

INTRODUCTION TO

Psychology

NINTH EDITION

Rita L.
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Preface

AN OLD ENGLISH PROVERB STATES that a cat has nine lives. The allusion is probably to the cat's ability to land on all four feet when dropped from a height that would mean death for most animals. This is the ninth edition of this textbook; we are pleased that it has had nine lives, and we hope that it will have many more. *Introduction to Psychology* was first published in 1953. In the intervening years it has become one of the most widely used textbooks in the history of college publishing and has been translated into many languages, including Russian, Chinese, French, and Spanish. Many of the young students studying the text today will have parents who used an earlier edition. In fact, since the 1950s more introductory students have used this text than any other.

Students take introductory psychology for a variety of reasons, but few of them are motivated by the desire to know the field in detail. Most students are concerned with what is relevant to their lives and to the problems confronting society. As in previous editions, we have attempted to write for the student, but in a manner that will satisfy the critical psychologist as well. Our goal has been to be responsive to student interests without sacrificing scientific rigor or scholarship.

To accomplish this goal, we have relied on feedback from three sources: students, instructors, and specialists. To make certain our subject matter was comprehensible to students and pertinent to the issues with which they are concerned, we asked a number of students to comment on each section of the manuscript in terms of interest and clarity. Their responses were extremely helpful.

Several college instructors who specialize in teaching the introductory course read the manuscript as it evolved, commenting on its suitability for their students and on problems they foresaw in teaching the material. We also benefited from the comments and suggestions we received from instructors who used the previous edition.

To keep abreast of research developments, we asked experts to review the material. Typically several specialists commented on each chapter both in the early stages of revision and in its final form. By such consultation, we sought to ensure that the coverage was attuned to current research. The reviewers are listed following the preface.

This edition represents a major revision. As a simple measure of the amount of change, over one-third of the references have been published since the last

edition went to press. Those familiar with the text will realize that the three chapters of Part Three ("Consciousness and Perception") have been reordered: "States of Consciousness" now comes first, followed by "Sensing" and then "Perceiving." This reordering reflects the renewed interest of psychologists in the study of consciousness and the central role that it plays in the cognitive approach to psychology. This chapter also introduces some extremely interesting material early in the book, thereby helping to motivate the reader for the more difficult topics that follow.

New to this edition is an appendix called "How to Read a Textbook: The PQRS Method." It describes a method for reading a textbook designed to improve the reader's understanding and recall of key ideas and information. Considerable research and experience demonstrate the effectiveness of this method, and we thought it warranted the attention of our readers. Two appendices retained from the last edition, "Brief History of Psychology" and "Statistical Methods and Measurement," provide additional material for readers who want a more thorough coverage of these topics than is presented in the text proper.

We have tried to cover contemporary psychology in a textbook of reasonable length. But each instructor must design his or her course according to course objectives and available time. Even if all chapters are not assigned, students will have them for reference. For a short course, we believe that it is better to treat fewer chapters fully than to cover the entire text. Two possible 14-chapter courses are proposed below, one for a course with an experimental-biological emphasis, the other for a course with a personal-social emphasis. For the instructor with very limited time, a briefer 10-chapter course is also proposed. These proposals only illustrate possible combinations, however. The order of chapters can be changed. For example, some instructors feel that student interest can be

CHAPTER	EXPERIMENTAL- BIOLOGICAL EMPHASIS	PERSONAL- SOCIAL EMPHASIS	SHORT GENERAL COURSE
Nature of Psychology	1	1	1
Biological Basis of Psychology	2	—	—
Psychological Development	3	3	3
States of Consciousness	4	4	4
Sensing	5	—	—
Perceiving	6	6	—
Learning and Conditioning	7	7	7
Memory	8	8	8
Thought and Language	9	—	—
Basic Motives	10	—	—
Emotion	—	11	11
Mental Abilities and Their Measurement	12	12	—
Personality and Its Assessment	13	13	13
Stress and Coping	14	14	14
Abnormal Psychology	—	15	—
Methods of Therapy	—	16	—
Social Information Processing	17	17	17
Social Influence	—	18	18

aroused better by beginning the course with material on personality, abnormal psychology, and social psychology, while leaving more experimental topics, such as memory, perception, and physiological psychology, until later. The authors have tried this approach but have not found it satisfactory. Beginning with the more personally relevant and intriguing topics may get the course off to a fast start, but it often gives the students a distorted idea of what psychology is about. In addition, many students are ill prepared for, and disgruntled by, the experimental material when it is sprung on them later. Our preferred approach is to cover the chapters on developmental psychology and states of consciousness early in the course, thereby exposing students to a range of provocative topics in psychology. Then we turn to the more technical areas, such as perception, memory, and motivation, and end the course with personality, abnormal psychology, and social psychology. But each instructor must choose the order of topics he or she finds congenial; the book has been written so that a variety of arrangements is possible.

The many decisions that must be made in teaching the introductory psychology course are discussed in the Instructor's Handbook. Instructors are urged to obtain a copy of this handbook, which is useful for both beginning and experienced instructors, as well as for teaching assistants. As a further instructional aid, we have again provided a Study Guide for students.

Edward E. Smith, who has contributed to previous editions, is now a full-fledged coauthor. Daryl J. Bem, of Cornell University, has reorganized and rewritten his two chapters on social psychology, which, as usual, are engaging and provocative. John M. Foley, of the University of California, Santa Barbara, has provided an up-to-date and well-integrated treatment of perception in his authorship of Chapters 5 and 6. These contributions from two outstanding scientists and teachers add immeasurably to the quality of this book.

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