

Study Guide

for use with

Robert S. Feldman

Understanding Psychology

Seventh Edition

Prepared by
Barbara L. Radigan

Student Study Guide
for use with

**UNDERSTANDING
PSYCHOLOGY**
Seventh Edition

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Student Study Guide
for use with
Understanding Psychology

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Preface

This *Student Study Guide* has been prepared with several very important student concerns in mind, primarily: (1) the students' needs for a comprehensive guide that is meant to supplement Robert Feldman's *Understanding Psychology, Seventh Edition* in such a way as to take advantage of the many features in the book that support effective study habits; and (2) the students' need for practice and drill work that focuses on the full content of each module and presents practice questions that are similar to those provided in the instructor's *Test Bank*. Key term definitions in the text were used to develop the key term drills found throughout the study guide in the *Evaluate* sections. Three practice tests have been created for each set of modules. The first two tests consist of questions that are primarily factual in nature. The third test consists of difficult factual, applied, and conceptual questions. A complete set of answer explanations for both the right and wrong answers to all of the multiple-choice questions is available at the end of each set of modules.

You will also find three practice essay questions for each set of modules. These questions are intended to provide opportunities for you to practice writing and critical analysis skills. In each module's answer key, a list of points that should be covered in your answer to each question has been provided. These questions are meant to be difficult and to require you to draw on both conceptual and factual knowledge. Some questions require that you apply concepts to situations, whereas others may require that you compare several ideas. New in this edition, students will discover the "Keys to Excellence: Study Skills" section and counterpart end-of-module sections called "Spotlight on Terminology and Language—ESL Pointers" for readers who may be less experienced in American usages of the English language.

The introduction explains the organization of the *Study Guide* and offers tips on how to use the features of the *Study Guide* to improve your study skills and make your time spent with the text more effective.

SUPPLEMENTS

Online Learning Center (ISBN 0-07-293237-6)

The Student Online Learning Center houses an array of module-by-module study tools, including detailed module outlines, learning objectives, keywords, self-quizzes, short-answer questions, activities and projects, answers to selected *Rethink* questions from the textbook, interesting Web links, and interactive exercises. Visit us at www.mhhe.com/feldmanup7.

NEW! *PsychInteractive* CD-ROM (ISBN 0-07-293236-8)

This exciting new CD-ROM for students contains a unique library of electronic interactivities with conceptually based quizzes, designed specifically to help students master the set of basic learning objectives laid out in the book. Using the assessment tools provided for every exercise, including a self-test and a concept quiz, both students and instructors can track progress in attaining these objectives. Students can also create and print a personalized study page after completing each interactivity, giving them an excellent tool for reviewing the learning objectives.

ACKNOWLEDGMENTS

Developing this *Student Study Guide* has proved to be a challenging and quite exciting project. I wish to thank the team at McGraw-Hill—particularly Kirsten Stoller and Louis Swaim. I am especially indebted to Robert Feldman, for without a high-quality text, a student study guide would be meaningless. His contribution to the introduction is one of many examples of his concern for students. The *Keys to Excellence: Study Skills* and *Spotlight on Terminology and Language—ESL Pointers* sections were prepared by psychologist Sheryl Hartman, who teaches remedial courses and introductory psychology to non-native English-language speakers at Miami Dade Community College. Her contribution, which is fundamental in aiding non-native speakers of English in understanding and retaining key course content, makes the *Student Study Guide* one of the best resources for student success. Finally, I would like to thank Michael Garrison, whose exemplary work on the fifth edition of this *Study Guide* left me with a solid base of well-written material to revise.

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Introduction

Using *Understanding Psychology*: Strategies for Effective Study

Understanding Psychology has been written with the reader in mind, and it therefore includes several unique features that will help you maximize your learning of the concepts, theories, facts, and other kinds of information that make up the field of psychology. To take advantage of these features, you should take several steps when reading and studying the book. The *Student Study Guide* was designed to help the student take full advantage of the features in the textbook, and the steps recommended for the text have been incorporated into this *Study Guide*. By following these steps, you will not only get the most from reading and studying *Understanding Psychology*, but you will also develop habits that will help you study other texts more effectively and think critically about material you are learning. Among the most important steps are the following:

Familiarize yourself with the logic of the book's structure. Begin by reading the Table of Contents. It provides an overview of the topics that will be covered and gives a sense of the way the various topics are interrelated. Next, review the Preface, which describes the book's major features. Note how each module is a self-contained unit; that provides logical starting and stopping points for reading and studying. Also note the major highlights of each set of modules: a topic-opening outline, a Prologue, a Looking Ahead section that includes module objectives, and a P.O.W.E.R. learning system, which will include module goals, the organizational format, a Work section, an Evaluate section, and a Rethink section to help you increase your ability to learn and retain information and to think critically. At the end of each set of modules, three tests are provided so you can review and evaluate the skills you have acquired while studying each set of modules. Answers to all of the work and evaluation sections are located at the end of each set of modules, along with answers to the practice tests. Because every module is structured in the same way, you are provided with a set of familiar landmarks as you chart your way through new material, allowing you to organize the module's content more readily. This study guide is designed to lead you through each of these steps.

Title Bars. Each module is divided by title bars like the one shown below, and each title bar provides recommendations for what can be done with the material provided.

Practice Questions	
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Test your knowledge of the material in each set of modules by answering the **Multiple-Choice Questions**. These questions have been placed in three Practice Tests. The first two tests consist of questions that will test your recall of factual knowledge. The third test contains questions that are challenging and primarily test for conceptual knowledge and your ability to apply that knowledge. Check your answers and review the feedback using the Answer Key at the end of each chapter of the *Study Guide*.

The new ***Keys to Excellence: Study Skills and Spotlight on Terminology and Language—ESL Pointers*** sections are intended to facilitate the comprehension and retention of the text material by non-native speakers of English, focusing on 490-plus key terms and concepts in ***Understanding Psychology, Seventh Edition***. The ***Keys to Excellence: Study Skills*** section in the front of the Study Guide provides tips to identifying in-text language cues and organizing study materials accordingly. The ***Spotlight on Terminology and Language—ESL Pointers*** sections in each set of modules provide clarification of many content-specific idiomatic phrases by defining them in context.

The new edition of the ***Understanding Psychology Student Study Guide*** provides students with the option of using *P.O.W.E.R. Learning*, a systematic approach to learning and studying based on five key steps (*Prepare, Organize, Work, Evaluate, and Rethink*). Based on empirical research, *P.O.W.E.R. Learning* systematizes the acquisition of new material by providing a learning framework. The system stresses the importance of learning objectives, self-evaluation, and critical thinking. The elements of the *P.O.W.E.R. Learning* system can also be used in conjunction with other learning systems, such as *SQ3R*. Specifically, use of the *P.O.W.E.R. Learning* system entails the following steps:

- ***Prepare***. Before starting any journey, we need to know where we are headed. Academic journeys are no different; we need to know what our goals are. The *Prepare* stage consists of thinking about what we hope to attain from reading a particular section of the text by identifying specific goals we seek to accomplish. In your ***Understanding Psychology Student Study Guide***, these goals are presented in the form of broad questions that start each major section.
- ***Organize***. Once we know what our goals are, we need to develop a route to accomplish those goals. The *Organize* stage involves developing a mental roadmap of where we are headed. The ***Understanding Psychology Student Study Guide*** highlights the organization of each upcoming section. Read the outline to get an idea of what topics are covered and how they are organized.
- ***Work***. The heart of the *P.O.W.E.R. Learning* system entails actually reading and studying the material presented in the book. In some ways, *Work* is the easy part, because if you have carried out the steps in the preparation and organization stages, you'll know where you're headed and how to get there. Of course, it's not so simple—you'll need the motivation to conscientiously read and think about the material presented in the chapter.

And remember, the main text isn't the only material you need to read and think about. It's also important to read the boxes, the marginal glossary terms, and the special sections in order to gain a full understanding of the material, so be sure to include them as part of the *Work* of reading the module and then use the *Work* section of your study guide to support your text reading.

- **Evaluate.** The fourth step, *Evaluate*, provides you with the opportunity to determine how effectively you have mastered the material. The *Understanding Psychology Student Study Guide* has matching tests following each *Work* section that permits a rapid check of your understanding of the material. Evaluating your progress is essential to assessing your degree of mastery of the material.
- **Rethink.** The final step in *P.O.W.E.R. Learning* involves critical thinking, which entails reanalyzing, reviewing, questioning, and challenging assumptions. It provides the opportunity to look at the big picture by thinking about how material fits with other information you have already learned. Every major section of *Understanding Psychology, 7/e*, ends with a *Rethink* section that contains thought-provoking questions. Answering them will help you understand the material more fully and at a deeper level.

If you want to maximize your potential to master the material in *Understanding Psychology, 7/e*, use *P.O.W.E.R. Learning*. Taking the time and effort to work through the steps of the system is a proven technique for understanding and learning the material.

Supplementing *P.O.W.E.R. Learning* with *SQ3R*

Although *P.O.W.E.R. Learning* is the learning strategy that is built into the book and consequently easiest to use, it is not the only system compatible with the book. For example, some readers may wish to supplement the *P.O.W.E.R. Learning* system with the *SQ3R* method, which includes a series of five steps, designated by the initials *S-Q-R-R-R*. The first step is to *survey* the material by reading the module outlines, module headings, figure captions, recaps, and Looking Ahead and Looking Back sections, providing yourself with an overview of the major points of the module. The next step is to *question*. Formulate questions about the material, either aloud or in writing, before actually reading a section. The queries posed in the *Prepare* sections and the *Evaluate* and *Rethink* questions are also good sources of questions.

The next three steps in *SQ3R* ask you to *read*, *recite*, and *review* the material. *Read* carefully and, even more important, read actively and critically. While you are reading, answer the questions you have asked yourself. Critically evaluate material by considering the implications of what you are reading, thinking about possible exceptions and contradictions, and examining underlying assumptions. The *recite* step involves describing and explaining to yourself (or a friend) the material you have just read and answering the questions you have posed earlier. Recite aloud; the recitation process helps identify your degree of understanding of the material you have just read. Finally, *review* the material, looking it over, reading the Looking Back summaries, and answering the in-text review questions.

Final Comments

Find a location and time. The last aspect of studying that warrants mention is that *when* and *where* you study are in some ways as important as *how* you study. One of the truisms of the psychological literature is that we learn things better, and are able to recall them longer, when we study material in small chunks over several study sessions, rather than massing our study into one lengthy period. This implies that all-night studying just before a test is going to be less effective—and a lot more tiring—than employing a series of steady, regular study sessions.

In addition to carefully timing your studying, you should seek out a special location to study. It doesn't really matter where it is, as long as it has minimal distractions and is a place that you use *only* for studying. Identifying a special "territory" allows you to get in the right mood for study as soon as you begin.

Use a study strategy. Although we are expected to study and ultimately to learn a wide array of material throughout our schooling, we are rarely taught any systematic strategies that permit us to study more effectively. Yet, just as we wouldn't expect a physician to learn human anatomy by trial and error, it is the unusual student who is able to stumble on a truly effective studying strategy.

The *P.O.W.E.R. Learning* system (as well as *SQ3R*) provides a proven means of increasing your study effectiveness. Yet you need not feel tied to a particular strategy. You might want to combine other elements into your own study system. For example, learning tips and strategies for critical thinking will be presented throughout *Understanding Psychology*, such as in Module 20 when the use of mnemonics (memory techniques for organizing material to help its recall) are discussed. If these tactics help you successfully master new material, stick with them.

By using the proven *P.O.W.E.R. Learning* system, you will maximize your understanding of the material in this book and will master techniques that will help you learn and think critically in all of your academic endeavors. More important, you will optimize your understanding of the field of psychology. It is worth the effort. The excitement, challenge, and promise that psychology holds for you is immense.

Robert Feldman

Barbara Radigan

Keys To Excellence: Study Skills

The following study strategies will help you think deeply and critically about what you read. Non-native speakers of English should find this section especially helpful.

Words are the instruments of communication, learning, and thinking. Use keywords to trigger your consolidation of material. One keyword can initiate the recall of a whole cluster of ideas. A few keywords can form a chain from which you can reconstruct an entire lecture.

Learning involves digesting what you read and actively using the information, as follows:

- ***Digesting***: Give yourself time for a thinking pause after you finish a paragraph and summarize it. The thinking pause will provide time for the main idea to sink in and connect with information you already know.
- ***Using New Information***: Consciously rehearse what you've learned. Repetition can often be the key to remembering. Always strive to link what you learn to what you already know. Reinforce new ideas by associating them with the things close to you in your own life.

Recognizing Patterns of Organization

Organizational patterns help organize a reader's thoughts and help you better comprehend key concepts. As your brain works to make sense of the world around you, it tries to fit everything into a recognizable shape and pattern that has meaning for you. Placing work into reasonable blocks of information makes it easier for your brain to understand and remember information.

There are four basic approaches, or *patterns*, that writers use in presenting concepts:

- Describing the concept in the form of a generalization
- Explaining the similarities and/or differences of the concept as compared to other concepts
- Using cause and effect to show the active relationship of the concept to other concepts and to a bigger picture (e.g., a theory)
- Including a series of events or steps, breaking the concept down into digestible pieces

Familiarize yourself with the organizational pattern the text author is using. By recognizing the structure of the author's writing style, you will be better prepared to organize your studying and note-taking strategy. Recognizing patterns helps you anticipate information that is coming and incorporate and assimilate it within your existing knowledge base. You become more involved in your own learning process by focusing on the presentation of the material. You can think of yourself as a partner with the author as you learn this new information.

Use Signal Words to Organize Reading

Words can be used as obvious indicators of the direction of a writer's thoughts. These signal words for patterns can also be referred to as *transitional words*. Writers use these words to mark the shifts and turns in their thinking. Following these signal words, readers can identify when the writer is moving from one idea to the next. Using signal words and phrases imposes a recognizable order on ideas, facts, and details.

Different kinds of signal words can alert you to what type of material is to follow. For example, the following **comparison and contrast** signal words and phrases can be used to explain similarities and/or differences:

- However
- Although
- Rather
- Conversely
- Different from
- In contrast
- Instead
- More than
- But
- While
- Yet
- Less than
- On the other hand
- One difference
- Unlike
- Another major difference

When you read sentences, use signal words and organizational clues. If you see “on the one hand,” watch for the words “on the other hand,” which introduces the other side of the argument.

The following are **cause and effect** signal words and phrases that call attention to a concept's connection to other concepts and its role in an overriding theme:

- Therefore
- As a result
- Accordingly
- Consequently
- Because

Sequencing signal words help you notice important events and the logical progression of material. Sequence word and phrase examples are:

- Near
- Until
- First
- For the next
- Then
- Finally
- After
- Last
- While
- Later
- Before
- The following

Signal words that are used to add **emphasis**, and in doing so distinguish important points to take note of, are:

- Most important
- Remember that
- Pay attention to
- Above all
- A key (component, feature, etc.)
- The main idea
- Of primary concern
- Most significant
- In conclusion

Creating Study Cards

Use three-by-five-inch notecards to learn your vocabulary words by recitation and repetition. Select a word you want to remember and write the word on the front of a card. On the back of the card, write the complete sentence in which the word occurs in the text. Then, write the same word in a meaningful context that is familiar to you. This process will reinforce your use of the term and help you incorporate it more fully into your current vocabulary base.

To study the word, always look first at the front of the card. Pronounce the word. Think about the word and how you would define it. Put the word in a new sentence, and then check the use and definition of the word on the back of the card. The best part about using these study cards is that you can take them just about anywhere and use them for review in your spare time.

Understanding and Applying the Steps of Marking a Text

The purpose of making marks in a text is to create your own personal roadmap to make navigating through the material easier. Marking a textbook will help you accumulate information in an orderly and systematic way. You can underline important words and sentences and make notes in the margins about them. Paraphrase important statements in the top and bottom margins of your text to simplify concepts into kernels of important information. Circle words, phrases, and theorists' names where they appear, or rewrite them in the margin if they seem meaningful or are difficult to grasp. Seeing these words stand out on the page will draw you back to review them. Use memory-jogging abbreviations to stimulate your recall of information. Circle numbers that indicate a series of arguments, facts, or ideas—either main or supporting. Develop visual diagrams of the concepts when you can. Consider all blank spaces as flexible note-taking areas. By marking your book, you are turning your textbook into your own custom-made study guide. Referring back to your marginal notes, you will be able to review the essential material at a glance just by flipping back through the pages.

Using special marks and colors, you can highlight and differentiate between different types of material. By creating a key of marks and colors, you can easily identify where certain types of information can be found. You might choose to highlight key terms in yellow marker or draw squares around theorists' names. One successful method of marking is to star (*) the beginning of a sentence, paragraph, questions, and so on that you believe your instructor may quiz you on. Instructors may suggest, through their emphasis in class, that certain information is likely to appear on an exam. Finding the coverage of this material in your text and starring it will distinguish it as a potential test question. Then, when you revisit your text, you can better focus your studying time.

Vocabulary

Knowing the meaning of prefixes, roots, and suffixes can unlock the meaning of unfamiliar words. Common word parts are building blocks used in forming many English words. Increasing your awareness of these basic word parts helps unlock the meaning of unfamiliar words.

- **Root.** A root is a basic word part to which prefixes, suffixes, or both are added.
- **Prefix.** A prefix is a word part added to the beginning of a word. Following is a list of some common prefixes with their meanings.
- **Suffix.** A suffix is a word part added to the end of a word. Although a suffix may affect a word's meaning slightly, it is more likely to affect how the word is used in a sentence.

PREFIX	MEANING
• A-	in, on, at
• Ab-	from, away
• Ad-, a-	to, toward
• An-, a-	not, without
• Ambi-, amphi-	around, both
• Ana-	back, opposite
• Ante-	before
• Anti-	against, opposite
• Cata-	break down
• Circum-	around
• Con-	with, together
• Contra-	against
• Dia-	through
• Dis-	apart
• Dys-	ill
• Extra-	beyond
• Fore-	before
• Hyper-	over, beyond
• Hypo-	under
• Inter-	between
• Intra	within
• Para-	beside
• Post-	after
• Re-	before
• Retro-	backward
• Sub-	under
• Super-	over
• Trans-	across
• Ultra-	beyond
• Un-	not

*For an online audio glossary, go to www.mhhe.com/feldmanup7.

Table of Contents

Preface	vi
Introduction	viii
Keys to Excellence	xii
Introduction to Psychology	1
Module 1 Psychologists at Work	1
Module 2 A Science Evolves: The Past, the Present, and the Future.....	7
Module 3 Psychology's Key Issues	11
Practice Tests.....	14
Answer Key	22
Psychological Research	31
Module 4 The Scientific Method	32
Module 5 Conducting Scientific Research	35
Module 6 Critical Research Issues.....	40
Practice Tests.....	44
Answer Key	52
Neuroscience and Behavior	59
Module 7 Neurons: The Basic Elements of Behavior.....	60
Module 8 The Nervous System and the Endocrine System: Communicating within the Body.....	64
Module 9 The Brain.....	67
Practice Tests.....	73
Answer Key	81
Sensation and Perception	89
Module 10 Seeing the World Around Us	90
Module 11 Vision: Shedding Light on the Eye	93
Module 12 Hearing and the Other Senses.....	96
Module 13 Perceptual Organization: Constructing Our View of the World.....	100
Practice Tests.....	104
Answer Key	112
States of Consciousness	119
Module 14 Sleep and Dreams	120
Module 15 Hypnosis and Meditation.....	125
Module 16 Drug Use: The Highs and Lows of Consciousness	128
Practice Tests.....	132
Answer Key	139
Learning	145
Module 17 Classical Conditioning.....	146
Module 18 Operant Conditioning	150
Module 19 Cognitive-Social Approaches to Learning.....	154
Practice Tests.....	157
Answer Key	165

Memory.....	171
Module 20 Encoding, Storage, and Retrieval of Memory	172
Module 21 Recalling Long-Term Memories	176
Module 22 Forgetting: When Memory Fails	180
Practice Tests.....	183
Answer Key.....	190
Cognition and Language	197
Module 23 Thinking and Reasoning	198
Module 24 Problem Solving	201
Module 25 Language	205
Practice Tests.....	209
Answer Key.....	216
Intelligence.....	223
Module 26 What is Intelligence?	224
Module 27 Variations in Intellectual Ability	228
Module 28 Group Differences in Intelligence: Genetic and Environmental Determinants	231
Practice Tests.....	234
Answer Key.....	241
Motivation and Emotion	249
Module 29 Explaining Motivation.....	250
Module 30 Human Needs and Motivation: Eat, Drink, and Be Daring	254
Module 31 Understanding Emotional Experiences.....	258
Module 32 Nonverbal Behavior and the Expression of Emotions	261
Practice Tests.....	264
Answer Key.....	271
Sexuality and Gender.....	277
Module 33 Gender and Sex.....	278
Module 34 Understanding Human Sexual Response: The Facts of Life	282
Module 35 The Varieties of Sexual Behavior.....	285
Module 36 Sexual Difficulties: When Sex Goes Wrong	288
Practice Tests.....	292
Answer Key.....	300
Development.....	307
Module 37 Nature and Nurture: The Enduring Development Issue.....	308
Module 38 Prenatal Development: Conception to Birth	311
Module 39 Infancy and Childhood	314
Module 40 Adolescence: Becoming an Adult	318
Module 41 Adulthood	321
Practice Tests.....	325
Answer Key.....	335
Personality.....	345
Module 42 Psychodynamic Approaches to Personality.....	346
Module 43 Other Major Approaches to Personality: In Search of Human Uniqueness.....	350
Module 44 Assessing Personality: Determining What Makes Us Special.....	354
Practice Tests.....	357
Answer Key.....	364

Health Psychology: Stress, Coping, and Well-Being	371
Module 45 Stress and Coping	372
Module 46 Psychological Aspects of Illness and Well-Being	376
Module 47 Promoting Health and Wellness	379
Practice Tests	382
Answer Key	390
Psychological Disorders.....	397
Module 48 Normal Versus Abnormal: Making the Distinction.....	398
Module 49 The Major Psychological Disorders	402
Module 50 Psychological Disorders in Perspective.....	407
Practice Tests	410
Answer Key	417
Treatment of Psychological Disorders.....	425
Module 51 Psychotherapy: Psychodynamic, Behavioral, and Cognitive Approaches to Treatment	426
Module 52 Psychotherapy: Humanistic, Interpersonal, and Group Approaches to Treatment	429
Module 53 Biomedical Therapy: Biological Approaches to Treatment	432
Practice Tests	435
Answer Key	442
Social Psychology	449
Module 54 Attitudes and Social Cognition	450
Module 55 Social Influence	453
Module 56 Prejudice and Discrimination	456
Module 57 Positive and Negative Social Behavior.....	459
Practice Tests	463
Answer Key	470
Appendix: Going By the Numbers: Statistics in Psychology	477
Module 58 Descriptive Statistics	478
Module 59 Measures of Variability	478
Module 60 Using Statistics to Answer Questions: Inferential Statistics and Correlation	478
Practice Tests	482
Answer Key	484

Introduction to Psychology

1: Psychologists at Work

2: A Science Evolves: The Past, the Present, and the Future

3: Psychology's Key Issues and Controversies

Overview

Module 1 defines psychology as the scientific study of behavior and mental processes. The diversity of the field of psychology is illustrated by listing several of the subfields of psychology. This is followed by samples of questions that each psychological subfield attempts to answer. A portrait of psychologists illustrates both the types of psychologists along with the educational requirements necessary for those who choose careers in the field of psychology. The module goes on to examine the different positions that are available to psychologists in today's workplace.

Module 2 presents the historical roots of psychology with attention to the roles that women have played in the development of the discipline. The module then goes on to trace the events that led to the five basic perspectives in psychology today: neuroscience, psychodynamic, cognitive, behavioral, and humanistic. This is followed by a discussion on the role that psychology plays in the study of violence.

Module 3 presents the five key issues in psychology today: nature versus nurture, conscious versus unconscious causes of behavior, observable behavior versus internal mental processes, free will versus determinism, and individual differences versus universal principles. These key issues are used to understand how culture, ethnicity, and race influence behavior.

To further investigate the topics covered in this chapter, you can visit the related Web sites by visiting the following link: www.mhhe.com/feldmanup6-01links.

Prologue: Seven Became One
Looking Ahead