PSYCHOLOGY

THEMES AND VARIATIONS

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Themes and Variations

Second Edition

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College of DuPage

TO THE INSTRUCTOR

If I had to sum up in a single sentence what I hope will distinguish this text, the sentence would be this: I have set out to create a *paradox* instead of a *compromise*.

Let me elaborate. An introductory psychology text must satisfy two disparate audiences: professors and students. Because of the tension between the divergent needs and preferences of these audiences, textbook authors usually indicate that they have attempted to strike a compromise between being theoretical versus practical, comprehensive versus comprehensible, research oriented versus applied, rigorous versus accessible, and so forth. However, I believe that many of these dichotomies are false. As Kurt Lewin once remarked, "What could be more practical than a good theory?" Similarly, is rigorous really the opposite of accessible? Not in my dictionary. I maintain that many of the antagonistic goals that we strive for in our textbooks only seem incompatible, and that we may not need to make compromises as often as we assume.

In my estimation, a good introductory textbook is a paradox in that it integrates characteristics and goals that appear contradictory. With this in mind, I have endeavored to write a text that is paradoxical in three ways. First, in surveying psychology's broad range of content, I have tried to show that our interests are characterized by diversity *and* unity. Second, I have emphasized both research *and* application and how they work in harmony. Finally, I have aspired to write a book that is challenging to think about *and* easy to learn from. Let's take a closer look at these goals.

Goals

1. *To show both the unity and the diversity of psychology's subject matter.* Students entering an introductory psychology course often are unaware of the immense diversity of subjects studied by psychologists. I find this diversity to be part of psychology's charm, and throughout the book I highlight the enormous range of questions and issues addressed by psychology. Of course, our diversity proves disconcerting for some students who see little continuity between such disparate areas of research as physiology, motivation, cognition, and abnormal behavior. Indeed, in this era of specialization, even some psychologists express concern about the fragmentation of the field.

However, I believe that there is considerable overlap among the subfields of psychology and that we should emphasize their common core by accenting the connections and similarities among them. Consequently, I portray psychology as an integrated whole rather than as a mosaic of loosely related parts. A principal goal of this text, then, is to highlight the unity in psychology's intellectual heritage (the themes), as well as the diversity of psychology's interests and uses (the variations).

2. *To illuminate the process of research and its intimate link to application.* For me, a research-oriented book is not one that bulges with summaries of many studies but one that enhances students' appreciation of the logic and excitement of empirical inquiry. I want students to appreciate the strengths of the empirical approach and to see scientific psychology as a creative effort to solve intriguing behavioral puzzles. For this reason, the text emphasizes not only *what* we know (and don't know) but *how* we attempt to find out. Methods are examined in some detail, and students are encouraged to adopt the skeptical attitude of a scientist and to think critically about claims regarding behavior.

Learning the virtues of research should not mean that students cannot also satisfy their desire for concrete, personally useful information about the challenges of everyday life. Most researchers believe that psychology has a great deal to offer those outside the field and that we should share the practical implications of our work. In this text, practical insights are carefully qualified and closely tied to data, so that students can see the interdependence of research and application. I find that students come to appreciate the science of psychology more when they see that worthwhile practical applications are derived from careful research and sound theory.

3. *To make the text challenging to think about and easy*

to learn from. Perhaps most of all, I have sought to create a *book of ideas* rather than a compendium of studies. I consistently emphasize concepts and theories over facts, and I focus on major issues and tough questions that cut across the subfields of psychology (for example, the extent to which behavior is governed by nature, nurture, and their interaction), as opposed to parochial debates (such as the merits of averaging versus adding in impression formation). Challenging students to think also means urging them to confront the complexity and ambiguity of our knowledge. Hence, the text doesn't skirt around gray areas, unresolved questions, and theoretical controversies. Instead, readers are encouraged to contemplate open-ended questions, to examine their assumptions about behavior, and to apply psychological concepts to their own lives. My goal is not simply to describe psychology but to stimulate students' intellectual growth.

However, students can grapple with "the big issues and tough questions" only if they first master the basic concepts and principles of psychology—ideally, with as little struggle as possible. In my writing, I never let myself forget that a textbook is a tool for teaching. Accordingly, great care has been taken to ensure that the book's content, organization, writing, illustrations, and pedagogical aids work in harmony to facilitate instruction and learning.

Admittedly, these goals are ambitious. If you're skeptical, you have every right to be. Let me explain how I have tried to realize the objectives I have outlined.

Special Features

This text has a variety of unusual features, each contributing in its own way to the book's paradoxical nature. These special features include unifying themes, featured studies, application sections, a didactic illustration program, an integrated running glossary, and concept checks.

Unifying Themes

Chapter 1 introduces six key ideas that serve as unifying themes throughout the text. The themes serve several purposes. First, they provide threads of continuity across chapters that help students to see the connections among different areas of research in psychology. Second, as the themes evolve over the course of the book, they provide a forum for a relatively sophisticated discussion of enduring issues in psychology, thus helping to make this a

"book of ideas." Third, the themes focus a spotlight on a number of basic insights about psychology and its subject matter that should leave lasting impressions on your students.

In selecting the themes, the question I asked myself (and other professors) was "What do I really want students to remember five years from now?" The resulting themes are grouped into two sets.

THEMES RELATED TO PSYCHOLOGY AS A FIELD OF STUDY

Theme 1: Psychology is empirical. This theme is used to enhance the student's appreciation of psychology's scientific nature and to demonstrate the advantages of empiricism over uncritical common sense and speculation. I also use this theme to encourage the reader to adopt a scientist's skeptical attitude and to engage in more critical thinking about information of all kinds.

Theme 2: Psychology is theoretically diverse. Students are often confused by psychology's theoretical pluralism and view it as a weakness. I don't downplay or apologize for our theoretical diversity, because I honestly believe that it is one of our greatest strengths. Throughout the book, I provide concrete examples of how clashing theories have stimulated productive research, how converging on a question from several perspectives can yield increased understanding, and how competing theories are sometimes reconciled in the end.

Theme 3: Psychology evolves in a sociohistorical context. This theme emphasizes that psychology is embedded in the ebb and flow of everyday life. The text shows how the spirit of the times has often shaped psychology's evolution and how progress in psychology leaves its mark on our society.

THEMES RELATED TO PSYCHOLOGY'S SUBJECT MATTER

Theme 4: Behavior is determined by multiple causes. Throughout the book, I emphasize, and repeatedly illustrate, that behavioral processes are complex and that multifactorial causation is the rule. This theme is used to discourage simplistic, single-cause thinking and to encourage more critical reasoning.

Theme 5: Heredity and environment jointly influence behavior. Repeatedly discussing this theme permits me to air out the nature versus nurture issue in all its complexity. Over a series of chapters, students gradually learn how biology shapes behavior, how experience shapes behavior, and how scientists estimate the relative importance of each. Along the way, students will gain an in-depth appre-

Unifying Themes Highlighted in Each Chapter

Chapter	Theme 1 Empiricism	Theme 2 Theoretical Diversity	Theme 3 Sociohistorical Context	Theme 4 Multifactorial Causation	Theme 5 Heredity and Environment	Theme 6 Subjectivity of Experience
1. The Evolution of Psychology	●	●	●	●	●	●
2. The Research Enterprise in Psychology	●					●
3. The Biological Bases of Behavior	●			●	●	
4. Sensation and Perception		●				●
5. Variations in Consciousness		●	●			●
6. Learning Through Conditioning					●	
7. Human Memory				●		●
8. Language and Thought	●				●	●
9. Intelligence and Psychological Testing			●		●	
10. Motivation and Emotion			●	●	●	
11. Development Across the Life Span					●	
12. Personality: Theory, Research, and Assessment			●			
13. Stress, Coping, and Health				●		●
14. Psychological Disorders				●	●	
15. Psychotherapy			●			
16. Social Behavior	●					●

ciation of what we mean when we say that heredity and environment interact.

Theme 6: Our experience of the world is highly subjective. All of us tend to forget the extent to which we view the world through our own personal lens. This theme is used to explain the principles that underlie the subjectivity of human experience, to clarify its implications, and to repeatedly remind the readers that their view of the world is not the only legitimate view.

After all six themes have been introduced in Chapter 1, different sets of themes are discussed in each chapter, as they are relevant to the subject matter. The connections between a chapter's content and the unifying themes are highlighted in a standard section near the end of the chapter, in which I reflect on the "lessons to be learned" from the chapter. The discussions of the unifying themes are largely confined to these sections, titled "Putting It in Perspective." No effort was made to force every chapter to illustrate a certain number of themes. The themes were allowed to emerge naturally, and I found that one, two, or three surfaced prominently in any given chapter. The accompanying chart shows which themes are highlighted in each chapter.

Featured Studies

Each chapter except the first includes a Featured Study that provides a relatively detailed but clear summary of a particular piece of research. Each Featured Study is presented in the conventional

purpose-method-results-discussion format seen in journal articles, followed by a comment in which I discuss why the study is featured (to illustrate a specific method, raise ethical issues, and so forth). By showing research methods in action, I hope to improve students' understanding of how research is done, while also giving them a painless introduction to the basic format of journal articles. Additionally, the Featured Studies show how complicated research can be, so students can better appreciate why scientists may disagree about the meaning of a study. The Featured Studies, incidentally, are fully incorporated into the flow of discourse in the text and are *not* presented as optional boxes.

In selecting the Featured Studies, I assembled a mixture of classics and recent studies that illustrate a wide variety of methods. To make them enticing, I tilted my selections in favor of studies that students find interesting. Thus, readers are given relatively detailed accounts of classics like Milgram's work on obedience, Rosenhan's study of pseudopatients, and Schachter's test of his two-factor theory of emotion. They will also encounter recent explorations of personality resemblance between twins, the media-violence question, the ape-language controversy, and the problem of homelessness among the mentally ill.

Application Sections
To reinforce the pragmatic implications of theory and research that are stressed throughout the text, each chapter closes with an Application section that highlights the personal, practical side of psychology. Each Application devotes three to six *pages* of text (rather than the usual box) to a single issue that should be of special interest to many of your students. Although most of the Application sections have a "how to" character, they continue to review studies and summarize data in much the same way as the main body of each chapter. Thus, they portray research and application not as incompatible polarities but as two sides of the same coin. Many of the Applications—such as those on finding and reading journal articles and understanding art and illusion—provide topical coverage unusual for an introductory text.

A Didactic Illustration Program
When I first outlined my plans for this text, I indicated that I wanted every aspect of the illustration program to have a genuine didactic purpose and that I wanted to be deeply involved in its development. In retrospect, I had no idea what I was getting myself into, but it has been a rewarding learning experience. I was intimately involved in planning every detail of the illustration program, along with another psychologist with experience in these matters (Alastair McLeod) and an editor who was familiar with every nuance of the book (John Bergez). Together, we have worked to create a program of figures, diagrams, photos, and tables that work hand in hand with the prose to strengthen and clarify the main points in the text. As part of this effort, we have designed many original illustrations and revised many old standbys that you have seen before.

The most obvious results of our didactic approach to illustration are the four summary spreads that combine tabular information, photos, diagrams, and sketches to provide exciting overviews of key ideas in the history of psychology, learning, development, and personality theory. But I hope you will also notice the subtleties of the illustration program. For instance, diagrams of important concepts (conditioning, synaptic transmission, EEGs, experimental design, and so forth) are often repeated in several chapters (with variations) to highlight connections among research areas and to enhance students' mastery of key ideas. Numerous easy-to-understand graphs of research results underscore psychology's foundation in research, and we often use photos and diagrams to bolster each other (for example, see the treatment of classical conditioning in Chapter 6). Color is used carefully as an organizational device (see the figures showing psychology's areas of specialization in Chapter 1), and visual schematics are used to simplify hard-to-visualize concepts (see the figure explaining reaction range for intelligence in Chapter 9). All of these efforts were made in the service of one master: the desire to make this an inviting book that is easy to learn from.

Integrated Running Glossary
An introductory text should place great emphasis on acquainting students with psychology's technical language—not for the sake of jargon, but because a great many of our key terms are also our cornerstone concepts (for example, independent variable, reliability, and cognitive dissonance). This text handles terminology with a running glossary embedded in the prose itself. The terms are set off in boldface italics, and the definitions follow in boldface roman type. This approach retains the two advantages of a conventional running glossary: vocabulary items are made salient, and their definitions are readily accessible. However, it does so without interrupting the flow of discourse, while eliminating redundancy between text matter and marginal entries.

Concept Checks

To help students assess their mastery of important ideas, Concept Checks are sprinkled throughout the book (two to four per chapter). In keeping with my goal of making this a book of ideas, the Concept Checks challenge students to apply ideas instead of testing rote memory. For example, in Chapter 6 the reader is asked to analyze realistic examples of conditioning and identify conditioned stimuli and responses, reinforcers, and schedules of reinforcement. Many of the Concept Checks require the reader to put together ideas introduced in different sections of the chapter. For instance, in Chapter 4 students are asked to identify parallels between vision and hearing and in Chapter 11 to analyze interactions between cognitive, moral, emotional, and social development. Some of the Concept Checks are quite challenging, but students find them engaging, and they report that the answers (available in the back of the book) are illuminating.

In addition to the special features just described, the text includes a variety of more conventional, "tried and true" features as well. The back of the book contains a standard *alphabetical glossary*. Opening *outlines* preview each chapter, and a thorough *summary* of key ideas appears at the end of each chapter, along with lists of *key terms* and *key people* (important theorists and researchers). I make frequent use of *italics for emphasis*, and I depend on *frequent headings* to maximize organizational clarity. The preface for students describes these pedagogical devices in more detail.

Content

The text is divided into 16 chapters, which follow a traditional ordering. The chapters are not grouped into sections or parts, primarily because such groupings can limit your options if you want to reorganize the order of topics. The chapters are written in a way that facilitates organizational flexibility, as I always assumed that some chapters might be omitted or presented in a different order.

The topical coverage in the text is relatively conventional, but there are some subtle departures from the norm. For instance, Chapter 1 presents a relatively "meaty" discussion of the evolution of ideas in psychology. This coverage of history lays the foundation for many of the crucial ideas emphasized in subsequent chapters. The historical perspective is also my way of reaching out to the students who find that psychology just isn't what they expected it to be. If we want students to contemplate the mysteries of behavior, we must begin by clearing up the biggest mysteries of them all: "Where did these rats, statistics, synapses, and JNDs come from; what could they possibly have in common; and why doesn't this course bear any resemblance to what I anticipated?" I use history as a vehicle to explain how psychology evolved into its modern form and why misconceptions about its nature are so common.

I also devote an entire chapter (Chapter 2) to the scientific enterprise—not just the mechanics of research methods but the logic behind them. I believe that an appreciation of the nature of empirical evidence can contribute greatly to improving students' critical thinking skills. Ten years from now, many of the "facts" reported in this book will have changed, but an understanding of the methods of science will remain invaluable. An introductory psychology course, by itself, isn't going to make a student think like a scientist, but I can't think of a better place to start the process. Essential statistical concepts are introduced in Chapter 2, but no effort is made to teach actual calculations. For those who emphasize statistics, Appendix B in the back of the book expands on statistical concepts.

Overall, I trust you'll find the coverage up to date, although I do not believe in the common practice of piling up gratuitous references to recent studies to create an impression of currency. I think that an obsession with this year's references derogates our intellectual heritage and suggests to students that the studies we cite today will be written off tomorrow. I often chose to cite an older source over a newer one to give students an accurate feel for when an idea first surfaced or when an issue generated heated debate.

Writing Style

I strive for a down-to-earth, conversational writing style; effective communication is always the paramount goal. My intent is to talk *with* the reader rather than throw information *at* the reader. To clarify concepts and maintain students' interest, I frequently provide concrete examples that students can relate to. As much as possible, I avoid the use of technical jargon when ordinary language serves just as well.

Making learning easier depends, above all else, on clear, well-organized writing. For this reason, I've

worked hard to ensure that chapters, sections, and paragraphs are organized in a logical manner, so that key ideas stand out in sharp relief against supportive information.

To keep myself on the path of clarity, I submit my chapters to the ultimate authority: my students, who take great delight in grading *me* for a change. They're given first drafts of chapters and are urged to slash away at pompous language and to flag sources of confusion. They are merciless—and enormously helpful.

Changes in the Second Edition

A good textbook must evolve with the field of inquiry it covers. Although the professors and students who used the first edition of this book did not clamor for alterations, there are some changes.

First, I have attempted to streamline the book a little. With the foundation of a text laid down in the first edition, it's easy to add lots of material to a second edition and end up with a bloated book. To avoid this fate, I set out to shorten each chapter by at least 5 percent (thanks to the magic of computers, I have an exact word count for each chapter). Some of this reduction was accomplished by deleting selected topics, but most of it was achieved through more concise writing.

Second, I have added an entirely new appendix (Appendix C) on industrial/organizational (I/O) psychology. There was no coverage of I/O psychology in the first edition, and this omission proved troublesome to professors at some schools. This appendix was written by Frank Landy of The Pennsylvania State University, a leading authority on I/O psychology.

Third, there are two new Featured Studies and three new Applications. The new Featured Study in Chapter 3 focuses on how structural abnormalities in the brain may contribute to schizophrenic disorders and highlights the exciting potential of new brain-imaging techniques. The new Featured Study in Chapter 9 is a classic on racial differences in intelligence that fits very well with the chapter's emphasis on nature versus nurture. The three new Applications cover pitfalls in decision making (Chapter 8), creativity (Chapter 9), and personality assessment (Chapter 12).

Finally, the book has been thoroughly updated to reflect recent advances in the field. One of the exciting things about psychology is that it is not a stagnant discipline. It continues to move at what seems a faster and faster pace. This progress has necessitated a host of specific content changes that you'll find sprinkled throughout the chapters. Of the 2089 references cited in the text, 659 are new to this edition, and over half of these are from the last five years.

Supplementary Materials

The introductory course in psychology presents inherent difficulties for student and teacher alike. The teaching/learning package that has been developed to supplement *Psychology: Themes and Variations* was designed with these difficulties in mind. The development of all its parts was carefully coordinated so that they are mutually supported.

Study Guide (by Richard Stalling and Ronald Wasden)

For your students, there is an exceptionally thorough *Study Guide* available to help them master the information in the text. It was written by two of my former professors, Richard Stalling and Ronald Wasden of Bradley University. They have 20 years of experience, as a team, writing study guides for introductory psychology texts, and their experience is readily apparent in the high-quality materials that they have developed.

The review of key ideas for each chapter is made up of an engaging mixture of matching exercises, fill-in-the-blank items, free-response questions, and programmed learning. Each review is organized around learning objectives written by myself and one of the authors of the *Test Bank*. The *Study Guide* is closely coordinated with the *Test Bank,* as the same learning objectives guided the construction of the questions in the *Test Bank*. The *Study Guide* also includes a review of key terms, a review of key people, and a self-test for each chapter in the text.

An *Electronic Study Guide* is also available. This interactive and flexible guide was coordinated by Patrick Williams.

Instructor's Resource Package

A talented roster of professors, whose efforts were coordinated by Randolph Smith, made contributions to the *Instructor's Resource Package (IRP)* in their respective areas of expertise. The *IRP* contains a diverse array of materials designed to facilitate efforts to teach the introductory course and includes the following six sections.

- The *Instructor's Manual*, by Randolph Smith (Ouachita Baptist University), contains a wealth of detailed suggestions for lecture topics, class demonstrations, exercises, discussion questions, and suggested readings, organized around the content of each chapter in the text.

- *Strategies for Effective Teaching*, by Joseph Lowman (University of North Carolina), discusses practical issues such as what to put in a course syllabus, how to handle the first class meeting, how to cope with large classes, and how to train and organize teaching assistants.

- *Films and Videos for Introductory Psychology*, by Russ Watson and David Shavalia (both of College of DuPage), provides a comprehensive, up-to-date critical overview of educational films relevant to the introductory course.

- *Computer Simulations for Introductory Psychology*, by Bernard Beins (Ithaca College), offers a thorough listing of the computer simulations that are germane to the introductory course and analyzes their strengths and weaknesses.

- *Integrating Writing into Introductory Psychology*, by Jane Jegerski (Elmhurst College), examines the writing across the curriculum movement and provides suggestions and materials for specific writing assignments chapter by chapter.

- *Integrating Cross-Cultural Topics into Introductory Psychology*, by William Hill (Kennesaw State College), discusses the movement toward "internationalizing" the curriculum and provides suggestions for lectures, exercises, and assignments that can add a cross-cultural flavor to the introductory course.

Test Bank (by Robin Lashley, Patrick Williams, and Walt Jones)

Several outstanding professors have contributed to the development of the *Test Bank* that accompanies this text. Robin Lashley (Kent State University) and Patrick Williams (University of Houston-Downtown) revised all the test questions for the 16 chapters in the book. Walt Jones (College of DuPage) reviewed and edited these questions to ensure their accuracy and to achieve a desirable balance among types of questions and levels of difficulty.

The questions are closely tied to the chapter learning objectives, written by Robin and myself, and to the lists of key terms and key people found in both the text and the *Study Guide*. Most of the questions are categorized as either factual or conceptual. However, for each chapter there are also a few integrative questions that require students to link, synthesize, and interrelate information from different sections of the chapter.

Other Teaching Aids

Professors who adopt *Psychology: Themes and Variations* can obtain a number of additional teaching aids. Computerized versions of the *Test Bank* are available for a variety of computer configurations. The *computerized test bank* is user-friendly and allows teachers to insert their own questions and to customize those provided. A double collection of *transparencies and slides* has been developed to enhance visual presentations in the classroom. A package of *computer simulations,* which can serve a variety of purposes, is also available. Instructors may also choose from a variety of continually updated video and film options from the Brooks/Cole Film and Video Library for Psychology.

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BRIEF CONTENTS

TO THE STUDENT

Welcome to your introductory psychology textbook. In most college courses, students spend more time with their textbooks than with their professors, so it helps if students *like* their textbooks. Making textbooks likable, however, is a tricky proposition. By its very nature, a textbook must introduce students to many complicated concepts, ideas, and theories. If it doesn't, it isn't much of a textbook, and instructors won't choose to use it. Nevertheless, in writing this book I've tried to make it as likable as possible without compromising the academic content that your instructor demands. I've especially tried to keep in mind your need for a clear, well-organized presentation that makes the important material stand out and yet is interesting to read. Above all else, I hope you find this book challenging to think about and easy to learn from.

Before you plunge into your first chapter, let me introduce you to the book's key features. Becoming familiar with how the book works will help you to get more out of it.

Key Features

You're about to embark on a journey into a new domain of ideas. Your text includes some important features that are intended to highlight certain aspects of psychology's landscape.

Unifying Themes
To help you make sense of a complex and diverse field of study, I introduce six themes in Chapter 1 that will reappear in a number of variations as we move from chapter to chapter. These unifying themes are meant to provoke thought about important issues and to highlight the connections between chapters. They are discussed at the end of each chapter in a section called "Putting It in Perspective."

Featured Studies
After Chapter 1, each chapter includes a clearly marked Featured Study, which is an in-depth look at an important, interesting, or provocative piece of research. The Featured Studies are presented as if they were journal articles. I hope they will help you understand how psychologists conduct and report their research.

Application Sections
At the end of each chapter you'll find an Application section that shows how psychology is relevant to everyday life. Some of these sections provide concrete advice that could be helpful to you in school, such as those on improving academic performance, improving everyday memory, and achieving self-control. So, you may want to jump ahead and read some of these Applications early.

Learning Aids

This text contains a great deal of information. A number of learning aids have been incorporated into the book to help you digest it all.

An *outline* at the beginning of each chapter provides you with an overview of the topics covered in that chapter. Think of the outlines as road maps, and bear in mind that it's easier to reach a destination if you know where you're going.

Headings serve as road signs in your journey through each chapter. Four levels of headings are used to make it easy to see the organization of each chapter.

Italics (without boldface) are used liberally throughout the text to emphasize crucial points.

Key terms are identified with ***italicized boldface*** type to alert you that these are important vocabulary items that are part of psychology's technical language. The key terms are also listed at the end of the chapter.

An *integrated running glossary* provides an on-the-spot definition of each key term as it's introduced in the text. These formal definitions are printed in **boldface** type. Becoming familiar with psychology's terminology is an essential part of learning about the field. The integrated running glossary should make this learning process easier.

Concept Checks are sprinkled throughout the chapters to let you test your mastery of important ideas.

Generally, they ask you to integrate or organize a number of key ideas, or to apply ideas to real-world situations. Although they're meant to be engaging and fun, they do check conceptual *understanding*, and some are challenging. But if you get stuck, don't worry; the answers (and explanations, where they're needed) are in the back of the book in Appendix A.

Illustrations in the text are important elements in your complete learning package. Some illustrations provide enlightening diagrams of complicated concepts; others furnish examples that help to flesh out ideas or provide concise overviews of research results. Careful attention to the tables and figures in the book will help you understand the material discussed in the text.

A *Chapter Review* at the end of each chapter provides a thorough summary of the chapter's *key ideas*, a list of *key terms*, and a list of *key people* (important theorists and researchers). It's wise to read over these review materials to make sure you've digested the information in the chapter.

An *alphabetical glossary* is provided in the back of the book. Most key terms are formally defined in the integrated running glossary only when they are first introduced. So, if you run into a technical term a second time and can't remember its meaning, it may be easier to look it up in the alphabetical glossary than to backtrack to find the definition where the term was originally introduced.

A Few Footnotes

Psychology textbooks customarily identify the studies, theoretical treatises, books, and articles that information comes from. These *citations* occur (1) when names are followed by a date in parentheses, as in "Smith (1972) found that . . ." or (2) when names and dates are provided together within parentheses, as in "In one study (Smith, Miller, & Jones, 1987), the researchers attempted to. . . ." All of the cited publications are listed by author in the alphabetized *References* section in the back of the

book. The citations and references are a necessary part of a book's scholarly and scientific foundation. Practically speaking, however, you'll probably want to glide right over them as you read. You definitely don't need to memorize the names and dates. The only names you may need to know are the handful listed under Key People in each Chapter Review (unless your instructor mentions a personal favorite that you should know).

In addition to the references, you'll find a *Name Index* and a *Subject Index* in the back of the book. The name index tells you the pages on which various names were cited. It's very helpful if you're looking for the discussion of a particular study and you know the name(s) of the author(s). And, if the need arises, the subject index allows you to look up the pages on which a specific topic is covered.

A Word About the Study Guide

A *Study Guide* is available to accompany this text. It was written by two of my former professors, who introduced me to psychology years ago. They have done a great job of organizing review materials to help you master the information in the book. I suggest that you seriously consider using it to help you study.

A Final Word

I'm very pleased to be a part of your first journey into the world of psychology, and I sincerely hope that you'll find the book as thought provoking and as easy to learn from as I've tried to make it. If you have any comments or advice on the book, please write to me in care of the publisher (Brooks/Cole Publishing Company, Pacific Grove, California, 93950). You can be sure I'll pay careful attention to your feedback. Finally, let me wish you good luck. I hope you enjoy your course and learn a great deal.

Wayne Weiten

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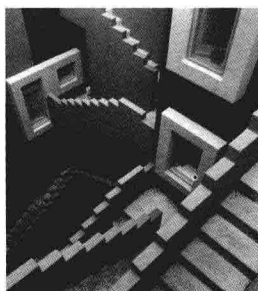**Elliot A. Weiner**
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