



FOURTH EDITION

SAUL KASSIN

Psychology

Psychology

EDITION

4

Saul Kassin

Williams College



Upper Saddle River,
New Jersey 07458

Library of Congress Cataloging-in-Publication Data

Kassin, Saul M.

Psychology / Saul Kassin.—4th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-13-049641-3

1. Psychology. I. Title.

BF121.K34 2003

150—dc21

2003048669

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Printer/Binder: *This book was printed and bound by RR. Donnelley. The cover was printed by Phoenix Color Corp.*

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*I dedicate this book
to my students,
past and present.*

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10 9 8 7 6 5 4 3 2

ISBN 0-13-049641-3

PREFACE

Some of my best friends are psychologists. They all have different backgrounds and interests; some teach at colleges and universities, others work for government or private organizations; some do laboratory research, others write books, and still others help people with personal problems. Yet despite the differences, these friends are, to a person, excited about their work, the field, and the contributions being made by this intelligent and useful discipline.

I had three goals in writing this textbook. *First and foremost, I want to get students thinking like psychologists.* No author can invoke critical thinking in students the way a parent spoon feeds a baby. Critical thinking is a frame of mind, an attitude that forms naturally in response to information that is engaging and personally relevant—which leads me to the special features of this book. Determined to get the student reader to think like a psychologist, and to do so without gimmicks, I have created a number of innovative features for this textbook that are described below.

My second goal is to teach students that psychology is not a mere laundry list of names, dates, and terms, but is a dynamic and evolving process of discovery. Every psychology textbook presents the discipline as a science. Indeed, many authors devote a whole second chapter to research methods. I have taken a more integrated approach. Because research methods are central to psychology's identity and development, this topic is introduced fully and comprehensively in Chapter 1, along with the field itself. In learning about research methods, from the use of case studies to experiments and meta-analysis, students are shown that science is a process that is slow, cumulative, and dynamic.

My third goal is to spark in students the hunger, passion, and excitement that psychologists have for their work. Toward this end, I have tried to write a book that is not only readable, but also warm, personal, interactive, contemporary, relevant, and newsy. I have not ducked the hot and sticky issues. The ethics of animal research, the nature and nurture of homosexuality, and the recovery of repressed childhood memories are just a few of the current controversies that I have confronted head-on by reviewing available research. I have also made it a point to illustrate the principles of psychology with vivid events from the worlds of sports, entertainment, literature, politics, law, and world events. I never, ever, resort to “John and Mary in the dorm” hypotheticals to illustrate a point. The examples I use thus reflect my conviction that students, like the rest of us, have a deep and vested interest in a world that extends past the borders of the college campus.

ORGANIZATION OF THIS BOOK

Take a peek at the Table of Contents, and you'll see that this textbook contains eighteen independent chapters, from the introduction to psychology and its methods through the various areas of neuroscience, cognitive, developmental, social, and clinical psychology to an integrative capstone chapter on health and well-being.

Like its predecessors, this edition offers a broad, balanced, and mainstream look at psychology today. Thus, I have filled the pages with detailed descriptions of

classic studies from psychology's historical warehouse and with new research findings, some hot off the presses, that address current issues. There are four aspects of this book's organizational structure that I want to spotlight for instructors.

COVERAGE OF RESEARCH METHODS

Many introductory textbooks separate the introduction of psychology from its methods of inquiry, often presented in a parenthetical second chapter. I have taken a more integrated approach that presents psychology's research methods as part and parcel of its history, development, and current identity as a science.

All the material you'd expect to find in a chapter on research methods appears in Chapter 1—including discussions of where psychologists do their research, how they measure psychological variables, and the inferences that we can and cannot draw from descriptive research, correlational studies, and experiments. Noting that the base of scientific knowledge builds slowly, one step at a time, this coverage includes a section on literature reviews and meta-analysis. It also contains a section on ethical dilemmas that confront both the animal and human research communities.

The central focus on research methods is reinforced in each and every chapter, which opens with *What's Your Prediction?*—an activity that carefully describes the procedures of an actual published study and calls on students to predict the results. The actual results are then revealed, followed by a discussion of what they mean. This activity, more than any other I've tried in the classroom, gets students, like psychologists, to think critically about research methods. Look at these chapter opening activities, and you'll see that many involve laboratory or field experiments; others involve correlational studies; three describe self-report surveys, one a neuropsychological case study, and one an archival study that tracked intelligence test scores over time. In some cases, students are asked to imagine being a subject; in others, they are cast into the role of the researcher or an observer.

To further reinforce this type of focus on research methods, I have added a new feature, *What's Your Prediction?* exercises, throughout the text. Within the margin of each and every chapter, students are presented with a brief description of a new, high-interest study. In light of the chapter material they've read, they are asked again to predict the results, which then are revealed.

A NEW CHAPTER ON NATURE AND NURTURE

The nature–nurture debate is a classic in all areas of psychology and always the subject of intense debate. At one end, the strict biological position states that we share a common evolutionary heritage that makes us all similar—and that we are predisposed by genetics to exhibit differences in the way we think, feel, and behave. At the other end, a strict environmental position says that our fate is shaped by learning, culture, nutrition, family background, peer groups, and critical life events.

Drawing on a current renaissance in evolutionary theory, the discoveries of the Human Genome Project, and recent developments in behavioral genetics, I have created a new chapter entitled “Nature and Nurture.” The purpose of this new chapter is to educate psychology students about basic genetics, natural selection, and the emerging field of evolutionary psychology, and to introduce the nature–nurture debates, heritability studies, and recent work on the interaction of biology and environment. This chapter concludes with discussions of the nature and nurture of gender and sexual orientation.

A CHAPTER ON SOCIAL AND CULTURAL GROUPS

Psychologists have always been fascinated by differences among cultures—and among racial and ethnic groups within cultures. In the wake of September 11, 2001, the twenty-first century has thus far been plagued with unspeakable acts of hatred, conflict, and violence among religious and ethnic groups all over the world. The topic is thus generating a great deal of scientific interest and controversy. Diversity issues are addressed throughout this text. Similarities and differences are noted, for example, in perception, emotion, reasoning, intelligence, child and adult development, social behavior, the structure of personality, and psychopathology.

To bring together this most important new work in the area of human diversity, I have also dedicated an entire chapter to this subject. Chapter 14, entitled “Social and Cultural Groups,” examines such topics as individualism, collectivism, and the cultural differences between East and West; acculturation and ethnic identity among immigrants; cognitive and motivational roots of stereotyping, prejudice, and inter-group conflict; and racism in America. As this chapter reveals, “No two people are alike, yet everyone is basically the same.”

A CAPSTONE CHAPTER ON HEALTH AND WELL-BEING

All introductory psychology texts that I’ve seen come to an end on whatever happens to be the final word of the last substantive chapter. Typically, no effort is made to integrate the material or to provide students with a sense of closure. A feature unique to this text is a closing capstone chapter that brings together all areas of psychology on a hot topic that is dear to everyone: health and well-being. Following an initial discussion of “mind over matter,” Chapter 18 presents some of the latest research on the self, the health implications of self-awareness, stress and coping, and the exciting new work in the area of psychoneuroimmunology. As noted in this final chapter, “The mind is a powerful tool. The more we know about how to use it, the better off we’ll be.”

SPECIAL FEATURES

NEW “PROCESS OF DISCOVERY” INTERVIEWS

I am particularly excited about a new feature that I have called “The Process of Discovery,” or POD. Building on my desire to get students to think like psychologists, the purpose of POD interviews is to give students a first-hand glimpse into eminent psychologists and their stories, *in their own words*, of how they came upon their major contributions. Across chapters, psychology’s leaders answer four questions: (1) How did you first become interested in psychology? (2) How did you come up with your important discovery? (3) How has the field you inspired developed over the years? (4) What’s your prediction on where the field is heading?

For me, reading the process of discovery stories told by psychologists who have shaped the field was a labor of love. Through it, I learned how Michael Gazzaniga came to test his first split-brain patient, how Robert Sternberg became interested in intelligence, how Hazel Markus came to realize that Western conceptions of the self made no sense in Japan, how a psychoanalyst by the name of Aaron Beck came to formulate cognitive therapy, and how Eleanor Gibson’s inspiration for the visual cliff came from a family vacation to the Grand Canyon—and her concern for her young daughter who “danced on the rim.” Shortly after Daniel Kahneman described how he became interested in cognitive illusions, he won a Nobel Prize.

Needless to say, I think that this feature will serve as a valuable learning tool, a source of inspiration, and an archival resource for both students and teachers of psychology.

“WHAT’S YOUR PREDICTION?” STUDIES

To orient students to the material in each chapter—and to get them thinking in operational terms—I open each chapter with a detailed account of an actual study. Some are classics in the field; others are new. Some are laboratory experiments; others are field studies, archival studies, or self-report surveys. In some, students are asked to imagine being a subject in an experiment. In others, they are cast into the role of the researcher or an observer. In all cases, I set the stage with a vivid account of the procedures used. After students have read about the situation and have imagined being part of it, they are asked to predict the results. The actual findings are then revealed, followed by a discussion of what it all means.

I have used this technique in the classroom for many years and have found that it works like a charm. After students become personally committed to a prediction, they sit at the edge of their seats, eager to know what happened. Then when the results are revealed, they think long and hard about the study and its methods—particularly when the results contradict their predictions. Now *that’s* critical thinking. This activity is so effective that all chapters now contain additional *What’s Your Prediction?* exercises in the margin that feature new, high-interest studies that extend the material presented in the body of the text.

Feature Boxes In every chapter, you will find one or two special, high-interest boxes designed to get students thinking like psychologists. Toward this end, I have written three types of boxes: “Psychology and . . .,” “How To,” and “Debunking the Myth.”

“Psychology and . . .” These days, some of the most exciting work in all areas of psychology connects basic theories and research, on the one hand, to various real-world applications, on the other. Psychologists are animated by many fertile domains of application. To represent some of these areas, “Psychology and . . .” boxes describe applied research in such areas as health, education, law, sports, and current events. Beginning with a new box entitled “*Psychology and World Events: Psychological Consequences of Terrorism*,” this feature will enable students to see psychology from an enticing other perspective—“out there,” in action, and in the public forum.

“How To” As all instructors know, students often ask how psychology relates to their own well-being. “How To” boxes are designed to answer this question by describing some of the ways that students can use psychology to improve aspects of their own lives. Practical advice is thus presented on a whole range of matters—such as how to improve your memory, how to overcome insomnia, and how to avoid social blunders when traveling in foreign cultures.

“Debunking the Myth” These boxes present popular conceptions about people, the mind, and behavior, or conclusions prematurely drawn from early research for which there is no empirical support. It’s my hope that “Debunking the Myth” boxes will encourage students to reflect on—and reevaluate—their own intuitive theories, beliefs, and commonsense conceptions on a whole range of psychological matters.

NEW CONTENT IN THE FOURTH EDITION

From one area to the next, this book is remarkably up to date. I have taken a fresh look at the latest theoretical and research developments within each and every chapter. In doing so, I have tried to strike a balance between “classics” from psychology’s historical warehouse and new studies hot off the presses. But my main goal is to describe the state of psychology *today*—and to do so in a way that is responsible. As in any text, the scholarship must be accurate and current. Therefore, the more than two hundred new references rely most heavily on research appearing in high-quality journals. In particular, I’d like to draw your attention to the following topics, which are either new to this edition or have received expanded coverage:

- Psychological consequences of terrorism (Chapter 1)
- Neurogenesis (Chapter 2)
- Influence without awareness (Chapter 4)
- Corporal punishment (Chapter 5)
- Transmission of animal “cultures” by imitation (Chapter 5)
- Change blindness (Chapter 6)
- Creation of false memories (Chapter 6)
- Animal cognition (Chapter 7)
- The Human Genome Project (8)
- Processes of natural selection (Chapter 8)
- Evolutionary roots of aggression and altruism (Chapter 8)
- Sibling effects on child development (Chapter 8)
- Infants as minimathematicians (Chapter 9)
- Early puberty onset trends (Chapter 9)
- Developmental trajectories of self-esteem (Chapter 9)
- How environments multiply the influence of genes on IQ (Chapter 10)
- Stereotype threat effects on performance (Chapter 10)
- The global obesity epidemic (Chapter 11)
- Animal emotions (Chapter 12)
- Affective forecasting (Chapter 12)
- Automatic and unconscious social influences (Chapter 13)
- Attributions as social constructions (Chapter 13)
- Implicit stereotyping (Chapter 14)
- Andreasen’s “synthetic model” of mental illness (Chapter 16)
- Trend toward the “manualization” of psychological treatments (Chapter 17)
- How new drugs are brought to market (Chapter 17)
- Gender differences in reactions to stress (Chapter 18)

STATISTICAL APPENDIX

For those who wish to analyze research results using descriptive and inferential statistics, this appendix leads students, step by step, through methods of describing data, measures of central tendency and variability, the normal distribution, correlations, t tests, and the analysis of variance.

INSTRUCTOR AND STUDENT SUPPLEMENTS TO ACCOMPANY *PSYCHOLOGY, FOURTH EDITION*

The Fourth Edition's supplements package has gone through extensive revision and refinement to provide you and your students with the best teaching and learning materials, both in print and media formats.

PRINT AND MEDIA SUPPLEMENTS FOR THE INSTRUCTOR

NEW Instructor's Resource Binder This binder includes an exhaustive collection of teaching resources for both new and experienced instructors alike. Organized by chapter, this binder includes the Instructor's Resource Manual, the Test Item File, Prentice Hall's Introductory Psychology Transparencies, 2004, the Instructor's Resource CD-ROM, and the TestGen Computerized Testing Software. All of these supplements are described below.

Instructor's Resource Manual Created by Alan Swinkles of St. Edward's University, each chapter in the manual includes the following resources, organized in an easy-to-reference Chapter Outline: Introducing the Chapter; Learning Objectives; Lecture Suggestions and Discussion Topics; Classroom Activities, Demonstrations, and Exercises; Out-of-Class Assignments and Projects; Multimedia Resources; Video Resources; Transparencies Masters; and Handouts. Designed to make your lectures more effective and to save you preparation time, this extensive resource gathers together the most effective activities and strategies for teaching your Introductory Psychology course.

Test Item File Created by John Caruso of University of Massachusetts, Dartmouth, this test bank contains over 4,500 multiple choice, true/false, and short answer essay questions. Each question references the section and page number in the text; provides an easy, moderate, or difficult key for level of difficulty; and lists the question type of factual, conceptual, or applied.

NEW Prentice Hall's TestGen Available on one dual-platform CD-ROM, this test generator program provides instructors "best in class" features in an easy-to-use program. Create tests using the TestGen Wizard and easily select questions with drag-and-drop or point-and-click functionality. Add or modify test questions using the built-in Question Editor and print tests in a variety of formats. The program comes with full technical support and telephone "Request a Test" service.

NEW Instructor's Resource CD-ROM Included with the Instructor's Resource Binder, this valuable, time-saving supplement provides you with an electronic version of a variety of teaching resources all in one place so that you may customize your lecture notes and media presentations. This CD-ROM includes PowerPoint slides customized to the Fourth Edition, electronic versions of the artwork in the text chapters, electronic versions of the Overhead Transparencies, electronic files for

the Instructor Resource Manual and the Test Item File as well as clips from Prentice Hall's *Video Classics in Psychology* CD-ROM formatted for in-class presentation.

PowerPoint Slides for *Psychology, Fourth Edition* Created by Kathy Demitrakis, Albuquerque Vocational Institute, each chapter's presentations highlight the key points covered in the text. Provided in two versions—one with the Chapter Graphics and one without—to give you flexibility in preparing your lectures. Available on the Instructor's Resource CD-ROM or on Prentice Hall's *Psychology Central* Web site described below.

NEW Prentice Hall's Introductory Psychology Transparencies, 2004 Designed to be used in large lecture settings, this set of over 130 full-color transparencies includes illustrations from the text as well as images from a variety of other sources. Available in acetate form, online at *Psychology Central* or on the Instructor's Resource CD-ROM.

NEW *Psychology Central* Web Site at www.prenhall.com/psychology Password protected for instructor's use only, this site allows you online access to all Prentice Hall's Psychology supplements. You'll find a multitude of resources for teaching introductory Psychology. From this site you can download any of the key supplements available for *Psychology, Fourth Edition* including the following: Instructor's Resource Manual, Test Item File, PowerPoint Slides, Chapter Graphics, and electronic versions of the Introductory Psychology Transparencies, 2004. Contact your Prentice Hall representative for the User ID and Password to access this site.

Online Course Management with *WebCT*, *BlackBoard*, or *CourseCompass* FREE upon adoption of the text, instructors interested in using online course management have their choice of options. Each course comes preloaded with text specific quizzing and testing material and can be fully customized for your course. Contact your Prentice Hall representative or visit www.prenhall.com/demo for more information.

VIDEO RESOURCES FOR INSTRUCTORS

NEW Prentice Hall Lecture Launcher Video for Introductory Psychology Adopters can receive this new videotape that includes short clips covering all major topics in introductory psychology. The videos have been carefully selected from the *Films for Humanities and Sciences* library and edited to provide brief and compelling video content for enhancing your lectures. Contact your local representative for a full list of video clips on this tape.

***The Brain* Video Series** Qualified adopters can select videos from this series of eight, one-hour programs that blend interviews with world-famous brain scientists and dramatic reenactments of landmark cases in medical history. Programs include *The Enlightened Machine*, *The Two Brains*, *Vision and Movement*, *Madness*, *Rhythms and Drives*, *States of Mind*, *Stress and Emotion*, and *Learning and Memory*. Contact your local representative for more details.

***The Discovering Psychology* Video Series** Qualified adopters can select videos from this series produced in association with the American Psychological Association. The series includes thirteen tapes, each containing two half-hour segments. Contact your local sales representative for a list of videos.

ABC News Videos for Introductory Psychology, Series III Qualified adopters can obtain this series consisting of segments from the *ABC Nightly News with Peter Jennings*, *Nightline*, *20/20*, *Prime Time Live*, and *The Health Show*.

Films for Humanities and Sciences Video Library Qualified adopters can select videos on various topics in psychology from the extensive library of *Films for the Humanities and Sciences*. Contact your local sales representative for a list of videos.

PRINT AND MEDIA SUPPLEMENTS FOR THE STUDENT

Study Guide Written by Pamela Regan, California State University, Los Angeles, this student study guide helps students master the core concepts presented in each chapter. Each chapter includes learning objectives, a brief chapter Summary, a Preview Outline of the text chapter, and three different practice tests.

Companion Web Site at www.prenhall.com/kassin Authored by Kathy Demitrakis, Alberquerque Technical Vocational Institute and Christopher Robinson, University of Alabama, Birmingham, this online study guide allows students to review each chapter's material, take practice tests, research topics for course projects and more! The *Psychology, Fourth Edition* Companion Web site includes the following resources for each chapter: Chapter Objectives, Interactive Lectures, five different types of quizzes that provide immediate, text-specific feedback and coaching comments, WebEssays, WebDestinations, NetSearch, *NEW* FlashCards, and *NEW Live!Psych* Activities (described below). Access to the *Psychology, Fourth Edition* Web site is free and unrestricted to all students.

NEW Live!Psych Activities This series of thirty-three highly interactive media simulations, animations, and activities was developed to teach the key concepts—and often the concepts students find most challenging—crucial to understanding Psychology. Designed to get students to interact with the material and to appeal to different learning styles, these *Live!Psych* Media Labs were created in consultation with psychology instructors and carefully reviewed by a board of experts to ensure accuracy and pedagogical effectiveness. Each *Live!Psych* Media Lab is integrated into the presentation of the text material through the use of the *Live!Psych* Icon. Chapter specific *Live!Psych* activities can be found on the Companion Web site at www.prenhall.com/kassin. A special thank you goes to Lynne Blesz-Vestal, the content author, and to the members of our *Live!Psych* review board: Kim Ainsworth-Darnell (Georgia State University); Eric J. Chudler (University of Washington); Margaret Gatz (University of Southern California); Karen Hoblit (Victoria Community College); Gail Knapp (Mott Community College); John Krantz (Hanover College); Nancy Simpson (Trident Technical College); and Chuck Slem (California Polytechnic, San Luis Obispo).



Video Classics in Psychology CD-ROM Using the power of video to clarify key concepts presented in the text, this CD-ROM offers original footage of some of the best-known classic experiments in psychology, including Milgram's obedience study, Watson's Little Albert, Bandura's BoBo doll, Pavlov's dog, Harlow's monkey, and others. In addition, students can see interviews with renowned contributors to the field such as B. F. Skinner, Carl Rogers, Erik Erickson, Carl Jung, and others. Each video is preceded by background information on the importance of that experiment or researcher to the field and is followed by questions that connect the video to concepts presented in the text. The *Video Classics in Psychology* CD-ROM can be packaged free with *Psychology, Fourth Edition*. Contact your local sales representative for the value pack ISBN.

NEW The Prentice Hall Guide to Evaluating Online Resources with Research Navigator: Psychology, 2004 This guide provides students with a hands-on introduction to the Internet, teaches students how to critically evaluate online

resources, and guides students through the research process for three different types of research projects using *Research Navigator*. Access to *Research Navigator*, a customized research database for students of psychology described below, comes FREE with this guide!

Research Navigator™ *Research Navigator* features three exclusive databases full of source material, including:

- **EBSCO's ContentSelect Academic Journal Database**, organized by subject. Each subject contains 50 to 100 of the leading academic journals for that discipline. Instructors and students can search the online journals by keyword, topic, or multiple topics. Articles include abstract and citation information and can be cut, pasted, emailed, or saved for later use.
- **The New York Times Search-by-Subject One Year Archive**, organized by subject and searchable by keyword or multiple keywords. Instructors and students can view the full text of the article.
- **Link Library**, organized by subject, offers editorially selected “best of the Web” sites. Link Libraries are continually scanned and kept up to date providing the most relevant and accurate links for research assignments.

To see how this resource works, take a tour at www.researchnavigator.com, or ask your local Prentice Hall representative for more details.

Mind Matters CD-ROM Free when packaged with a new text, *Mind Matters* features interactive learning modules on history, methods, biological psychology, learning, memory, sensation, and perception. Each module combines text, video, graphics, simulations, games, and assessment to reinforce key psychological concepts.

SUPPLEMENTARY TEXTS

Contact your Prentice Hall representative to package any of these supplementary texts with *Psychology, Fourth Edition* at a reduced price:

Psychobabble and Biobunk, Second Edition by Carol Tavris. This expanded and updated collection of opinion essays written for *The Los Angeles Times*, *The New York Times*, *Scientific American*, and other publications encourages debate in the classroom by applying psychological research and the principles of scientific and critical thinking to issues in the news.

Forty Studies that Changed Psychology, Fourth 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.

The Psychology Major: Careers and Strategies for Success by Eric Landrum (Idaho State University), Stephen Davis (Emporia State University), and Terri Landrum (Idaho 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.

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

How to Think Like a Psychologist: Critical Thinking in Psychology, Second Edition 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.

ACKNOWLEDGMENTS

This book is the product of a team effort—and the team was superb. I want to thank Susanna Lesan and Barbara Gerr, my developmental editors, for their tireless efforts, insights, and suggestions for improving this book. I cannot overstate my admiration for their work and the extent to which I have benefited from their experience and wisdom. Somehow, they managed to keep me and this project on track when our time was most pressured. I also want to thank Julie Tesser for her help in locating the often striking photographs that adorn the pages of this book. I am also grateful to the production staff at Prentice Hall for their commitment to excellence—especially Kathleen Sleys, this book's production editor, who worked long hours and weekends to pull the project together and get it out on time. Turn the pages, from cover to cover, and you'll see why I am indebted to those responsible for the design, artwork, and other aspects of production. Finally, I want to thank Jennifer Gilliland, Executive Editor of Psychology, who early on had a vision for this edition and a willingness to commit the resources needed to realize it.

I want to thank Pamela C. Regan for writing the excellent Study Guide that accompanies this book, Alan Swinkels for writing the Instructor's Manual, John Caruso for his work on the Test Item File, Kathy Demitrakis and Christopher Robinson for their work on the Companion Website and Lynne Blesz-Vestal for her work on the *Live!Psych* Activities.

Finally, I could never have written this textbook without the many thoughtful reviews provided by friends and colleagues at other institutions. Through the various stages of each edition, these teachers and scholars gave me invaluable insights, corrections, references, examples, and alternative points of view—all of which helped make me a better author and this a better book. For their expertise and generosity, I thank:

Eugene Abravanel, *George Washington University*
 Lewis R. Aiken, *Pepperdine University*
 Tony Albiniak, *University of South Carolina—Coastal Carolina College*

Larry M. Anderson, *Kwantlen College*
 Virginia Andreoli Mathie, *James Madison University*
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