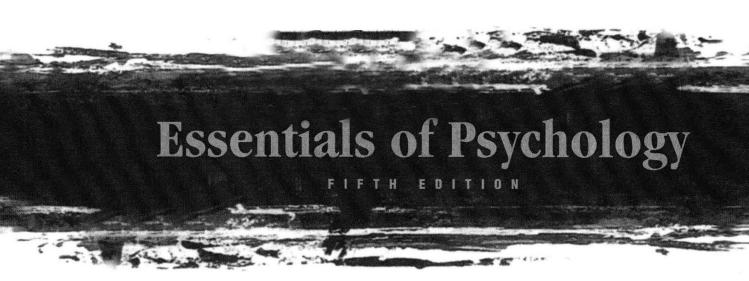


SPENCER A. RATHUS ST. JOHN'S UNIVERSITY



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PREFACE

Voltaire, the French man of letters, apologized to a friend for writing a long letter. He had not the time, he lamented, to write a brief one.

Similarly, writing *Essentials of Psychology* has posed a special challenge for me. The inclusion of various topics and studies in an "essentials" textbook implies that the topics and studies that go unmentioned were *not* essential—that they were, perhaps, superfluous. Yet no two psychologists would completely agree on all that is essential. It was thus necessary to make difficult decisions as to what to include and what to exclude. In the process, I learned to share Voltaire's lament that the creation of a brief work is especially arduous and time-consuming.

Having made the difficult decisions as to what to cover, the book was designed to be a complete teaching and learning tool. It contains motivational features and a thorough, built-in study guide that aims to put the student on an equal footing with the subject matter.

I also challenged the homely piece of folklore that maintains "If it ain't broke, don't fix it."

What's New In This Edition

The fifth edition of Essentials contains major advances over earlier editions. The fifth edition of *Essentials of Psychology* includes two new chapters, full integration of the sociocultural perspective, full integration of gender, "Reflections" sections, and increased emphasis on critical thinking. Even the very "language" of psychology has been modified to be consistent with psychology's emphasis on the dignity of the individual.

NEW CHAPTERS

The new chapters cover "Thinking and Language" and "Intelligence."

Chapter 8: Thinking and Language In keeping with *Essentials of Psychology's* enhanced emphasis on critical thinking, there is now full chapter coverage of the interrelated topics of thinking and language. Increased coverage of problem solving, creativity, reasoning, judgment and decision making heighten the rigor of the book. However, the increased coverage of these difficult concepts is accompanied by the traditional user-friendly approach. Relevant examples and humor motivate students and help them grasp new concepts.

Chapter 9: Intelligence Full-chapter coverage of intelligence permits us to give this key topic the attention it deserves. The fifth edition includes new coverage of artificial intelligence, the effects of musical training on intellectual performance, and the determinants of intelligence among *older adults* as well as among children. The fifth edition includes expanded coverage of Gardner's theory of multiple intelligences, Sternberg's triarchic theory of intelligence, and socioeconomic and ethnic differences in intelligence. The presentation of genetic and environmental factors in intellectual performance is balanced. Yet it is pointed out that a strong belief in the predominance of genetic factors can undermine parental and educational efforts to enhance children's intellectual development.

FULL INTEGRATION OF THE SOCIOCULTURAL PERSPECTIVE

Our population is becoming an ever richer mix of cultural traditions. The sociocultural perspective brings those various traditions within the province of psychology. It enables us to consider how best to apply psychology's research findings to people from different backgrounds. In keeping with psychology's oldest tradition, it also helps us focus more precisely on our understanding of the individual.

The sociocultural perspective is integrated throughout the book because it is relevant to all areas of psychology. Consider the following examples: Chapter 1 introduces a major section on "The Sociocultural Perspective." Chapter 2 includes a major section on "Samples and Populations: Representing Human Diversity." Chapter 8 discusses "Bilingualism" and has a new feature, "Across the Great Divide? White People Versus African Americans on the O. J. Simpson Verdict." Chapter 10 includes a section on "Sex: A Sociocultural Perspective." Chapter 12 has a major new section on "The Sociocultural Perspective" in personality. Chapter 14 includes a new feature on "Women and Psychotherapy" and expanded coverage of "Psychotherapy in the New Multicultural United States." Chapter 15 has a major new section on "Sociocultural Factors in Health and Illness: Nations Within the Nation" and a new feature on "Health and Socioeconomic Status: The Rich Get Richer and the Poor Get . . . Sicker."

FULL INTEGRATION OF GENDER

People differ not only in cultural tradition but also in gender. Focus on gender, as focus on sociocultural issues, at once helps us appreciate differences among individuals and to see through to the common core that composes the human being. Issues of gender bear on the subject matter in diverse areas of psychology and are thus integrated throughout *Essentials of Psychology*.

Following are examples of new issues in gender that are raised in various chapters: Chapter 11 discusses gender issues in level of moral judgment, formation of adolescent identity, and patterns of adult development. Chapter 12 has a new "World of Diversity" feature on "Gender Differences in Personality." Chapter 15 discusses gender differences in such issues as incidence of physical disorders and utilization of health care.

"REFLECTIONS" SECTIONS

New "Reflections" sections serve a dual function: They (1) help students learn the subject matter, and (2) stimulate critical thinking.

Psychologists and educators have shown that students learn effectively when they *reflect* on what they are learning. Reflecting on a subject means *relating* it to things they already know. (Things students already know include their own life experiences and other academic subjects.) Relating the material to things known makes it meaningful and easier to remember. Relating also makes it more likely that students will be able to *use* the new information in their own lives.

A "Reflections" section appears at the end of every major section. These sections ask students to pause before proceeding so that they may relate what they have read to their life experiences and academic knowledge.

A NEW LOOK AT THE LANGUAGE OF PSYCHOLOGY

Essentials of Psychology has always been sensitive to issues of gender and ethnicity in language. Consider gender. We do not refer to a person of unspecified gender as "he." We say, rather, "she or he" or "they." However, the new edition of the Publication Manual of the American Psychological Association also finds that traditional use of terms such as subjects, receiving treatments, schizophrenics, and the elderly denies individuals their dignity and the active nature of their participation in research.

Essentials of Psychology, therefore, speaks of individuals, people, and participants—not of subjects. Your textbook speaks of individuals as active in research—as partaking in research, or as obtaining treatments, not as receiving treatments. Your textbook speaks of people with schizophrenia or of people diagnosed with schizophrenia, not of schizophrenics. Your textbook speaks of older people, not of the elderly. In the fifth edition of Essentials of Psychology, the person always comes first. It is the person that defines the individual. The modifier, whether it refers to age, psychological disorders, or other matters, is secondary. This is not verbal gameplaying. People are people and deserved to be treated with dignity regardless of age, psychological disorder, or participation in research. Our descriptors expand or limit the nature of other human beings, and psychology teaches us that people deserve our very careful consideration.

Every line of *Essentials of Psychology* reflects sensitivity to the dignity of the individual.

CD-ROM MULTIMEDIA INTERFACES

Psychology: The Core on CD-ROM is a multimedia product that can be packaged with this textbook or purchased separately by students. It contains a variety of interactive multimedia features including "minilectures" on core concepts in psychology. The availability of minilectures relating to the text material is indicated by a CD-ROM icon in the margin of the textbook.

The Traditional and the Familiar

Although there are key improvements to the fifth edition, much in your text-book is traditional and familiar. The text continues to recount psychology's rich tradition, the philosophical and methodological roots that can be traced beyond the sages of the ancient Greeks. A century ago, William James wrote "I wished, by treating Psychology like a natural science, to help her become one." Psychology, as we advance into the new millennium, is very much that science of which he spoke. Your textbook explores psychology's tradition as an empirical science. It explores the research methods innovated in 19th century Germany and brought to the shores of the New World in the 20th century. It also covers the essential subjects of psychology.

The writing style of *Essentials of Psychology* continues to communicate the excitement of psychology. The text was deliberately written to be user friendly—to meet the needs of students. It uses personal anecdotes and humor to motivate students and help them understand the subject matter. The goal of the style is lofty: to engage and motivate students without descending into frivolity and condescension. The personal approach is exemplified in the way that the text walks students through the Milgram studies on obedience to authority in Chapter 2. Students vicariously experience Milgram's methods, and as a result, motivation, comprehension, and retention are enhanced.

You will also find many of the signature Rathus features and learning aids that have contributed to the success of earlier editions:

"WORLD OF DIVERSITY" FEATURES

"World of Diversity" features help students perceive why people of different cultures and genders behave and think in different ways, and how the science of psychology is enriched by addressing those differences.

"World of Diversity" features include:

- The Diversity of Contributors to the Development of Psychology (Chapter 1)
- New to this edition: A Sex Survey That Addresses Sociocultural Factors (Chapter 2)
- New to this edition: The Signs of the Times Are Changing to Reflect New Sensibilities among the Deaf (Chapter 4)
- Ethnicity and Substance Abuse among Adolescents (Chapter 5)
- New to this edition: Sociocultural Factors in Alcohol Abuse (Chapter 5)
- New to this edition: Sociocultural Factors in Learning, or, Donald Duck Meets a Samurai (Chapter 6)
- New to this edition: Across the Great Divide? White People Versus African Americans on the O. J. Simpson Verdict (Chapter 8)
- Bilingualism (Chapter 8)
- Socioeconomic and Ethnic Differences in Intelligence (Chapter 9)
- New to this edition: Ethnicity and Sexual Orientation: A Matter of Belonging (Chapter 10)
- New to this edition: Gender and Ethnicity in Adolescent Identity Formation (Chapter 11)
- Gender Differences in Personality (Chapter 12)
- Women and Psychotherapy (Chapter 14)
- Psychotherapy in the New Multicultural United States (Chapter 14)
- New to this edition: Health and Socioeconomic Status: The Rich Get Richer and the Poor Get . . . Sicker (Chapter 15)
- New to this edition: Gender Polarization and Its Costs (Chapter 16)

PROVEN PEDAGOGY

The textbook maintains the following pedagogical features that have proven useful and effective in aiding student learning:

- Learning Objectives. Each chapter begins with a list of learning objectives.
 The learning objectives serve as advance organizers that suggest the structure of the chapter and provide concrete goals for learning.
- Pretests Composed of "Truth-or-Fiction?" Items. Truth-or-Fiction items
 are not just a true-false test. They are designed to stimulate students to delve
 into the subject matter by challenging folk lore and common sense (which is
 often "common nonsense").
- Truth-or-Fiction Revisited. These inserts are found in the text where discussions of the pretest topics take place. In this way, students are intermittently prompted to reflect on their answers to the pretests. Their motivation to continue to compare their preconceptions with scientific knowledge is maintained and enhanced.
- Running Glossary. Research shows that most students do not make use of
 a glossary at the end of a book. Key terms appear in **boldface** in the text
 and are defined in the running glossary, which is placed in the margin of
 the textbook. The running glossary provides ready access to the meanings
 of key terms so that students can maintain their concentration on the flow of
 material in the chapter.

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BUILT-IN STUDY GUIDE

SPENCER A. RATHUS, ST. JOHN'S UNIVERSITY/SANDRA SUDWEEKS, GOLDEN WEST COLLEGE

We are particularly proud of *Essentials of Psychology's* built-in Study Guide as a vehicle for promoting student learning. The Study Guide contains the following elements:

- Exercises with Answer Keys. One or more exercises are found at the beginning of each Study Guide section. Exercises vary according to the nature of the material presented in the textbook chapter. For example, Chapter 1 features a fill-in-the-blank exercise on prominent people in psychology. Exercises in Chapter 4 feature graphics showing the eye and the ear where the student is asked to identify the parts. An answer key appears at the end of each exercise.
- English as a Second Language—Bridging the Gap. Not all introductory psychology students grew up speaking English in the home. Some students, in fact, have only recently emigrated to the United States. Some have spoken English for only a few years (or a few months!) before entering college. Prepared by Sandra Sudweeks, an ESL instructor with an MA in Intercultural Communication, the ESL sections highlight and explain idioms in the English language, cultural references to life in the United States, and phrases and expressions whose meanings are not obvious to speakers of foreign languages. Students from eleven different language backgrounds (Asian, African, Middle Eastern, and East European) read each chapter of the textbook manuscript and identified those terms and expressions they had difficulty understanding. Sandy has provided the general meaning and the meaning in the context in which it is used for each term or phrase identified as difficult by ESL students. The terms and phrases are listed alphabetically, as most students are familiar with this method of locating words, and each includes in parentheses the page number on which it is located. Many American-born, native English-speaking students are also not familiar with some American terms, phrases, and cultural references. Consequently, students may want to review this section before they start reading the chapter.
- Chapter Review with Answer Key. Chapter review sections are carefully
 programmed to prompt students' memories of the key points covered in
 each chapter. They foster active learning. Students fill in missing information
 as they read the chapter reviews. (Unique "prompts" (letters from missing
 words) help students complete the items. Answer keys follow the review
 sections.
- Posttest with Answer Key. Most psychologists use multiple-choice questions in their assessment of student knowledge. For this reason, each chapter concludes with a 20-item multiple-choice test that allows students to check their knowledge following the chapter review. These tests give students a way to measure their mastery and to predict their performance on their instructor's quizzes and tests. Answer keys follow the posttests.

The Ancillaries

The needs of contemporary instructors and students demand a full and broad array of ancillary materials that facilitate teaching and learning. *Essentials of Psychology* is accompanied by a complete, convenient, and carefully conceived package.

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FOR THE STUDENT

Thinking and Writing About Psychology, Second Edition

SPENCER A. RATHUS, ST. JOHN'S UNIVERSITY

Shrinkwrapped with the textbook at no additional cost, *Thinking and Writing About Psychology* is designed to promote two aspects of contemporary college education: critical thinking and writing across the curriculum. To this end, the ancillary contains a discussion of what critical thinking is, a comprehensive guide to writing about psychology using the APA's latest recommendations, and dozens of writing exercises. Writing exercises may be assigned as a way of encouraging the development of thinking and writing skills, as a way of providing an opportunity for class participation, and perhaps, as a way of earning part of the grade for the course.

Thinking and Writing About Psychology can also be purchased separately.

ISBN: 0-15-504141-X

The following supplementary materials are available for purchase by students. Please contact your local college bookstore for prices and ordering information.

Psychology: The Core on CD-ROM

JOHN MITTERER, BROCK UNIVERSITY

Psychology: The Core on CD-ROM is an innovative learning tool that provides students with an interactive, multimedia introduction to psychology. More than 100 "minilectures" cover key concepts with animation, video, still images, and audio. Interactive exercises, such as experiments and demonstrations, help studetns understand how these concepts relate to "real life." Hyperlinked access to Spencer Rathus' Psychology in the New Millennium, sixth edition textbook gives students additional resources to search, bookmark, and read for complete understanding of the multiple perspectives and connections within psychology. In addition, the CD-ROM allows students to test their understanding of the principles of psychology via a series of multiple-choice test questions (four quizzes with 20 questions each per chapter).

Macintosh® ISBN: 0-15-503942-3 Windows™ ISBN: 0-15-503941-5

Interactive Software

Personal Discovery. This unique, interactive software package allows students to explore their propensities in such areas as self-efficacy, risk taking, and coping skills.

IBM® 3.5" ISBN: 0-15-501703-9 Macintosh® ISBN: 0-15-501705-5

Supersbrink I: Victor and SuperSbrink II: Jennifer (IBM). In these interactive programs, users adopt the role of counselor at a helpline clinic and interview clients, Victor and Jennifer. These programs offer extremely valuable experience to introductory students learning concepts in psychotherapy, personality, and assessment.

IBM®

Victor, 5.25" ISBN: 0-15-584761-9 Jennifer, 5.25" ISBN: 0-15-584763-5 Jennifer, 3.5" ISBN: 0-15-584764-3

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FOR THE INSTRUCTOR

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Attn: Returns Department Troy Warehouse 465 South Lincoln Drive Troy, MO 63379

Instructor's Manual with Video Instructor's Guide

RON MULSON, HUDSON VALLEY COMMUNITY COLLEGE/ALICIA GOLDNER, LONG BEACH CITY COLLEGE/MARLENE ADELMAN, NORWALK COMMUNITY-TECHNICAL COLLEGE

Ron Mulson has thoroughly revised the Instructor's Manual to include more fully-developed teaching strategies. These strategies include expanded lecture outlines, thumbnail historical insights on major researchers, brief overviews of the major studies that contributed to the chapter topics, student activities that help demonstrate concepts discussed in the textbook, and small group case studies. At the end of each chapter is a videodisc coordination section, prepared by Alicia Goldner, that lists and describes the frames from Harcourt Brace's *Dynamic Concepts in Psychology II* videodisc that relate to the topics of the chapter.

A *Video Instructor's Guide* has been combined with the manual to provide instructors with a complete resource teaching package. The guide references the Harcourt Brace Multimedia Library, with more specific teaching suggestions for using the segments from the *Discovering Psychology* Teaching Modules provided exclusively by Harcourt Brace. The guide is abundant with activities and discussions, and has been customized by Marlene Adelman to correspond with material covered in *Essentials of Psychology*.

ISBN: 0-15-503733-1

Test Bank

HARRY TIEMANN, MESA STATE UNIVERSITY/MARA MERLINO, UNIVERSITY OF NEVADA—RENO

The Test Bank has been revised and expanded to maintain 100 to 185 multiple-choice items for each chapter (total of over 2,000 items). New test items have been written for each chapter to correspond with the new topics added in the textbook. Test items appear in the order of presentation in the textbook, are keyed to learning objectives, and are coded in terms of correct answer, question type, and textbook page reference.

ISBN: 0-15-503732-3

EXAMaster+ ™ Computerized Test Banks: IBM, MAC, and WINDOWS versions

Offers easy-to-use options for test creation:

- *EasyTest* creates a test from a single screen in just a few easy steps. Instructors choose parameters, then select questions from the data base or let *EasyTest* randomly select them.
- FullTest offers a range of options that includes selecting, editing, adding, or linking questions or graphics; random selection of questions from a wide range of criteria; creating criteria; blocking questions; and printing up to 99 different versions of the same test and answer sheet.

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- On-Line Testing allows instructors to create a test in EXAMaster+™, save it
 to the OLT subdirectory or diskette, and administer the test on-line. The results of the test can then be imported to ESAGrade.
- ESAGrade can be used to set up new classes, to record grades from tests or
 assignments utilizing scantron, and to analyze grades and produce class and
 individual statistics. ESAGrade comes packaged with EXAMaster+™.

IBM® 3.5" ISBN: 0-15-503734-X Macintosh® ISBN: 0-15-503737-4 MS Windows™ ISBN: 0-15-503738-2

- RequesTest is a service for instructors without access to a computer. A software specialist will compile questions according to the instructor's criteria and mail or fax the test master within 48 hours!
- *The Software Support Hotline* is available to answer questions Monday through Friday, 9 a.m. to 4 p.m. Central Time.

(1-800 telephone numbers for these services are provided in the Preface to the printed Test Bank.)

The Whole Psychology Catalog: Instructional Resources to Enhance Student Learning

MICHAEL REINER, KENNESAW STATE COLLEGE

Instructors can easily supplement course work and assignments with this recently updated manual (copyright 1997). It has perforated pages containing experiential exercises, questionnaires, and visual aids. Each activity is classified by one of eight learning goals central to the teaching of psychology. Also included in the new version is an informative section on using the Internet.

ISBN: 0-15-504153-3

Introductory Psychology Overhead Transparencies

This set of over 130 full-color acetates covers the full range of topics typical to an introductory psychology course.

ISBN: 0-15-501456-0

The Harcourt Brace Multimedia Library

The Harcourt Brace Multimedia Library provides additional media for instructors for classroom use. The Library includes videos from Films for the Humanities and Sciences and Pyramid Films, as well as series such as *The Brain* Teaching Modules, *The Mind* Video Modules, *Discovering Psychology* Telecourse, *Childhood, Seasons of Life*, and *Time to Grow*. The Library also includes the following Harcourt Brace exclusives: *Discovering Psychology* Teaching Modules, *Fires of the Mind, Prisoners of the Brain, Contemporary Issues in Social Psychology*, and *VideoCases in Abnormal Psychology*.

The following videodiscs are available exclusively from the Harcourt Brace Multimedia Library: *Dynamic Concepts in Psychology I* and *Dynamic Concepts in Psychology II*, *Discovering Psychology* Teaching Modules, *Prisoners of the Brain*, and *Fires of the Mind* from The Infinite Voyage series, and *Development Today*.

Acknowledgments

The discipline of psychology owes its progress and its scientific standing to experts who conduct research in many different areas. Similar, the textbook *Essentials of Psychology* and its ancillaries owe a great deal of their substance and

Preface XIII

form to my colleagues who provided expert suggestions and insights at various stages of their development. My sincere thanks to the following individuals who contributed to the development of the fifth edition:

Debra Collins, Brevard Community College—Titusville Eugenio J. Galindro, El Paso Community College James Hart, Edison State Community College Myles E. Johnson, Normandale Community College Mike Knight, University of Central Oklahoma Samuel B. Schnitzer, Indiana State University

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Spencer A. Rathus Short Hills, New Jersey srathus@aol.com

TO THE STUDENT

How to Use This Textbook

This is your book. I wrote it with you in mind. I included a number of features to help you learn about psychology, and about yourself. This section, "To the Student" shows you how to take full advantage of those features to truly make this book your own.

Make the investment. Spend a few minutes. By doing so, you will find ways in which you can better understand the subject matter and retain it longer. You may also find ways to keep psychology an integral part of your life. Let me also confess that I envy you. I experienced the excitement of learning about psychology for the first time years ago. That excitement is now yours. Go to it!

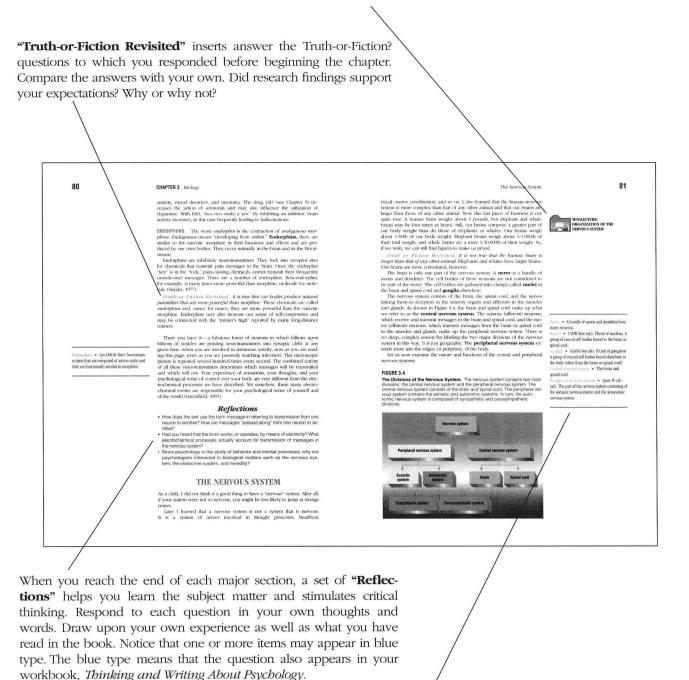
SPENCER A. RATHUS Short Hills, New Jersey srathus@aol.com 74673.2251@CompuServe.com

Each chapter opens with pretest "**Truth-or-Fiction?**" items. Many students enter the course assuming that they already know a great deal about psychology—after all, by the time they enter college, they have observed people for many years. But, how much do you know? Complete these items before reading the chapter to test your knowledge.



Learning Objectives serve as advance organizers that highlight the structure of the chapter and provide concrete goals for learning.

CD-ROM icons refer to appropriate "minilectures" in *Psychology: The Core on CD-ROM* to add an interactive multimedia dimension to psychology. This may be purchased separately or packaged with this textbook at your professor's request.

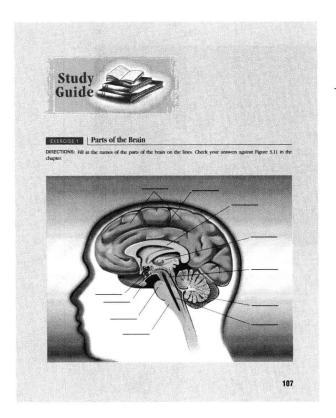


The **Running Glossary** lets you learn and review key terms at your own pace, without flipping back and forth between the page you are reading and an end-of-book glossary. It includes a pronunciation guide for difficult terms and word origins.



"World of Diversity" features and full integration of the sociocultural perspective enable you to consider how to apply psychology's research findings to people from different backgrounds.

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■ The built-in Study Guide offers you a convenient vehicle
for assessment and review of what you've learned. The
Study Guide is set off from the text with blue paper and
includes exercises with answer keys, English as a
Second Language sections, chapter reviews with answer keys, and posttests with answer keys.

Exercises

Major Glands of the Endocrine System

DRECTOMS: Fill in the names of the glands of the endocrine system. List the important homones secreted by each gland and explain their functions. Check your answers against Figure 5.17 in the chapter.

English as a Second Language—Bridging the Gap

academic comprisms (97)—educational abilities sushers (96)—active ability to appreciate bouty and the control of the state of the control of the con

small imitations sparked the developm specifically tailored be chemically fits only spending of body ene	85)—very sensitive, responding to ent (85)—caused the development arbor (78)—a site, or place, that a specific neurotransmitter rgy from stored reserves (90)—the gg from what has been saved (re-	in the phrise good uses, taste is a noun—a person has knowledge of good elothes, food, an, or namers there you have it (80)—now you understand it thicked of tree (73)—group of trees close together mutablist(*4)—like the trunk of a tree nutsting lattler (103)—seeps that turn as they go up- undeclaine the mutater (73)—discovering what has not
and interacting with subtle shifts (86)—sm. suear in court (71)	all, hard-to-see changes insist; be completely positive;	been understood previously seathy (79)—enormously vice versu (95)—and the opposite way to prepare freg 3 kgs (76)—frog's legs are considered by the French to be a special meal
phrases and senten system of checks and tem acts to restrain to the system of the the powers of the errment (executive tastes good/good taste	y words are put together to form	usinleng out (23)—disappearing utilidratum them (73)—taken them away, removed them utiliout a truce (72)—rechting remains to indicate that the creatures (people or animals) were here userk our uson funtant (85)—move in a forward direc- tion; in this case, studying the brain as we move to new areas
FILE-INS E	Chapter Review	
SECTION 1: NEURO The (1) n	NS: INTO THE FABULOUS FOREST system contains billions of neurons	Neurons transmit messages to other neurons by means of
SECTION 1: NEURO The (1) n chemical substances of	NS: INTO THE FABULOUS FOREST system contains billions of neurons, alled (2)mitters. Neurons have	
SECTION 1: NEURO The (1) n chemical substances of oeive transmissions, a	NS: INTO THE FABULOUS FOREST system contains billions of neurons, alled (2)mitters. Neurons have	Neurons transmit messages to other neurons by means of a cell body, or (3) a, (4) d, which re-nklike from the cell body. Chemicals called neurotransmitters
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