

英文版

教育部高等学校心理学教学指导委员会推荐用书

Essentials of

Understanding Psychology

# 普通心理学

第 六 版

[美] Robert S. Feldman 著  
罗伯特·费尔德曼

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第6版

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# 总序

中国心理学有一个很早的开端,却有不长的历史。从1900年京师大学堂开设“心理学概论”课程,1917年北京大学成立中国第一个科学心理学实验室,到随后清华大学、杭州大学等一批学校成立心理学系,说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏,相当多的时间被耽误了,学科发展被拖了后腿,算起来,真正用心做学问的时间大约不过半个世纪。

中国心理学有一个不错的开端,却有坎坷的历程。早在1908~1910、1912~1913年,蔡元培先生两度在德国游学,两度选修了冯特的“实验心理学”课程,这对他后来极力推动北京大学心理学的发展起了很大的影响。更有20世纪二三十年代,唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥大学等名校留学归来,投入国内心理学建设,形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难,后来的战乱,五六十年代对心理学的不公正对待和后来的文化大革命,中国心理学“几起几落”。

改革开放以来,中国心理学迎来了大发展的春天,教学和研究迅速普及,师资队伍和学生规模始终呈加速度扩张。在1980年,国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系,到90年代初中期增加到了约20余所学校,再到21世纪初这几年增加到了100多所学校,几乎是每10年翻两三番!发展速度可谓惊人。

然而,高速发展也产生发展中的瓶颈。一方面,众多学校建设心理学系,开展心理学教学和研究,同时国内社会经济与文化的发展对心理学的需求越来越旺盛;另一方面,国内心理学的总体水平相对西方发达国家还比较落后,教学研究队伍并不壮大,教学研究水平仍急待提高。这种需求与供给、速度与质量的矛盾,不断激化,要保证国

内心理学的健康发展,必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学,这无疑对内地心理学教学的发展产生巨大的推动作用。心理学诞生在西方。据统计,美国每年授予博士学位人数最多的学科是心理学,可见心理学在美国的重要和普及程度。心理学的高等教育在西方积累了较丰富的经验,教材在内容、形式上都比较成熟,而且快速有效地跟进国际心理学科学发展的前沿趋势,对于保持高等教育的水平有举足轻重的作用。相比之下,我国内地一些地区心理学师资匮乏,一些自编教材低水平重复,对教、学质量均有很大负面影响,情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构,负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神,我们与国内外多家出版机构合作,作为一个长期的工程,有计划、分期分批地引进外版教材,以期推动我国心理学教学的快速高效发展。

麦格劳-希尔出版公司在出版心理学教材方面富有经验,此次引进的教材均是麦格劳-希尔多年再版,被实践证明为适合高等学校教学的优秀教材。特别是,这些教材均经过国内著名专家学者鉴定并大力推荐,这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意!

希望这套教材对高校的心理学教学有所帮助,并祝愿我国的心理学高等教育事业蓬勃发展!

王 垒

北京大学心理学教授

教育部高等学校心理学教学指导委员会主任

# 序

黄希庭

“普通心理学”是我国高等学校心理学专业的一门入门专业基础课。它肩负着向学生传授心理学的基础知识,使学生了解心理学的基本概念、基本原理和基本理论,初步了解心理学基本研究方法和当代心理学发展的一般趋势,为学生今后学习心理学的其他课程奠定基础。为了完成普通心理学课程的教学任务,教师们所使用教材的名称各不相同,如《普通心理学》、《心理学导论》、《心理学纲要》、《心理学原理》、《基础心理学》等等。美国马萨诸塞大学罗伯特·费尔德曼(Robert S. Feldman)教授著的《普通心理学》(第6版)属于普通心理学课程的一种教材。综观《普通心理学》(第6版),我认为它具有以下一些特点:

第一,内容全面而且具有近时性。这本教材共有11个单元,依次为:心理学导言,神经科学与行为,感觉与知觉,意识,学习,记忆,思维、语言与智力,动机与情绪,发展,人格,健康心理学——压力、应对与幸福感。该书不仅涵盖了心理学的基本概念、基本原理和基本理论,而且还包含应用研究的内容。从引用的文献来看,在这本教材中引用自2000年以来的参考文献就有近一千条,这也表明内容的近时性。

第二,结构新颖且有助于学生自主学习。在这本教材的11个单元中分布着36个模块。这些单元和模块基本上是相对独立的,读者可以根据自己的兴趣进行有选择地阅读。为了促进学生自主学习和批判思维的养成,作者根据自己的教学经验富有创意地在课文中设计了一系列提示性短文或专栏,如开场白、预习、关键概念、及时互动、21世纪应用心理学、探索多元化、成为明智的心理学用户、回忆/评价/反思、浏览专业词汇表、回顾与结束语等,渗透着作者提出的P.O.W.E.R(即预习 Prepare, 组织 Organize, 实践 Work, 评价 Evaluate, 反思 Rethink)学习模式。每一单元都以开场白开始而以结束语收场。开场白阐述与本单元内容相关的一个真实生活事件及简要解

释,用以说明本单元内容的重要性,以激发学生的学习热情和对日常生活中的心理学问题的关注。预习向读者提示在即将学习的单元中将要讨论的关键概念和问题。课文中的关键概念不仅向读者提供了理解本单元内容的框架,而且也提醒读者这是本单元的重要内容,要加以关注。21世纪应用心理学提示了在新世纪日常生活中心理学知识的应用。探索多元化提示某种心理现象在种族、民族、性别、文化上的多样性。成为获取更多心理学信息的消费者向读者提示对于某一特定知识怎样去获取更多信息。回忆/评价/反思专栏要求读者回答多项选择题、填空题、是非题和问答题以考察对知识的掌握和批判思维的形成……总之,结构安排颇具匠心。其目的是培养学生自主地学习,使学生掌握心理学的基础知识,学会如何进一步去获取新知识,养成批判思维,把所学知识应用于生活实际。

第三,语言简练,清新自然,生动形象且富有激情。全书基本没有生僻、拗口的语句;对事实和现象的描述多采用比较客观的陈述句和被动结构等,其他内容大多采用与读者对话的口吻,很自然的;大量采用图片、图表甚至视频资料等配合文本,使许多看似深奥的道理跃然纸上;各种及时互动以及突显的与日常生活密切相关的问题促人思考,有关表述富有激情。

基于上述,我乐意向读者推荐这本导论性的心理学教材。希望读者能联系实际以批判思维去学习这本教材,养成用心理学的视野去考察自己和他人日常生活中的问题,使心理学能为提高人们的生活质量服务。是为序。

黄希庭

西南师范大学心理学院教授、名誉院长  
中国心理学会副理事长  
心理学教学工作委员会主任

2004年9月20日  
于西南师范大学窥渊斋

# 内容简介

本书在美英等国被 200 多所大学采用，因此是一本非常受欢迎的导论性的心理学教材。原版教材是最新修订版，将在 2005 年春季批量印刷。这次修订更是在辅助材料上下了很大的功夫，这一版结合了大量多媒体元素，因而不仅更好地促进学生理解心理学，使心理学能够对他们的生活起到更为积极的作用，也使教师能够更好地评估学生对于心理学基本原理和概念的掌握程度。

## 穿插的专栏及其特点：

- **心理学与日常生活**：教给学生有关心理学的科学知识，帮助他们建立起心理学原理与日常生活之间的联系。
- **21 世纪应用心理学**：每一章的这个栏目会对心理学理论的应用、当前的研究课题以及我们有可能在未来看到的应用进行探讨。
- **探索多元化**：除了教材中已有的大量与多样性有关材料外，本栏目专门探讨有关种族、民族、性别或文化多元化等主题。
- **成为明智的心理学用户**：本栏目旨在使读者能够对心理学所提供的信息做出有效的辨别。
- **回忆 / 评价 / 反思**：这部分包括回顾性的小结，以及能够促进学生対每个模块中的概念和概念应用进行批判性思考的问题。
- **本书配有制作精美的近千幅 PowerPoint 演示文稿、图片**（包含普通心理学教学过程中会用到的许多精美图片，如大脑结构图，眼、耳结构图等）、互动游戏、精彩视频及题库，为教师的课堂教学提供了极大的方便。

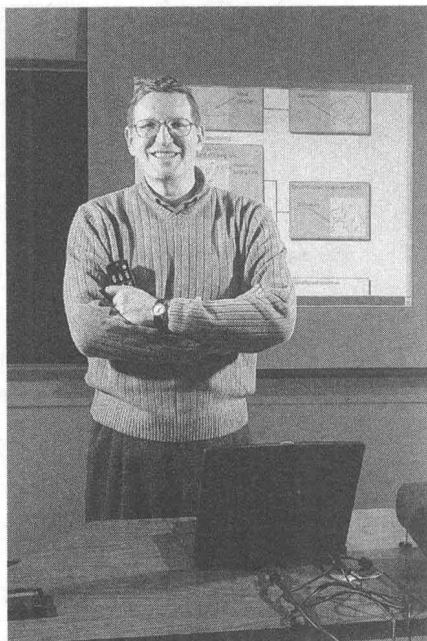
# 作者简介

罗伯特·费尔德曼是马萨诸塞大学心理系的教授。作为学院杰出教师奖的获得者，他也在芒特霍尤克学院 (Mount Holyoke College), 韦斯利恩大学 (Wesleyan University) 和弗吉尼亚州立大学 (Virginia Commonwealth University) 教授心理学课程。

作为本科生学习的负责人，费尔德曼教授发起了少数学生督导项目 (Minority Mentoring Program), 同时，他也在天才促进项目 (Talent Advancement Program) 中教授心理学导论。费尔德曼教授还频繁地做有关教学技术运用的讲座。

费尔德曼教授从韦斯利恩大学获得学士学位，从威斯康辛大学获得硕士和博士学位。他撰写了 100 多本著作、章节以及科学论文。其中一些 (《非言语行为基础》、《儿童非言语行为发展》、《社会心理学》、《发展心理学》和《P.O.W.E.R. 学习》) 被译成了多种文字 (西班牙语、法语、汉语以及阿拉伯语等)。他的研究兴趣着重于诚实和欺骗行为，以及印象管理中非言语行为的运用。

闲暇时，费尔德曼教授喜欢烹饪和弹钢琴。他的妻子也是个心理学家，他们共同抚养了三个孩子。



*Robert Feldman*

# Preface

Psychology speaks with many voices to the students of the discipline, offering a personal message to each one. To some, the science of psychology provides a better understanding of others' behavior. Others view psychology as a pathway to self-understanding. Others see the potential for a future career, and some are drawn to psychology by the opportunity for intellectual discovery that its study provides. No matter what brings students into the introductory course and regardless of their initial motivation, *Essentials of Understanding Psychology* is designed to engage and excite students about the field.

What's particularly exciting about this sixth edition is that I've had the opportunity to reinvent *Essentials of Understanding Psychology*, using publishing and learning technologies that didn't exist when I originally wrote the book. This major revision integrates a variety of media elements that not only foster student understanding of psychology and how psychology impacts on students' everyday lives, but also allow students and instructors to assess students' mastery of psychology's key principles and concepts.

## A Framework for Learning and Assessment

The multimedia package that is integral to this text includes print and electronic media that, together with the book, comprise a complete framework for learning and assessment. Conforming to recommendations of a 2002 APA task force report on undergraduate student competencies (Board of Educational Affairs, 2002), every component of the package is tied to specific psychological concepts and their application in everyday life. The book forms the core of this framework, and its power to enrich and empirically demonstrate learning comes from a unique library of electronic interactivities with conceptually based quizzes and an easy-to-use electronic gradebook, all specifically created for this sixth edition. Instructors can create a seamless, custom set of assignments from the available resources, or they can opt for a traditional, text-based approach, depending on the needs of the specific course.

A significant component of this framework responds to the need, described by many instructors, for a simple way to assess students' understanding of core concepts, in large and small introductory psychology classes, to assure that at the end of the course students have mastered a set of basic learning objectives. By identifying key concepts and providing the option to use technology to deliver feedback to both students and instructors, the sixth edition of *Essentials of Understanding Psychology* goes well beyond other texts in providing an innovative and effective means of accomplishing the general education goals of the course.

# Psychological Science and Everyday Life

Based on the seventh edition of *Understanding Psychology*, a widely used comprehensive introduction to the field of psychology, *Essentials of Understanding Psychology* includes coverage of the traditional topical areas of psychology. It covers, for example, the biological foundations of behavior, sensation and perception, learning, cognition, development, personality, psychological disorders, and the social psychological foundations of behavior.

Unlike its predecessor, however, *Essentials of Understanding Psychology* is a briefer volume based on 14 major topical areas. It focuses on the essence of psychology, providing a broad introduction to the field. The book also shows how the field's theories and research have an impact on readers' everyday lives by emphasizing the applications of psychology.

Teaching students about the science of psychology and helping them make the connection between psychology and everyday life has been a goal of this text from the beginning. The prologues that open each set of modules, Becoming an Informed Consumer of Psychology sections, Applying Psychology in the 21st Century boxes, and examples presented throughout the text help students see the real benefits of psychological research. With this edition, we have extended this theme to the interactivities and assessments on the *PsychInteractive* CD-ROM and the Online Learning Center to hone students' ability to apply psychological concepts to everyday situations.

## A New Text Format

The book itself has undergone a change in format, as well as significant updating, to better serve the needs of instructors and students. Building on the strong pedagogy that has characterized previous editions, *Essentials of Understanding Psychology*, sixth edition, is divided into 46 short, self-contained modules on the 14 major topics that formerly made up the chapters of the book. Now, rather than facing a long and potentially daunting chapter, students will be able to study material in smaller chunks, which psychological research long ago found to be the optimal way to learn. Moreover, instructors can customize assignments for their students by asking them to read only those modules that fit their course outline and in the sequence that matches their syllabus without being concerned about confusing references to other parts of the text.

At the beginning of each module, one or more questions introduce the key concepts covered in the module. At key points in the text, references and marginal icons direct students to multimedia activities that can be found on the *PsychInteractive* CD-ROM that comes with the text and on the Online Learning Center for the text ([www.mhhe.com/feldmaness6](http://www.mhhe.com/feldmaness6)), interactivities that reinforce the key concepts in a variety of ways and allow students to test their understanding of the concepts.

For example, consider the key concept of communication between neurons. The text presentation of this concept includes a verbal explanation and figures plus references and marginal icons that prompt students to complete a media interactivity on the nature of neural communication across synapses that includes a follow-up quiz, provides websites that offer additional information, and carry out an online review relevant to the key concepts and content for that section.

Very significantly, each interactivity includes assessment tools tied to key concepts, and instructors can elect to have the results of these concept quizzes automatically communicated to and recorded in an online, password-protected gradebook. Embedding assessment tools in every exercise allows both students and instructors to track

progress in mastering the key concepts in a way that has not been possible until now. Additionally, suggestions for using the interactivities can be found in the Instructor's Manual and questions based on the interactivities are included in the Test Banks. *These resources, combined with other features of the book and the supplements package, comprise a complete framework for learning and assessment of key concepts.*

Finally, a series of unique visual essays summarizing key concepts have been added to the text. These essays present major, often difficult points through drawings and photographs, enhancing student understanding and aiding in their recall and application.

## Additional Features of the Sixth Edition to Help Students Learn

In addition to the resources just described, *Essentials of Understanding Psychology*, sixth edition, contains abundant features designed to help students learn, study, and master introductory psychology. Each set of modules includes the following:

- ▶ **Prologue.** Each set of modules starts with an account of a real-life situation that demonstrates the relevance of basic principles and concepts of psychology to pertinent issues and problems. These prologues depict well-known people and events, such as the tragic loss of the *Columbia* space shuttle crew, actor Christopher Reeve's struggle to walk again, and Aron Ralston's dramatic self-amputation of his arm in order to survive a mountain climbing accident.
- ▶ **Looking Ahead.** This section, following each prologue, expresses the key themes and issues discussed in the subsequent modules.
- ▶ **Key Concepts.** Each major section of a module begins with questions about the key concepts addressed in that section. These questions provide a framework for understanding and organizing the material that follows, as well as providing assessment benchmarks.
- ▶ **Interactivity Prompts.** Every set of modules includes several text references and marginal icons that guide readers to interactivities related to key concepts in psychology. In addition, marginal icons refer students to related readings found in the PowerWeb section of the book's website.
- ▶ **Applying Psychology in the 21st Century.** These boxes highlight the relevance of psychology by presenting current and potential applications of current psychological theory and research findings to real-world problems. For example, these discussions explore violence in television and video games, how a love for music may be genetically pre-programmed, and how positive thinking might increase life span.
- ▶ **Exploring Diversity.** In addition to substantial coverage of material relevant to diversity throughout the text, every set of modules also includes at least one special section devoted to an aspect of racial, ethnic, gender, or cultural diversity. These sections highlight the way in which psychology informs (and is informed by) issues relating to the increasing multiculturalism of our global society. Among the topics discussed in Exploring Diversity sections are culture and perception, cross-cultural differences in memory, cultural perspectives on female circumcision, and bilingual education.
- ▶ **Becoming an Informed Consumer of Psychology.** Every set of modules includes material designed to make readers more informed consumers of psychological information by giving them the ability to evaluate critically what the field of psychology offers. These discussions also provide sound, useful guidance concerning common problems. For example, these unique sections discuss ways to become better thinkers, to sleep better, to lose weight successfully, and to choose the right therapist.

- **Recap/Evaluate/Rethink.** Each module concludes with a Recap/Evaluate/Rethink section. The *Recap* sections review the concept questions found at the beginning of each module. The *Evaluate* sections test recall of the material, assessing the degree of initial learning. The *Rethink* sections provide thought-provoking questions designed to provoke critical thinking about the material.
- **Running Glossary.** Key terms are highlighted in boldface type within the text where they are introduced, and definitions are given in the margin of the page, along with pronunciation guides for difficult words. To facilitate study, at the end of each module there is a list of the key terms and concepts introduced in that module. There is also a glossary of all key terms and concepts at the end of the book.
- **Looking Back and Epilogue.** Found at the end of every set of modules, a section called *Looking Back* contains critical thinking questions involving the use of Web resources and the interactivities that go with those modules. Critical thinking questions in the *Epilogue* that follows *Looking Back* relate to the *Prologue* at the opening of the set of modules. The thought-provoking questions in these sections provide a way of tying together a set of modules on one topic and illustrating how the concepts addressed in each module apply to the real-world situation described in the *Prologue*.
- **Visual Essays.** Following a number of modules, visual essays review key concepts in a format that is more pictorial than verbal. These features graphically summarize difficult concepts such as experimental design, emotional expression, and social influence.

## Print and Media Complements

Several resources developed to enhance student mastery of the key concepts in *Essentials of Understanding Psychology* are integral to the text. All are designed to meet the needs of new and veteran instructors, whether they favor traditional text-based instruction or a blend of traditional and electronic media.

### FOR STUDENTS AND INSTRUCTORS

**PsychInteractive** This exciting new CD-ROM for students contains a unique library of electronic interactivities designed specifically to help students master the key concepts laid out in the book. Packaged free with each new copy of *Essentials of Understanding Psychology*, *PsychInteractive* features at least one interactivity per module, as well as links to graded concept quizzes on the text's dedicated website. Using these assessment tools, both students and instructors can track students' progress in attaining course objectives. After completing each interactivity, students can also create and print a personalized study page, an excellent tool for reviewing the core concepts in *Essentials of Understanding Psychology*.

**Online Learning Center** The Online Learning Center ([www.mhhe.com/feldmaness6](http://www.mhhe.com/feldmaness6)) includes the interactivities from the *PsychInteractive* student CD-ROM, along with the self-tests and the graded concept quizzes and much more. In addition, the Online Learning Center gives access to our PowerWeb Online Reader and *The New York Times* news feeds, which are updated daily.

The password-protected Instructor's Online Learning Center houses a gradebook where students' scores on the concept quizzes can be recorded automatically so that instructors can assess their understanding of the main concepts in the course. In addition, the site contains downloadable versions of the Instructor's Manual and PowerPoint slides, a variety of other text-specific resources, including a gallery of 146 images and access to our acclaimed customized website creation tool, PageOut!

Instructors in need of assistance can contact their McGraw-Hill sales representative via e-mail from the Online Learning Center. Visit us at [www.mhhe.com/feldmaness6](http://www.mhhe.com/feldmaness6).

Besides the interactivities and assessment tools, the Student Online Learning Center provides an array of module-by-module study aids, including detailed module outlines, concepts and learning objectives, flashcards, self-quizzes (created by Kathleen McCormick of Ocean County College), answers to the text's Rethink questions, activities and projects, frequently asked questions, interesting Web links, interactive reviews, an Internet primer, a career appendix, and a statistics primer. Visit us at [www.mhhe.com/feldmaness6](http://www.mhhe.com/feldmaness6).

## FOR STUDENTS

**Study Guide** (by Barbara Radigan, Community College of Allegheny County, Pennsylvania). The printed Study Guide contains a comprehensive review of the text material. Features include an overview section and fill-in-the-blank, matching, and Rethink questions for each module. Multiple-choice and matching practice tests allow students to gauge their understanding of the material, and an answer key provides answers to all of the chapter's exercises, including feedback for all multiple-choice items. Also contained in the Study Guide is material created by Dr. Sheryl Hartman of Miami-Dade Community College to aid non-native speakers of English in understanding and retaining key course content.

**PowerWeb** This unique online reader provides current articles, curriculum-based materials, weekly updates with assessment, informative and timely world news, refereed Web links, research tools, study tools, and interactive exercises. Visit [www.dushkin.com/powerweb](http://www.dushkin.com/powerweb) for more information.

## FOR INSTRUCTORS

**Instructor's Resource CD-ROM** This CD-ROM contains the key instructor's resources for *Essentials of Understanding Psychology*, sixth edition, in a flexible format. An easy-to-use interface for the design and delivery of multimedia classroom presentations makes the Instructor's Manual, two Test Banks, PowerPoint presentation slides, and Image Bank very customizable.

**Instructor's Manual** (by Susan Krauss Whitbourne, University of Massachusetts at Amherst). This thoroughly revised manual provides instructors of introductory psychology with all the tools and resources they need to present and enhance their course. The Instructor's Manual includes detailed lecture launchers, learning objectives, interesting lecture and media presentation ideas, student assignments and ready-to-use handouts, and descriptions of the new and exciting interactivities that have been developed to accompany *Essentials of Understanding Psychology*, sixth edition. This manual contains many tips and activities that can be used with any class, regardless of size or teaching approach.

**Test Banks** (Test Bank I by Susan Krauss Whitbourne, University of Massachusetts at Amherst; Test Bank II by Jamie McMinn, Westminster College). Two test banks incorporate the new content in *Essentials of Understanding Psychology*, sixth edition. Each test bank contains more than 1,800 multiple-choice items, classified by cognitive type and level of difficulty, and keyed to the appropriate learning objective and page in the textbook. Fill-in-the-blank, matching, and short-answer questions are provided for all modules.

**Computerized Test Banks** (Macintosh/Windows compatible) Available in a cross-platform format, the computerized test banks (on the Instructor's Resource CD-ROM) make all the items from Test Banks I and II easily available to instructors who like to create their own tests. The test-generating program facilitates the selection of

questions from each Test Bank and the printing of tests and answer keys, and also allows instructors to import questions from other sources.

**PowerPoint Slides** For instructors using a computer monitor for demonstrations in the classroom, PowerPoint slides (which can be accessed from the Instructor's Resource CD-ROM or downloaded from the Online Learning Center) were specially created by Barbara Radigan from Community College of Allegheny County, Pennsylvania, to support the use of *Essentials of Understanding Psychology*, sixth edition. Module-by-module PowerPoint presentations including illustrations from the Image Bank allow instructors to deliver their lectures in an effective manner.

**Image Bank** More than 145 illustrations are accessible on the Instructor's Resource CD-ROM for use on your course website or in PowerPoint presentations. These images also can be downloaded from the Image Bank on the Online Learning Center.

**Overhead Transparencies** A set of acetate transparencies containing key illustrations, graphs, and tables from *Essentials of Understanding Psychology*, sixth edition, is available for instructors using projectors to deliver their lectures.

**e-Instruction Guide** This manual was written specifically for use with *Essentials of Understanding Psychology* and CPS, the Classroom Performance System licensed exclusively by McGraw-Hill. It includes an introduction to CPS and a general review of the validating literature, showing that it works; strategies for implementing CPS; multiple choice questions suitable for in-class use that are tied to key concepts in the book; and classroom demonstrations that take advantage of CPS access.

## Content Changes in the Sixth Edition

This edition incorporates a significant amount of new and updated information, reflecting the advances in the field and the suggestions of reviewers. *Well over 1,000 new citations have been added, and most of them refer to articles and books published in the 21st century.* For instance, studies in aggression and modeling from media and computer games, brain and behavior, human genome mapping, cognition, emotions, and cultural approaches to psychological phenomena receive expanded coverage. Additionally, this edition incorporates a wide range of new topics. The following sample of new and revised topics provides a good indication of the book's currency.

### (1) Introduction to Psychology

- ▶ Prologue on *Columbia* space shuttle astronauts
- ▶ New section on careers in psychology (Module 1)
- ▶ Information on salaries for psychology major graduates (Module 1)
- ▶ Updated statistics on where psychologists work (Module 1)
- ▶ Coverage of loaded survey questions (Module 5)

### (2) Neuroscience and Behavior

- ▶ Prologue on Christopher Reeve's struggle to overcome paralysis
- ▶ Earlier coverage of endocrine system (Module 6)

- ▶ Material on hormone replacement therapy (Module 6)
- ▶ Discussion of steroid use (Module 6)
- ▶ *Applying Psychology in the 21st Century* box on robot rats and wired brains (Module 7)

### (3) Sensation and Perception

- ▶ Use of baseball example to differentiate sensation and perception (Module 8)
- ▶ Questionnaire on sense sensitivity (Module 8)
- ▶ *Applying Psychology in the 21st Century* box on new technology for hearing and seeing (Module 10)

- Material on taste (including new taste: *umami*) (Module 10)

#### (4) States of Consciousness

- Emphasis on importance of sleep (Module 12)
- *Applying Psychology in the 21st Century* box on adolescent sleep deprivation (Module 12)
- Coverage of night terrors (Module 12)
- Role of *suprachiasmatic nucleus* (SCN) in circadian rhythm (Module 12)
- Data on dream content (Module 13)

#### (5) Learning

- Updated Prologue on dog trained to be helpmate
- Added examples of discrimination (Module 15)
- Increased coverage on “Little Albert” (Module 16)
- Revised explanation of Thorndike’s law of effect (Module 16)
- Clarified presentation of punishment (Module 16)
- Added evolutionary explanation to Garcia data and constraints on learning (Module 16)
- Revised *Applying Psychology in the 21st Century* box on media aggression and modeling (Module 17)
- Added example of latent learning (Module 17)

#### (6) Memory

- Prologue on woman’s loss of memory after accident
- Memory quiz (Module 18)
- Expanded discussion of brain structures related to memory consolidation (Module 18)
- Coverage of episodic buffer in working memory (Module 18)
- Coverage of serial position effect, primacy effect, recency effect (Module 18)
- New figures on working memory, spreading activation, and associative models of semantic memory (Module 18)
- *Applying Psychology in the 21st Century* box on the inaccuracies of memories (Module 19)
- Expanded discussion of amnesia (Module 20)

#### (7) Thinking, Language, and Intelligence

- Prologue on retired dentist inventing new natural pesticide
- Updated linguistic relativity hypothesis (Module 22)
- Material on “language gene” (Module 22)
- Recent data on number of phonemes (Module 22)
- Coverage of critical periods in language development (Module 22)
- Discussion of different cultural conceptions of intelligence—e.g., Asian, African (Module 23)
- Added material on existential intelligence and classroom use of multiple intelligences (Module 23)

#### (8) Motivation and Emotion

- Updated obesity statistics (Module 24)
- Coverage of BMI, including BMI calculator (Module 25)
- Material on role of leptin in obesity (Module 25)
- Discussion of strength of women’s sex drive compared to men’s (Module 25)
- Recent research on homosexuality and mental health (Module 25)
- *Applying Psychology in the 21st Century* box on using nonverbal behavior to expose terrorists (Module 26)
- Recent findings on the role of the amygdala in emotion (Module 31)

#### (9) Development

- Prologue on surviving preterm infant
- Examples of parenting styles (Module 28)
- Coverage of spermatogenesis (Module 29)
- Current data on single-parent households with children living below the poverty line (Module 29)
- Discussion of resilience (Module 29)
- Added coverage of Alzheimer’s (Module 30)

#### (10) Personality

- Revised Big Five dimensions of sample traits (Module 32)
- Questionnaire on optimism (Module 33)

- Clarified MMPI discussion and figure (Module 33)
- (11) Health Psychology: Stress, Coping, and Well-Being**
  - Added material on avoidant coping styles (Module 34)
  - Up-to-date discussion on psychoneuroimmunology and stress (Module 34)
  - Material on resilience, terrorism, and PTSD (Module 34)
  - Challenges to Selye's stress model (Module 34)
  - Discussion of Type D personality (Module 35)
  - *Applying Psychology in the 21st Century* box on how positive thinking might extend lifespan (Module 36)
- (12) Psychological Disorders**
  - Prologue on person suffering with schizophrenia
- *Applying Psychology in the 21st Century* box on suicide bombers (Module 37)
- Coverage of childhood disorders (Module 38)
- (13) Treatment of Psychological Disorders**
  - *Applying Psychology in the 21st Century* box on validity of online therapy (Module 41)
  - Person-centered therapy (Module 41)
  - Changes in brain function due to psychotherapy vs. drug therapy (Module 42)
- (14) Social Psychology**
  - Prologue on Good Samaritans saving lives
  - Concept of self-serving bias (Module 43)
  - *Applying Psychology in the 21st Century* box on name discrimination (Module 45)

Finally, several visual essays on key topics have been added to this edition of the text. These essays present major, often difficult points through drawings and photographs that will enhance student understanding and aid in recall and application.



Based on extensive student feedback, systematic research involving a wide range of instructors, and endorsements received from reviewers at a variety of schools, I am confident that this edition reflects what instructors want and need: a book that motivates students to understand and apply psychology to their own lives. *Essentials of Understanding Psychology*, sixth edition, is designed to expose readers to the content—and promise—of psychology, and to do so in a way that will nurture students' excitement about psychology and keep their enthusiasm alive for a lifetime.

## Additional Resources for Introductory Psychology

Please see your McGraw-Hill sales representative for information on policy, price, and availability of the following supplements.

**In-Class Activities Manual for Instructors of Introductory Psychology** (By the Illinois State University team of Pat Jarvis, Cynthia Nordstrom, and Karen Williams). This activities manual covers every major topic in the course. Nineteen chapters include 58 separate activities, all of which have been used successfully in the authors' classes. Each activity includes a short description of the demonstration, the approximate time needed to complete the activity, the materials needed, step-by-step procedures, practical tips, and suggested readings related to the activity.

**Annual Editions: Psychology 04/05** (Edited by Karen Duffy of SUNY–Geneseo). This annually updated reader is a compilation of carefully selected articles from magazines, newspapers, and journals. This title is supported by Dushkin Online, a

student website that provides study support and tools and links to related sites. An *Instructor's Manual* and *Using Annual Editions in the Classroom* are available as support materials for instructors.

**Sources: Notables Selections in Psychology, Third Edition** (Edited by Terry Pettijohn of Ohio State University). This book includes more than 40 book excerpts, classic articles, and research studies that have shaped the study of psychology and our contemporary understanding of it.

**Taking Sides: Clashing Views on Controversial Psychological Issues, Thirteenth Edition** (Edited by Brent Slife of Brigham Young University). This debate-style reader is designed to introduce students to controversial viewpoints on the field's most crucial issues. Each issue is carefully framed for the student, and the pro and con essays represent the arguments of leading scholars and commentators in their fields.

### Course Management Systems

**WebCT and Blackboard** Populated WebCT and Blackboard course cartridges are available free upon adoption of a McGraw-Hill textbook. Contact your McGraw-Hill sales representative for details.

**PageOut!** Build your own course website in less than an hour. You don't have to be a computer whiz to create a website with this exclusive McGraw-Hill product. It requires no prior knowledge of HTML, no long hours of coding, and no design skills on your part. With PageOut, even the most inexperienced computer user can quickly and easily create a professional-looking course website. Simply fill in templates with your information and with content provided by McGraw-Hill, choose a design, and you've got a website specifically designed for your course. Best of all, it's free! Visit us at [www.pageout.net](http://www.pageout.net) to find out more.

### Video Resources

**Media Resources for Teaching Psychology (Available as a DVD + CD-ROM set or as 2 VHS Tapes + CD-ROM)** This exciting set of video segments and interactivities was designed to provide instructors of introductory psychology with a set of lecture tools that will enhance student interest and involvement. Fifty video segments and 22 interactivities have been carefully edited and arranged for undergraduate instruction. Thirty-six of the video segments—more than 2½ hours of footage—are available either on DVD or on 2 VHS videocassettes, through an exclusive partnership McGraw-Hill has established with **The Discovery Channel Education™**. The other video segments (animations) and interactivities are available on an accompanying CD-ROM. The video segments range in length from under 5 minutes to 12 minutes. Detailed teaching notes provide a summary of the activity, suggestions on how to use it in class, and discussion questions.

**McGraw-Hill Introduction to Psychology Videos** Taken from Films for Humanities & Sciences videos, each of these clips is 5–10 minutes in length and is designed to serve as a lecture launcher. Topics include: classical and operant conditioning, eyewitness testimony, language development, Piaget's theory, and schizophrenia.

## Acknowledgments

One of the central features of *Essentials of Understanding Psychology* is the involvement of both professional and students in the review process. The sixth edition of *Essentials of Understanding Psychology* has relied heavily—and benefited substantially—from the advice of instructors and students from a wide range of backgrounds.

I am extraordinarily grateful to the following reviewers, who provided their time and expertise to help insure that *Essentials of Understanding Psychology*, sixth edition, reflects the best that psychology has to offer.