
- Subliminal Self-Help Tapes: Effortless Motivation? (p. 342)
- Is Your Personality Written in the Stars? (p. 485)
- Graphology: The "Write" Way to Assess Personality? (p. 487)
- EMDR: Can You Wave Your Fears Away? (pp. 646–647)

Critical Thinking Emphasis

Another important goal of *Psychology* is to encourage the development of critical thinking skills. To that end, we do not present psychology as a series of terms, definitions, and facts to be skimmed and memorized. Rather, we try to give students an understanding of how particular topics evolved. In doing so, we also demonstrate the process of challenging preconceptions, evaluating evidence, and revising theories based on new evidence. In short, every chapter shows the process of psychological research—and the important role played by critical thinking in that enterprise.

Because we do not shrink from discussing the implications of psychological findings, students come to understand that many important issues in contemporary psychology are far from being settled. Even when research results are consistent, how to interpret those results can sometimes be the subject of considerable debate. As the authors of the text, we very deliberately try to be evenhanded and fair in presenting both side of controversial issues. In encouraging students to join these debates, we often challenge them to be aware of how their own preconceptions and opinions can shape their evaluation of the evidence.

Beyond discussions in the text proper, every chapter includes one or more **Critical Thinking boxes.** These boxes are carefully designed to encourage students to think about the broader implications of psychological research—to strengthen and refine their critical thinking skills by developing their own position on questions and issues that don't always have simple answers. Each Critical Thinking box ends with two or three questions that you can use as a written assignment or for classroom discussions. The third edition of *Psychology* includes the following Critical Thinking boxes:

- What Is Critical Thinking? (p. 17)
- ESP: Can Perception Occur Without Sensation? (pp. 114–115)
- Is Hypnosis a Special State of Consciousness? (pp. 164–165)
- Is Human Freedom Just an Illusion? (pp. 214–215)
- Does "Reel" Violence *Cause* Aggressive Behavior? (pp. 228–229)
- Recovering "Repressed" Memories of Childhood Sexual Abuse (p. 264)
- The Persistence of Unwarranted Beliefs (p. 290)
- Has Evolution Programmed Us to Overeat? (p. 333)
- Emotion in Nonhuman Animals: Laughing Rats, Silly Elephants, and Smiling Dolphins? (pp. 354–355)
- The Effects of Child Care on Attachment and Development (p. 379)
- Are Women *Really* More Emotional Than Men? (p. 415)
- "His" and "Her" Brains? (pp. 416–417)
- Freud Versus Rogers on Human Nature (p. 471)
- Freud Versus Bandura on Human Aggression (p. 476)
- Were Milgram's Obedience Experiments Ethical? (p. 523)
- Do Personality Factors *Cause* Disease? (p. 558)
- Are People with a Mental Illness as Violent as the Media Portrays Them? (p. 574)
- Does Smoking Cause Depression and Other Psychological Disorders? (pp. 592–593)
- Is DID a Real Psychological Disorder? (p. 601)

Cultural Coverage

As you can see in Table 1, we weave cultural coverage throughout many discussions in the text. But because students are usually unfamiliar with cross-cultural psychology, we also highlight specific topics in **Culture and Human Behavior boxes.** These boxes increase student awareness of the importance of culture in many areas of human experience. They are unique in that they go beyond simply describing cultural differences in behavior. Instead, they show students how cultural influences shape behavior and attitudes, including the student's *own* behavior and attitudes. The third edition of *Psychology* includes the following Culture and Human Behavior boxes:

- What Is Cross-Cultural Psychology? (pp. 12–13)
- Culture and the Müller-Lyer Illusion: The Carpentered-World Hypothesis (p. 128)
- Siestas and Naps (p. 148)
- Cultural Differences in Earliest Memories (p. 247)
- Do Cultural Beliefs Affect Memory in Old Age (p. 274)
- The Effect of Language on Perception (p. 294)
- Stereotype Threat: Performing When There's a "Threat in the Air" (p. 311)
- Where Does the Baby Sleep? (p. 377)
- Conflict Between Adolescents and Their Parents (p. 390)
- Evolution and Mate Preferences (p. 426)
- Explaining Failure and Murder: Culture and Attributional Biases (p. 504)
- The Stress of Adapting to a New Culture (p. 545)
- Travel Advisory: The Jerusalem and Florence Syndromes (p. 604)
- Cultural Values and Psychotherapy (p. 649)

Table 1

Integrated Cultural Coverage

Page(s)	Topic	Page(s)	Topic
In addition to the topics covered in the Culture and Human Behavior boxes, cultural influences are addressed in the following discussions:		155	Cross-cultural study on environmental influences on dream content in Finnish and Palestinian children
11–12	Cross-cultural perspective in contemporary psychology	155–156	Dream themes in different cultures
22	Cross-cultural study of "pace of life" as example of naturalistic observation	166	Meditation in different cultures
		169	Use of psychoactive drugs in different cultures
32–33	Chronic noise and stress in German elementary schoolchildren	170	Racial and ethnic differences in drug metabolism rate
54	Effect of traditional Chinese acupuncture on endorphins	170–171	Cultural norms and patterns of drug use
102	Racial differences in color blindness	170–171	Differences in alcohol use by U.S. ethnic groups
108	Cross-cultural evidence of gender differences in olfactory sensitivity	175	Tobacco and caffeine use in different cultures
		177	Peyote use in religious ceremonies in other cultures
112	Use of acupuncture in traditional Chinese medicine for pain relief	214–215	Clash of B. F. Skinner's philosophy with American cultural ideals and individualistic orientation
112	Pain experience affected by cultural learning experiences	243	Seven-item limit of short-term memory in non-Western cultures

Table | 1 continued

Integrated Cultural Coverage

Gender Coverage

Along with a specific chapter devoted to gender and sexuality, gender influences and gender differences are also discussed in other chapters. Table 2 shows the integrated coverage of gender-related issues and topics in *Psychology*. To help identify the contributions made by female researchers, the full names of researchers are provided in the References section at the end of the text. When researchers are identified using initials instead of first names (as APA style recommends), many students automatically assume that the researchers are male.

Table | 2

Integrated Gender Coverage

Page(s)	Topic	Page(s)	Topic
6	Contributions of Mary Whiton Calkins to psychology	399	Gender and patterns of career development and parenting responsibilities
7	Contributions of Margaret Floy Washburn to psychology	411	Definitions of gender, gender role, and gender identity
20	Declining gender differences in spatial ability—example of meta-analysis	412	Gender stereotypes and gender roles
22–23	Gender and childhood bullying—example of naturalistic observation	413–414	Gender differences and similarities in personality and cognitive abilities
59–61	Endocrine system and effects of sex hormones	415	Gender differences in emotional expression
102	Gender differences in incidence of color blindness	416–417	Sex differences in brain structure
108	Gender differences in olfactory function across cultures	416–417	Gender differences in sexual attitudes and behaviors
114	Gender differences in responses to human chemosignals (pheromones)	418–420	Development of gender identity and gender roles
151	Gender difference in stress-related insomnia following terrorist attacks	420–422	Theories of gender-role development
151–152	Gender differences in incidence of some sleep disorders	423–424	Sex differences in the pattern of human sexual response
156	Gender differences in dream content	424–425	Sexual motivation and sexual behavior
169	Gender influence on drug effects	426	Gender differences in mate preferences
172	Gender and rate of metabolism of alcohol	427–430	Sexual orientation
174	Gender differences in rate of inhalant abuse	432–434	Sex differences in the onset of secondary sex characteristics and sexual behavior
178	Gender differences in effects of MDMA (ecstasy) on the brain	434	Gender stereotypes
293	Language, gender stereotypes, and gender bias	432–439	Gender differences and similarities in sexual attitudes and behavior
331	Gender and dieting behavior	438	Gender and sexual fantasies and paraphilias
331	Gender differences in rates of overweight and obesity	440	Sex differences in the prevalence of sexual problems
332	Sex differences in metabolism rate	440–441	Sex differences in sexual dysfunctions
334	Gender differences in activity level	441–442	Gender identity disorder
335	Gender and sex differences in rate of eating disorders	446–447	Overcoming gender differences during interpersonal conflict
346	Gender similarities and differences in experience and expression of emotion	462–463	Gender in Freud's theory of psychosexual development
354–355	Gender differences in cultural display rules and emotional expression	465	Sexual archetypes (anima, animus) in Jung's personality theory
371–372	Sex differences in genetic transmission of recessive characteristics	466	Horney's critique of Freud's view of female psychosexual development
394–395	Gilligan's research on gender and moral development	468–469	Critique of sexism in Freud's theory
397	Gender differences in friendship patterns and age of first marriage	521	Gender similarities in results of Milgram's obedience studies
		529	Gender and social loafing

Table continues

Table **2** *continued*

Integrated Gender Coverage

Page(s)	Topic	Page(s)	Topic
542–543	Gender differences in frequency, impact, and source of daily hassles	591	Lack of gender differences in prevalence of bipolar disorder
560	Gender differences in social support and effects of social support	596	Gender differences in incidence of paranoid personality disorder
562	Gender differences in responding to stress—the "tend-and-befriend" response	597	Gender differences in incidence of antisocial personality disorder
576	Gender differences in the prevalence of psychological disorders	597–598	Gender differences in incidence of borderline personality disorder
580	Gender differences in prevalence of phobias	608	Paternal age and incidence of schizophrenia
581	Gender differences in prevalence of social phobia	613	Gender differences in number of suicide attempts and in numbers of suicide deaths
583	Gender differences in prevalence of posttraumatic stress disorder	629–630	Contributions of Mary Cover Jones to behavioral therapy
589	Gender differences in prevalence of major depression	632	Sex differences in incidence of enuresis (bedwetting)
589	Gender differences in prevalence of seasonal affective disorder	B10	Gender differences in management style

Neuroscience Coverage

Psychology and neuroscience have become intricately intertwined. Especially in the last decade, the scientific understanding of the brain and its relation to human behavior has grown dramatically. The imaging techniques of brain science—PET scans, MRIs, and functional MRIs—have become familiar terminology to many students, even if they don't completely understand the differences between them. To reflect that growing trend, we have increased our neuroscience coverage to show students how understanding the brain can help explain the complete range of human behavior, from the ordinary to the severely disturbed. Although neuroscience coverage has always been integrated throughout *Psychology,* the third edition marks the introduction of our new **Focus on Neuroscience** feature. Starting with Chapter 2, each chapter contains one or more Focus on Neuroscience features that are designed to complement the broader chapter discussion. Here is a complete list of the new Focus on Neuroscience features in *Psychology:*

- Einstein's Brain: A Case Study (p. 63)
- Understanding Brain-Imaging Techniques (pp. 66–67)
- Watching the Brain Watch Objects (p. 100)
- Imaging the Brain During Peak Meditation Experiences (p. 167)
- Reinforcement and Punishment in the Brain (p. 211)
- Assembling Memories: Echoes and Reflections of Perception (p. 268)
- Seeing Faces and Places in the Mind's Eye (p. 282)
- Dopamine Receptors and Obesity: Eating to Stimulate Brain Reward? (p. 335)
- Do Different Emotions Activate Different Brain Areas? (p. 351)
- Brain Changes During Childhood: Pruning Synaptic Connections (p. 388)
- Romantic Love and the Brain (p. 435)

- Personality Traits and Patterns of Brain Activity (p. 480)
- Brain Reward When Making Eye Contact with Attractive People (p. 502)
- Mind, Body, and the Mysterious Placebo Effect (p. 548)
- The Hallucinating Brain (p. 603)
- Chromosomal Regions Linked to Schizophrenia and Bipolar Disorder (p. 607)
- Schizophrenia: A Wildfire in the Brain (p. 610)
- Comparing Psychotherapy and Antidepressant Medication (p. 656)

Chapter Applications

Among all the sciences, psychology is unique in the degree to which it speaks to our daily lives and applies to everyday problems and concerns. The **Application** at the end of each chapter provides an opportunity to present the findings from psychological research that address a wide variety of problems and concerns. In every Application, we present research-based information in a form that students can use to enhance everyday functioning. As you can see in the following list, topics range from improving self-control to overcoming gender differences in handling interpersonal conflict:

- Evaluating Mass Media Reports About Psychology (pp. 37–38)
- Pumping Neurons: Maximizing Your Brain's Potential (pp. 84–85)
- Strategies to Control Pain (p. 130)
- Improving Sleep and Mental Alertness (p. 180)
- Using Learning Principles to Improve Self-Control (p. 232)
- How to Make Those Memories Last (p. 275)
- A Workshop on Creativity (pp. 313–314)
- Turning Your Goals Into Reality (pp. 361–362)
- Raising Psychologically Healthy Children (pp. 403–405)
- Men, Women, and Conflict: Bridging the Gender Gap (pp. 446–447)
- Possible Selves: Imagine the Possibilities (pp. 491–492)
- The Persuasion Game (pp. 532–533)
- Providing Effective Social Support (p. 567)
- Understanding and Helping to Prevent Suicide (pp. 613–614)
- What to Expect in Psychotherapy (pp. 659–660)

The Pedagogical System

The pedagogical system in *Psychology* was carefully designed to help students identify important information, test for retention, and learn how to learn. It is easily adaptable to an SQ3R approach, for those instructors who have had success with that technique.

As described below, the different elements of this text form a pedagogical system that is very student-friendly, straightforward, and effective. We've found that it appeals to diverse students with varying academic and study skills, enhancing the learning process without being gimmicky or condescending. A special student preface titled **To the Student** on pages xxxvii to xl immediately before Chapter 1 describes the complete pedagogical system and how students can make the most of it.

The pedagogical system has four main components: (1) Advance Organizers, (2) Concept Reviews, (3) Chapter Review, and (4) the *Psychology* third edition Web companion site. Major sections are introduced by an **Advance Organizer** that identifies the section's *Key Theme* followed by a bulleted list of *Key Questions*. Each Advance Organizer mentally primes the student for the important information that is to follow and does so in a way that encourages active learning. Students often struggle with trying to determine what's important to learn in a particular section or chapter. As a pedagogical technique, the Advance Organizer provides a guide that directs the reader toward the most important ideas, concepts, and information in the section. It helps students identify main ideas and distinguish them from supporting evidence and examples.

The **Concept Reviews** encourage students to review and check their learning at appropriate points in the chapter. As you look through the text, you'll see that the Concept Reviews vary in format. They include multiple-choice, matching, short-answer, and true–false questions. Many of the Concept Reviews are interactive exercises that help students transfer their learning to new situations or examples.

Several other in-chapter pedagogical aids support the Advance Organizers and Concept Reviews. A clearly identified **Chapter Outline** provides an overview of topics and organization. Within the chapter, **Key Terms** are set in boldface type and defined in the margin. *Pronunciation guides* are included for difficult or unfamiliar words. Because students often have trouble identifying the most important theorists and researchers, names of **Key People** are set in boldface type within the chapter.

The **Chapter Review** at the end of each chapter contains several elements to help students review for exams. The chapter's **Key Points** are summarized and bulleted under each major section heading. This is followed by a page-referenced list of **Key Terms.** We also provide a page-referenced brief biography of **Key People** at the end of each chapter, mentioning again why each person is important. And the **Concept Review Answers** can be found on the last page of the chapter.

Beyond the learning aids contained in the text, the *Psychology* **Web Companion** contains multiple review activities. At the Web companion site, each chapter has a 15-question *self-scoring practice quiz, flashcards* to rehearse key terms, and *two interactive crossword puzzles.* The *Psychology* companion Web site also contains several other great features, including Thomas Ludwig's award-winning **PsychSIM 4** computer simulations and **PsychQuest** interactive experiments and simulations. The Web companion can be accessed at: **www.worthpublishers.com/hockenbury**

The *Psychology* Teaching Package: Print Supplements

The comprehensive teaching package that accompanies *Psychology* is designed to help you save time and teach more effectively. Many elements of the supplements package will be particularly helpful to the adjunct or part-time instructor. This superb teaching package, expanded in the third edition, includes the following elements:

- **Study Guide for *Psychology*,** written by Cornelius Rea, Douglas College, New Westminster, British Columbia, Canada. The Study Guide is carefully designed to help students understand text information and prepare for exams. For every chapter, the study guide includes a Preview and "At a Glance" sections (both provide an overview of and objectives for the chapter). Each major topic includes