



CAROLE WADE / CAROL TAVRIS

P S Y C H O L O G Y

SIXTH EDITION



# PSYCHOLOGY

Sixth Edition

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# TO THE INSTRUCTOR

When we began work on the first edition of this textbook in the mid-1980s, we had five goals, some of which then were considered quite daring: (1) to make critical thinking integral to the introductory psychology course; (2) to represent psychology as the study of *all* human beings by mainstreaming research on culture and gender; (3) to foster active learning, so that students would become involved with the material and see how it applies to their personal and social lives; (4) to keep “ahead of the curve” with research as psychology moves in new directions; and (5) to acknowledge forthrightly the many controversies in the field.

## THINKING ABOUT CRITICAL AND CREATIVE THINKING

Our first ambition, unique to textbooks at the time, was to get students to reflect on what they were learning—to show them what it is like to think like a psychologist. Psychology is not just a body of knowledge; it is also a way of approaching and analyzing the world. From the beginning, therefore, our approach has been based on **critical thinking**: the understanding that knowledge is advanced when people resist leaping to conclusions on the basis of personal experience alone (so tempting in psychological matters), when they apply rigorous standards of evidence, and when they listen to competing views. Because many students equate the word “critical” with “negative” (as in “He was critical of her dress”), we later added an emphasis on the creative, forward-moving aspects of critical thinking—the importance of generating alternative explanations of events, asking questions, and using one’s imagination.

In a textbook, true critical thinking cannot be reduced to a set of rhetorical questions or to a formula for analyzing studies; it is a process that must be woven seamlessly into the narrative. The primary way we “do” critical and creative thinking, therefore, is by modeling it in our evaluations of research and popular ideas. In this book, for example, we encourage critical thinking about concepts that many students approach uncritically, such as astrology, “premenstrual syndrome,” and the “instinctive” nature of sexuality. And we also apply it to some ideas that many psychologists have accepted unquestioningly, such as the decisive importance of childhood to later life, Maslow’s motivational hierarchy, and the disease model of

### THINKING CRITICALLY AND CREATIVELY ABOUT PSYCHOLOGICAL ISSUES



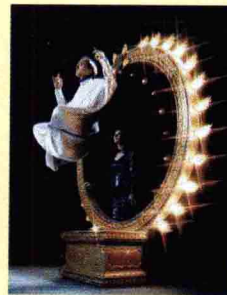
#### ASK QUESTIONS, BE WILLING TO WONDER

A Chinese man standing alone against awesome military might inspired millions during the 1989 rebellion in Tiananmen Square. Why do some people have the courage to risk their lives for their beliefs? Why do so many others go along with the crowd or mindlessly obey authority? Social psychologists probe these questions in depth, as we will see in Chapter 8.



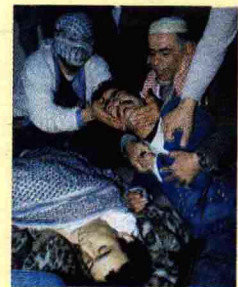
#### DEFINE YOUR TERMS

People refer to intelligence all the time, but what is it exactly? Does the musical genius of a world-class violinist like Anne-Sophie Mutter count as intelligence? Is intelligence captured by an IQ score, or does it also include wisdom and practical “smarts”? We will consider some answers in Chapter 9.



#### EXAMINE THE EVIDENCE

When demonstrating “levitation” and other supposedly magical phenomena, illusionists such as André Kole exploit people’s tendency to trust the evidence of their own eyes even when such evidence is misleading, as discussed in Chapter 6.



#### ANALYZE ASSUMPTIONS AND BIASES

Many North Americans assume that men are by nature less emotionally expressive than women. But this Palestinian man, grieving over his dead son, does not fit Western stereotypes of male emotionality. Cultural rules have a powerful influence on how men and women express their feelings, as we will see in Chapter 11.







Many gender differences, though reliable, are trivial in terms of real-life importance. And gender *similarities*, though they are often overlooked, are every bit as important and interesting as the eternal search for differences. We therefore include findings on similarities, too—for example, that men and women do not, overall, differ in moral reasoning (Chapter 14), obedience to authority (Chapter 8), experiences with having had unwanted sex (Chapter 12), or mood swings in the course of an average month (Chapter 5).

**Our Approach to Culture.** Research on cultural and cross-cultural psychology is as important in our culturally diverse world, we believe, as is research on genetics or the brain. Culture is not merely a superficial gloss on human behavior; it has a profound influence on all aspects of life. However, the scientific study of human diversity is not synonymous with the popular movement called multiculturalism. The study of culture, in our view, should increase students' understanding of what culture means, and how and why ethnic and national groups differ.

Thus we raise empirical findings about culture and ethnicity as topics warrant, throughout the book—for example, in our discussions of addiction, anxiety symptoms, differing cultural norms (e.g., for cleanliness, risk, and conversational distance), emotional expression, group differences in IQ scores and academic achievement, motivational conflicts, personality, psychotherapy, rules about time, attitudes toward weight and the ideal body, and the effectiveness of medication. (Again, we refer you to the index for a complete listing of topics.) In addition, Chapter 8 (Behavior in Social and Cultural Context) highlights the sociocultural perspective in psychology and includes extended discussions of ethnocentrism, prejudice, and cross-cultural relations. And Chapter 13 (Theories of Personality) includes a discussion of the personality “traits” that cultures may reward or discourage (see Table 13.1).

Instructors whose classes consist of students from diverse ethnic backgrounds may want, at the outset, to confront some sensitive issues evoked by the study of culture and cultural differences. One such issue is ethnocentrism. We have found that many students cannot read about group differences without assuming that one group (usually theirs) is being “trashed” for its typical way of doing things. They reason emotionally about cultural differences—as many people do!—and it is often difficult for them to separate a *research finding* from its *emotional connotations*. We encourage instructors to raise this issue in class if possible, to avoid student misunderstandings or unspoken resentments.

Another sensitive issue, reflecting the tension between minority groups' self-identities and accommodation to the mainstream culture, is the touchy question of group labels. “Eskimo” and “Sioux” were labels given to these groups by the dominant culture; their own preferred names are Inuit and Lakota, respectively. The label *Hispanic* is used by the United States government to include all Spanish-speaking groups, but many “Hispanics” prefer national-origin labels such as Cuban or Cuban-American, Chicano or Chicana, Latino or Latina. Likewise, Koreans, Japanese,

**TABLE 13.1 Some Average Differences Between Individualist and Collectivist Cultures**

Members of individualist cultures	Members of collectivist cultures
Define the self as autonomous, independent of groups	Define the self as an interdependent part of groups
Give priority to individual, personal goals	Give priority to the needs and goals of the in-group
Value independence, leadership, achievement, “self-fulfillment”	Value group harmony, duty, obligation, security
Give more weight to an individual's attitudes and preferences than to group norms as explanations of behavior	Give more weight to group norms than to individual attitudes as explanations of behavior
Attend to the benefits and costs of relationships; if costs exceed advantages, a person is likely to drop a relationship	Attend to the needs of group members; if a relationship is beneficial to the group but costly to the individual, the individual is likely to stay in the relationship



Chinese, and Vietnamese are all Asian, but many individuals in these groups resent being lumped into a single category. Some African-Americans feel no kinship to Africa and prefer the term “black.” And no one knows what to call “whites.” European- or Anglo-American doesn’t do it, as most white North Americans do not identify with any European nation and many are not from England or other European countries; “Caucasian” is out of favor as a race label, as “Negro” is. (In this book, we have used the admittedly vague term “white” simply because of general consensus on what that term refers to.) Finally, growing numbers of people of multi-ethnic backgrounds are irritated by society’s efforts to squeeze them into only one category; they consider themselves “both” and sometimes “all of the above.” Again, we recommend that instructors raise the question of ethnic labels at the outset, showing how these terms change in response to changing social conditions and are associated with ethnic self-identity.

## APPLICATIONS AND ACTIVE LEARNING: GETTING INVOLVED

Throughout this book, we have kept in mind one of the soundest findings about learning: that it requires the active encoding of material. You can’t just sit there and expect it to happen. Several pedagogical features in particular encourage students to become actively involved in what they are reading.

**What’s Ahead**, which is new to this edition, consists of a brief set of questions introducing each major section within a chapter. These questions are not merely rhetorical; they are intended to be provocative and intriguing enough to arouse students’ curiosity about the material to follow:

Why do some people get depressed even though they “have it all”? How are your beliefs about love affected by your income? Which part of the anatomy do psychologists think is the “sexiest sex organ”? What is the difference between ordinary techniques of persuasion and the coercive techniques used by cults?

**Looking Back**, at the end of each chapter, lists all of the *What’s Ahead* questions along with page numbers to show where the material for each question was covered. Students can check their retention and can easily review if they have trouble answering a question. This feature gives students a sense of how much they are learning about matters of personal and social importance, and helps them appreciate that psychology offers more than “common sense.” Some instructors may want to turn some of the Looking Back questions into essay or short-answer test items or written assignments.

**Get Involved** exercises in each chapter make active learning entertaining. Some consist of quick demonstrations (e.g., clapping your hands together to find out if you are genetically a “right thumb over left” person or the reverse). Some are simple mini-studies (e.g., observing seating patterns in the school cafeteria). Some help students relate course

### WHAT’S AHEAD

- Why does a note played on a flute sound different from the same note on an oboe?
- If you habitually listen to loud music through headphones, what kind of hearing impairment are you risking?
- To locate the source of a sound, why does it sometimes help to turn or tilt your head?

### LOOKING BACK

- What kind of code in the nervous system helps explain why a pinprick and a kiss feel different? (p. 182)
- Why does your dog hear a “silent” doggie whistle when you can’t? (p. 182)
- What kind of bias can influence whether you think you hear the phone ringing when you’re in the shower? (p. 184)
- What happens when people are deprived of all external sensory stimulation? (p. 186)
- How does the eye differ from a camera? (p. 190)
- Why can we describe a color as bluish green but not as reddish green? (p. 193)
- If you were blind in one eye, why might you misjudge the distance of a painting on the wall but not of buildings a block away? (p. 193)
- Why does a note played on a flute sound different from the same note on an oboe? (p. 201)
- If you habitually listen to loud music through headphones, what kind of hearing impairment are you risking? (p. 202)
- To locate the source of a sound, why does it sometimes help to turn or tilt your head? (p. 204)
- Why do saccharin and caffeine taste bitter to some people but not to others? (p. 205)
- Why do you have trouble tasting your food when you have a cold? (p. 206)
- Why do people often continue to “feel” limbs that have been amputated? (p. 209)
- Do babies see the world the way adults do? (p. 212)

### GET INVOLVED

#### THUMBS UP!

Ask the members of your family, one person at a time, to clasp their hands together. Include aunts and uncles, grandparents—as many of your biological relatives as possible. Which thumb does each person put on top?

About half of all people fold the left thumb over the right, and about half fold the right thumb over the left, and these responses tend to run in families. Do your own relatives show one tendency over the other? (If your family is an adoptive one, of course, there is less chance of finding a trend.) Try the same exercise with someone else’s family; do you get the same results? Even for behavior as simple as thumb folding, the details of how genes exert their effect remain uncertain (Jones, 1994).



material to their own lives (e.g., if they drink, listing their own motives for doing so). Instructors may want to assign some of these exercises to the entire class and then discuss the results and what they might mean.

**Conceptual graphics**, most of them new to this edition, help students visualize material in order to understand and retain it better. By using these graphics, students can see at a glance, for example, the various types of attachment, distinctions between different types of memories, the difference between positive and negative reinforcement, and the elements of successful therapy. We have tried to keep these visual summaries simple, straightforward, and appealing.

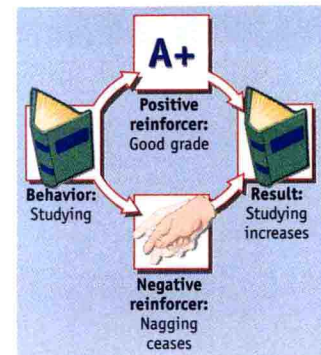
**Review tables**, which are new to this edition, summarize and contrast theories and approaches discussed in the text—for example, methods used in brain research, theories of dreaming, theories of personality, and approaches to psychotherapy. This feature helps students extract main points, organize what they have learned, and study for exams.

**Quick Quizzes** are periodic self-tests that encourage students to check their progress, and to go back and review if necessary. These quizzes do more than just test for memorization of definitions; they tell students whether they comprehend the issues. Mindful of the common tendency to skip quizzes or to peek at the answers, we have used various formats and have included engaging examples in order to motivate students to test themselves.

Many of the quizzes also include critical-thinking items, identified by the critical-thinking symbol. These items invite the student to reflect on the implications of findings and consider how psychological principles might illuminate real-life issues. For example: What kinds of questions should a critical thinker ask about a new drug for depression? How might a hypothetical study of testosterone and hostility be improved? How should a critical consumer evaluate someone's claim that health is entirely a matter of "mind over matter"? Although we offer some answers to these questions, students may have valid, well-reasoned answers that differ from our own.










Other pedagogical features designed to help students study and learn better include a **running glossary** that defines boldfaced technical terms on the pages where they occur for handy reference and study; a **cumulative glossary** at the back of the book; a list of **key terms** at the end of each chapter that includes page numbers so that students can find the sections where the terms are covered; **chapter outlines**; and **chapter summaries** in numbered paragraph form to help students review major concepts.

**Taking Psychology with You**, a feature that concludes each chapter, illustrates the practical implications of psychological research for individuals, groups, institutions, and society. This feature tackles topics of personal interest and relevance, such as living with pain (Chapter 6), improving study habits (Chapter 7), getting along with people from other cultures (Chapter 8), becoming more creative (Chapter 9), managing anger (Chapter 11), boosting motivation (Chapter 12), and choosing a therapist (Chapter 17).



## REVIEW 1.2

### FIVE MAJOR PSYCHOLOGICAL PERSPECTIVES

Perspective	Major Topics of Study	Sample Finding on Violence
 Biological	The nervous system, hormones, brain chemistry, heredity, evolutionary influences	Brain damage caused by birth complications or child abuse might incline some people toward violence.
 Learning	Environment and experience	
 Behavioral	Environmental determinants of observable behavior	Violence increases when it pays off.
 Social cognitive	Environmental influences, observation and imitation, beliefs and values	Violent role models can influence some children to behave aggressively.
 Cognitive	Thinking, memory, language, problem solving, perceptions	Violent people are often quick to perceive provocation and insult.
 Sociocultural	Social and cultural contexts	
 Social psychology	Social rules and roles, groups, relationships	People are often more aggressive in a crowd than they would be on their own.
 Cultural psychology	Cultural norms, values, and expectations	Cultures based on herding rather than agriculture tend to train boys to be aggressive.
 Psychodynamic	Unconscious thoughts, desires, and conflicts	A man who murders prostitutes may have unconscious conflicts about his mother and about sexuality.

## QUICK QUIZ

Is all this information about eating making you hungry for knowledge?

- True or false: Emotional problems explain why fat people are heavy.
- Falling and rising levels of leptin help the brain regulate \_\_\_\_\_ and metabolism in order to maintain a person's genetically influenced \_\_\_\_\_.
- Rising rates of obesity can best be explained by (a) genetic changes over the past few decades, (b) a lack of will power, (c) an abundance of high-fat food and sedentary lifestyles, (d) the increase in eating disorders.
- Bill, who is thin, reads in the newspaper that genes set the range of body weight and shape. "Oh, good," he exclaims, "now I can eat all the junk food I want; I was born to be skinny." What's wrong with Bill's conclusion?

Answers:

1. False 2. appetite, set point 3. c 4. Bill is right to recognize that there may be limits to how heavy he can become. But he may also be oversimplifying and jumping to conclusions. Even people who have a set point for leanness will gain some weight on fatty foods and excess calories, especially if they don't exercise; also, rich junk food is unhealthy for reasons that have nothing to do with overweight.



## TAKING PSYCHOLOGY WITH YOU

## FOOD FOR THOUGHT: DIET AND NEUROTRANSMITTERS

Vitamin improves sex! Mineral boosts brainpower! Chocolate chases the blues! Claims such as these have long given nutritional theories of behavior a bad reputation. In the late 1960s, when Nobel laureate Linus Pauling proposed that some mental disorders be treated with massive doses of vitamins, few researchers listened. Mainstream medical authorities

classified Pauling's vitamin therapy with such infamous cure-alls as snake oil and leeches.

Today, most mental-health professionals remain skeptical of nutritional cures for mental illness. But the underlying premise of nutritional treatments, that diet affects the brain and therefore behavior, is getting a second look. Claims that sugar or common

food additives lead to undesirable behavior in otherwise normal people remain doubtful, but in some cases of disturbance, diet may make a difference. In one double-blind study, researchers asked depressed patients to abstain from refined sugar and caffeine. Over a three-month period, these patients showed significantly more improvement in their symptoms

The final “Taking Psychology with You” in the book is an **Epilogue**, a unique effort to show students that the vast number of seemingly disparate studies and points of view they have just read about are related. The Epilogue contains a typical problem that everyone can be expected to encounter: conflicts in a close relationship. We show how topics discussed in previous

chapters can be applied to understanding and coping with such conflicts. Many instructors have told us that they find the Epilogue a useful tool for helping students integrate the diverse approaches of contemporary psychology. Asking students to come up with research findings that might apply to other problems also makes for a good term-paper assignment.

## REFLECTING NEW DIRECTIONS AND RESEARCH IN THE FIELD

Psychology is an expanding, constantly evolving enterprise. New areas of interest emerge, and suddenly research on a topic that was previously overlooked explodes into prominence. Accordingly, this edition includes prominent coverage of three rapidly growing fields: evolutionary psychology (Chapter 3), behavioral genetics (Chapters 3 and 13), and cultural psychology (throughout the book). We have also added up-to-date research in every chapter, including some astonishing findings on neuronal growth throughout life (Chapters 4 and 14), the limits of parental influence on children's personality and behavior (Chapters 13 and 14), and the continuing mysteries of pain (Chapter 6), memory (Chapter 10), and dreaming (Chapter 5).

## FACING THE CONTROVERSIES

Psychology has always been full of lively, sometimes angry, debates, and we feel that students should not be sheltered from them. They are what make psychology so interesting! Sociobiologists and feminist psychologists often differ strongly in their analyses of gender relations (Chapters 3 and 12). Psychodynamic clinicians and experimental psychologists differ strongly in their assumptions about memory, child development, and trauma; these differences have heated repercussions for, among other things, “recovered memory” therapy and the questioning of children as eyewitnesses (Chapter 10). The “scientist-practitioner” gap between researchers and psychodynamic psychotherapists is continuing to widen (Chapters 13 and 17). Developmental psychologists are hotly debating the extent and limits of parental influence on children (Chapter 14). And psychologists continue to argue among themselves about the genetic and cultural origins of addiction, in a debate that has profound importance for reducing and treating drug abuse (Chapters 5 and 16). In this book we candidly address these and other controversies, try to show why they are occurring, and suggest the kinds of questions that might lead to useful answers in each case.

## A NOTE TO USERS OF PREVIOUS EDITIONS

In response to suggestions from users of earlier editions of *Psychology*, we have made a special effort to reduce the “density” of the narrative, by reducing the level of detail in many discussions, resisting the temptation to digress, and keeping the focus on main points. Expert reviewers, of course, tend to want students to appreciate all the

In 1998, in the operation shown here, surgeons attempted for the first time to treat a stroke victim by injecting specially prepared precursor cells into her brain. Scientists will soon learn how effective such experimental treatments are.





complexities of their particular area of research. However, while acknowledging areas of debate and trying to make sure that the research we cite is absolutely current, we have worked hard to keep the student's focus on the fundamental points and conclusions. In addition, we have reorganized some sections to make them clearer and easier to study and teach.

A detailed explanation of all deletions, additions, and changes in the sixth edition is available to adopters of the fifth edition, so that no one will have to guess why we made particular changes. We hope this support will make the transition from one edition to the next as painless for instructors as possible. You can obtain this description from your Prentice Hall representative or by writing to: Marketing Manager, Psychology, Prentice Hall Publishers, One Lake Street, Saddle River, New Jersey 07458.

## SUPPLEMENTS PACKAGE

*Psychology, Sixth Edition*, is supported by a complete teaching and learning package.

### For the Instructor

***Instructor's Resource Manual.*** We believe that you will find a wealth of helpful information and teaching resources in the *Instructor's Resource Manual*, developed by Barbara Brown of Georgia Perimeter College. Professor Brown brings a number of innovative ideas to the IRM, which includes learning objectives, chapter outlines, lecture supplements, classroom demonstrations, and critical-thinking exercises, mini-experiments, self-test exercises and suggestions for additional readings, and an extensive guide to audiovisual materials.

***Test Banks I and II.*** Scott Johnson of John Wood Community College and Steve Charlton of Kwantlen College designed these excellent test banks. Each contains over 2500 multiple-choice, true-false, short-answer, and essay questions that test factual, applied, and conceptual knowledge. Items are referenced by learning objectives, cognitive type, topic, and skill.

***Prentice Hall Test Manager.*** *Psychology, Sixth Edition*, is now accompanied by the best-selling test-generating software on the market. The software runs on IBM (Windows), Macintosh and Apple IIE. It contains the following modules:

- GRADE: Gradebook
- GUIDE: Tutoring system
- PAINT: Creates graphical artwork and illustrations
- On-Line Network Testing

Tests are created through the custom-test software, administered through the On-line Testing module, and then transferred to the gradebook for evaluation.

***Prentice Hall Transparencies for Introductory Psychology, Series V.*** You can add visual impact to the study of psychology with Prentice Hall's collection of four-color transparencies. Designed in a large-type format for lecture settings, many of these quality illustrations are not found in the text and offer a wealth of additional resources to enhance lectures and reinforce student learning.

***Powerpoint Slides and Electronic Text Art.*** A set of Powerpoint Slides and nearly all of the line art found in the text is available on a CD-ROM and can also be downloaded from the Faculty Section of the Psychology Interactive Center.





*Teaching Psychology, 2/E* by Fred W. Whitford, Montana State University, is an excellent guide for new instructors or teaching assistants who want to learn to manage the myriad tasks required to teach effectively from the start.

*ABC News/Prentice Hall Video Library.* Prentice Hall has assembled a collection of feature segments from award-winning news programs. The following libraries are currently available to qualified adopters:

- ABC News Videos for Introductory Psychology Series III consists of segments from such programs as Nightline, 20/20, Prime Time Live, and The Health Show. A summary and questions, designed to stimulate critical thinking for each segment, are included in the Instructor's Resource Manual.
- The Alliance Series: The Annenberg/CPB Collection. The Alliance Series is the most extensive collection of professionally produced videos available with any introductory psychology textbook. Selections include videos in the following Annenberg series: The Brain, the Brain Teaching Modules, Discovering Psychology, The Mind, and The Mind Teaching Modules. Available to qualified adopters. Please contact your local Prentice Hall representative for more information.

*On-Line Course Management.* For instructors interested in distance learning, Prentice Hall and Pearson Education offer a fully customizable, on-line course with World Wide Web links, on-line testing, and many other course management tools. See your local Prentice Hall representative or visit Prentice Hall's special Demonstration Central website at <http://www.prenhall.com/demo> for more information.

## For the Instructor and the Student

*Multimedia, Internet, and World Wide Web Materials: The Psychology Interactive Center.* Prentice Hall and Peregrine Publishers have melded two acclaimed interactive learning resources: Prentice Hall's Companion Website with Peregrine's The Psychology Place. Available at <http://www.prenhall.com/wade>, the Companion Website portion of this new center was developed by Professor Kenneth Carter of the Oxford College of Emory University. It provides materials to help students review chapter content and test their knowledge of what they have read. It also provides exciting World Wide Web destinations where students can find related information that expands on material found in their text. Chat rooms and Message Boards allow students to share their ideas about psychology with students from their own classroom or from colleges across the country.

The Psychology Interactive Center provides a jumping-off point for students to explore the more than 200 articles, demonstrations, frequently asked questions, and interactive exercises from The Psychology Place, which has been customized for the sixth edition of *Psychology* to provide extra information for motivated students.

Both the Instructor's Resource Manual and the new Media Users Guide inform instructors and students on how to get the most out of this unique resource.

## For the Student

*Practice Test and Review Manual.* Prepared by Professor Tina Stern of Georgia Perimeter College, this manual has been extensively updated to reflect the new coverage in the Sixth Edition. It includes learning objectives, chapter outlines, critical-thinking questions on important concepts in the text, practice tests with suggested answers, key-term reviews, and a "How to Study" section.



*“Psychobabble and Biobunk” by Carol Tavis.* This expanded and updated collection of opinion essays, written for the *Los Angeles Times* and the *New York Times* by Carol Tavis, applies psychological research to current issues in the news. These essays may be used to encourage debate in the classroom or as a basis for student papers. Using them as models, students can write or present their own points of view on a topic, drawing on evidence from the textbook, lectures, or independent research to support their conclusions.

*Media User’s Guide.* The Media User’s Guide is provided to students at no charge with the purchase of a new text. Students who use this guide should have no trouble taking advantage of everything the web has to offer for their introductory psychology experience. The guide includes:

- Written explanations and navigational instructions for using the Psychology Interactive Center (see above description under Multimedia, Internet, and the World Wide Web).
- Summaries of the content of every article, demonstration and exercise found in The Psychology Place.
- A hands-on Internet Tutorial that features web sites related to psychology.

*The New York Times Supplement.* The core subject matter provided in the text is supplemented by a collection of timely articles from one of the world’s most distinguished newspapers, the *New York Times*. Also included are discussion and critical thinking questions that relate psychological perspectives and topics in the text to issues in the articles.



## SUPPLEMENTAL TEXTS AVAILABLE FOR PACKAGING WITH THE SIXTH EDITION

Several Prentice Hall textbooks are available, at reduced prices, for packaging with *Psychology, Sixth Edition*, to enhance your students’ experience:

*The Psychology Major: Careers and Strategies for Success* by Eric Landrum (Boise State University), Stephen Davis (Emporia State University), and Terri Landrum (Boise State University). This 160-page paperback provides valuable information on career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of research reporting.

*Forty Studies that Changed Psychology, Third Edition* by Roger Hock (Mendocino College). Presenting the seminal research studies that have shaped modern psychological study, this brief supplement provides an overview of the environment that gave rise to each study, its experimental design, its findings, and its impact on current thinking in the discipline.

*How to Think Like a Psychologist* by Donald McBurney (University of Pittsburgh). This unique supplementary text uses a question-answer format to explore some of the most common questions students ask about psychology.

*Experiencing Psychology* by Gary Brannigan (State University of New York at Plattsburgh). This hands-on activity book contains 39 active-learning experiences corresponding to major topics in psychology to provide students with hands-on experience in “doing” psychology.

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We have enjoyed writing this book, and we hope you will enjoy reading and using it. Your questions, comments, and reactions on earlier editions helped us make many improvements. Please let us hear from you.

Carole Wade

Carol Tavis



# TO THE STUDENT

If you are reading this introduction, you are starting your introductory psychology course on the right foot. It is always a good idea to get a general picture of what you are about to read before charging forward.

Our goal in writing this book is to guide you to think critically and imaginatively about psychological issues, and to help you apply what you learn to your own life and the world around you. We ourselves have never gotten over our initial excitement about psychology, and we have done everything we can think of to make the field as absorbing for you as it is for us. However, what you bring to this book is as important as what we have written—we can pitch ideas to you, but you have to step up to the plate to connect with them. This text will remain only a collection of pages with ink on them unless you choose to read actively.

## GETTING INVOLVED

To encourage you to read and study actively, we have included some special features.

In the first chapter, we will introduce you to the basic guidelines of **critical and creative thinking**—the principles we hope will help you learn the difference between unsupported claims or “psychobabble” and good, scientific reasoning. The identifying symbol for critical thinking is a lightbulb, like the one in the margin. Throughout the book, some (but not all) of our **critical-thinking discussions** are signaled in the text by a “signpost” in the margin that includes this lightbulb and one of the critical-thinking guidelines. We will be telling you about many lively and passionate debates in psychology—over gender differences, psychotherapy, memory, multiple personality disorder, and many other topics—and we hope our coverage of these debates will increase your involvement with the ongoing discoveries of psychology.



Before each major section in a chapter, a feature called **What's Ahead** lists some preview questions designed to stir your curiosity and give you an overview of what the section will cover. For example: Why does paying children for good grades sometimes backfire? Do people remember better when they're hypnotized? Do men and women differ in the ability to love? When you finish the chapter, you will encounter these questions again, under the heading **Looking Back**. Use this list as a self-test; if you can't answer a question, you can go to the page indicated after the question and review the material.

Each chapter also contains several **Get Involved** exercises, entertaining little experiments or explorations you can do that relate to what you are reading about. In Chapter 3, for instance, you can find out immediately whether you are genetically disposed to cross your right thumb over your left or vice versa when you clasp your hands together; and in Chapter 11 you can find out how your own thoughts affect your emotions. Some of these exercises take only a minute; others are “mini-studies” that you can do by observing or interviewing others.

Every chapter contains several **Quick Quizzes** that permit you to test your understanding and retention of what you have just read and give you practice in applying the material to examples. Do not let the word “quiz” give you a sinking feeling. These quizzes are for your practical use and, we hope, for your enjoyment. When you have trouble with a question, do not go on; pause right then and there, review what you have read, and then try again.

Some of the Quick Quizzes contain a *critical-thinking item*, denoted by the lightbulb symbol. The answers we give for these items are only suggestions; feel free to come up with different ones. Quick Quizzes containing critical-thinking questions

are not really so quick, because they ask you to reflect on what you have read and to apply the guidelines to critical thinking that are introduced in Chapter 1. But if you take the time to respond thoughtfully to them, we think you will learn more and become a more sophisticated user of psychology.

At the end of each chapter, a feature called **Taking Psychology with You** draws on research to suggest ways you can apply what you have learned to everyday problems and concerns, such as how to boost your motivation, improve your memory, and get a better night's sleep, as well as more urgent ones, such as how to live with chronic pain or help a friend who seems suicidal. The very last "Taking Psychology with You," at the end of the book, is an **Epilogue** that shows how you might integrate and use the findings and theories you have read about to solve problems in your own relationships.

## HOW TO STUDY

In our years of teaching, we have found that certain study strategies can vastly improve learning, and so we offer the following suggestions. (Reading Chapter 7, on learning, and Chapter 10, on memory, will also be helpful!)

Before you even start the book, we suggest you read the Table of Contents to get an overall view of the book's organization and coverage. Likewise, before starting a chapter, read the chapter title and outline to get an idea of what is in store. Browse through the chapter, looking at the pictures and reading the headings.

Do not try to read the text the same way you might read a novel, taking in large chunks at a sitting. To get the most from your studying, we recommend that you read only a part of each chapter at a time.

Instead of simply reading silently, nodding along saying "hmmmm" to yourself, try to restate what you have read in your own words at the end of each major section. Some people find it helpful to write down main points on a piece of paper or on index cards. Others prefer to recite main points aloud to someone else—or even to a patient pet. Do not count on getting by with just one reading of a chapter. Most people need to go through the material at least twice, and then revisit the main points several times before an exam. Special tables called **Reviews** will help you summarize, integrate, and compare psychological theories and approaches discussed in the chapter.

When you have finished a chapter, read the **Summary**. (Some students find it useful to write down their own summary first, then compare it with the book's.) Use the list of **key terms** at the end of each chapter as a checklist. Try to define and discuss each term to see how well you understand and remember it. If you need to check your recall, the page number that follows each term refers you to the term's first mention in the chapter. Finally, go over the **Looking Back** questions to be sure you can answer them.

Important new terms in this textbook are printed in **boldface** and are defined in the margin of the page on which they appear, or on the facing page. The **marginal glossary** permits you to find all key terms and concepts easily, and will help you when you study for exams. A complete glossary appears at the end of the book.

The **Study Guide** for this book, available at your bookstore, is an excellent resource. It contains review material, exercises, and practice tests to help you understand and apply the concepts in the book.

If you are assigned a term project or a report, you may need to track down some references we provide or do further reading. Throughout the book, all studies and theories include *citations* in parentheses, like this: (Aardvark and Zebra, 2000). A citation tells you who the authors of a book, article, or paper are and when the work