

Preface

Mind and behavior: There is nothing more fascinating in all the universe, but we didn't recognize this when we entered college. In fact, the study of psychology wasn't on either of our radar screens. Michael planned to major in physics, Ron in journalism. Then something unexpected occurred. Each of us took an introductory psychology course, and suddenly our life paths changed. Because of instructors who brought psychology to life, we were hooked, and that initial enthusiasm has never left us.

Now, through this textbook, we have the pleasure and privilege of sharing our enthusiasm with today's instructors and a new generation of students. We've endeavored to create a book that will spark a passion for psychology in today's students. Whether it is the development of a new lens for viewing everyday life, an appreciation for the myriad ways psychological research has changed and illuminated human understanding, or an enthusiastic engagement with a wide variety of new concepts and theories, we believe that the study of psychology has something to offer everyone. We want students to experience, as we did, the intellectual excitement of studying the mind and behavior. We also seek to help students sharpen their critical-thinking skills and dispel commonly held myths. All of this is done within a simple conceptual framework that emphasizes relationships between biological, psychological, and environmental levels of analysis. A key goal is for students who use this book to leave the course understanding the centrality of the scientific method in psychology and, as a result, thinking like scientists.

We are particularly excited about the diverse and creative ways in which general psychology is taught and learned. The teaching and learning program underpinning *Psychology: The Science of Mind and Behavior* is extensive, carefully crafted, and, perhaps most important, it "uses science to teach science." Specifically, we have taken note of research (e.g., Hamilton, 1985; Moreland et al., 1997; Thiede & Anderson, 2003) showing that recall of textual material is significantly enhanced by asking students to summarize material they have just read and by presenting focus questions and learning objectives that serve as retrieval cues and help students identify important information. **Focus Questions**, which are placed in the margins and integrated into each chapter of this textbook, serve these purposes and help students assess their mastery of the material. But well beyond that, *the Focus Questions provide a comprehensive teaching and learning framework for the supplements.*

These in-text Focus Questions, along with the Learning Objectives for each chapter, form the cornerstones of the Instructor's Manual, Online Learning Center, student Study Guide, and all three test banks. Items in the three test banks are keyed specifically to the Focus Questions and Learning Objec-

tives as well as to the APA guidelines for learning outcomes in key mastery areas, enabling instructors to teach and assess directly to the core content of your choice. Students who are guided by the Focus Questions and Learning Objectives should be well prepared for questions taken from the test banks and should achieve at a high level.

Let's take a closer look at the features of our fourth edition.

LEVELS OF ANALYSIS

Psychology is a vibrant but sprawling discipline, and the tremendous diversity of issues covered in the introductory course can lead students to perceive psychology as a collection of unrelated topics. To reduce this tendency and also to help students become more sophisticated in their everyday understanding of behavior, we present a simple unifying framework that is applied throughout the book. This framework, called *Levels of Analysis (LOA)*, emphasizes how psychologists examine the interplay of *biological, psychological, and environmental factors* in their quest to understand behavior. The LOA framework is easy for students to understand, encourages critical thinking about each topic, and is consistently applied in every chapter.

Although we carry the LOA framework throughout the book in textual discussion and graphics, we are careful to apply it selectively so that it does not become overly repetitious for students or confining for instructors. Indeed, one of the beauties of the LOA framework is that it stands on its own and instructors can easily adapt it to their personal teaching preferences. For example, some adopters of the book have told us that they never bring up the LOA framework explicitly in class. Instead, they emphasize their own preferred theoretical perspectives in lectures while resting assured that, behind the scenes, each textbook chapter illustrates for students how behavior can be studied from multiple angles, that is, from different levels of analysis. Other instructors consistently incorporate a levels-of-analysis approach into their lectures. Finally, as we do in our own courses, instructors can explicitly bring the LOA framework into their lectures only for selected topics, once again knowing that, for other topics, the textbook will round out their students' conceptual exposure.

NEW TO THE FOURTH EDITION

Although all of the book's chapters have been thoroughly updated, we also have made several important structural changes to enhance the book's presentation of psychological science.

- **Enhanced coverage highlighting the centrality of scientific methods in psychology:** We have made significant revisions in Chapter 2 (Studying Behavior Scientifically) to strengthen its pedagogy and show the important links between theory development and research methods. We have sought to simplify the material somewhat and to strengthen students' understanding of basic research design. A prominent new Figure 2.2, called *Using the Scientific Method*, now illustrates the discussion of the scientific method. *Using the Scientific Method* integrates the five key steps of the scientific approach with the example of Darley and Latané's famous experiment on bystander intervention. In addition, a new table entitled *Assess Your Understanding: Independent and Dependent Variables* accompanies the section on experiments. It contains seven examples that enable students to see how well they understand the key conceptual distinction between independent and dependent variables. We also have chosen some timely new studies to illustrate the research methods, including one on the effects of using cell phones while driving.
- **Visual signpost on Research Design:** Another important addition is a new graphic element called *Research Design* within each chapter's *Research Close-Up*. This feature follows the Method section of the journal-style research presentation and visually summarizes the type of study being discussed (e.g., correlational, experimental, observational), the independent and dependent (or predictor and criterion) variables, and the relation(s) being assessed. We believe that this feature will enhance our in-depth presentations of research and visually reinforce students' grasp of basic research methodology.
- **A new chapter on Genes, Environment, and Behavior (Chapter 3)** highlights some of the most significant new developments in contemporary science on how nature and nurture combine to influence behavior. The new chapter expands on the material found in the combined chapter on genetic and neural processes in the previous edition. Written with an adaptational theme, the chapter progresses from basic genetics to behavior-genetics techniques and how they inform our study of gene-environment interactions. These interactions are illustrated in two domains that will be of special significance to introductory students, namely, individual differences in *intelligence* and *personality*. We then discuss the practical and ethical implications of genetic screening in the chapter's *Applications* feature. The chapter ends with a major section on evolution and behavior, highlighting the debates on the origins of gender differences in sexual behavior and mate selection, together with a *Beneath the Surface* feature on "How Not to Think About Evolutionary Theory." We should note that genetic factors are still discussed in the intelligence, personality, and motivation chapters, so that treatment of these topics in the new chapter does not detract from a balanced presentation in the remaining chapters. Aside from its role in addressing the important topics of genetics, environment, and evolution early in the book, another benefit of the new chapter is that the following chapter, Chapter 4 on Brain and Behavior, is now more manageable for students and instructors.
- **Re-organized developmental chapter allows more thematic flexibility:** We have undertaken an important reorganization of Chapter 12 (Development Over the Life Span). While retaining a chronological approach to the main chapter heads (as almost all introductory psychology texts do), we have made it easier for instructors and students to follow the major "themes" or types of development (i.e., physical, cognitive, social-emotional/personality). Specifically, we have combined the formerly separate sections on Adolescence and Adulthood into one section. As a result, the topic of cognitive development, for example, does not start and stop three or four times within the chapter, as happens when the chronological approach is used with separate sections for Infancy, Childhood, Adolescence, and Adulthood. This new organization strikes a better balance between the advantages of covering human development chronologically versus topically.
- **Revised and up-dated Research Close-Ups and other features:** To focus on important new developments while also highlighting classic studies, we have replaced several of the *Research Close-Ups* from the previous edition (typically moving the replaced studies to the textual portion of the chapter). For example, the new genes-environment chapter's *Close-Up* features the debate on evolutionary versus social-role explanations for sex differences in mate preferences. The new *Close-Up* in Chapter 13 (Personality) is a 2006 study on attachment style and its relation to abusive romantic relationships. Chapter 14 (Stress, Coping, and Health) features a *Close-Up*, based on a 2006 social-support study, on how simple human contact with another human (having one's hand held) reduces subjective fear and fMRI responses in parts of the brain involved in fear as women encounter a stressful situation. Chapter 16's *Close-Up* describes an important new randomized clinical trial comparing behavioral activation treatment, cognitive therapy, and pharmacotherapy in the treatment of depression.

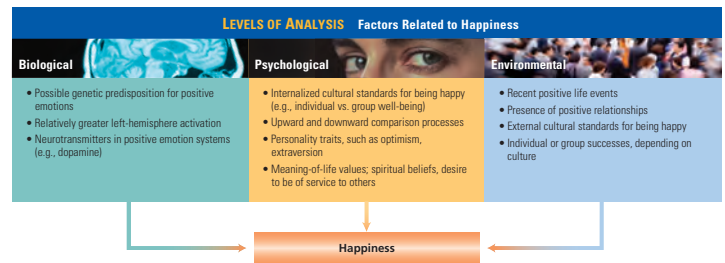
A new *Beneath the Surface* feature in Chapter 12 (Development Over the Life Span) critically examines the popular topic of "mental exercise and mental aging." When it comes to aging and the retention of mental abilities, do we indeed "use it or lose it"? A new *What Do You Think?* critical-thinking feature in Chapter 15 (Psychological Disorders) addresses new findings on personality growth following the experiencing of trauma. In Chapter 17 (Social Thinking and Behavior), the question on many students' and other people's minds regarding Milgram's obedience research—"Would the same results occur today?"—is addressed with a new discussion of social psychologist Jerry Burger's (2007) APA approved, partial replication of

Milgram’s research. Coverage of video-game violence in that chapter’s *Beneath the Surface* feature now includes a discussion of recent (2005) brain imaging research supporting the hypothesis that playing such games desensitizes people to violent stimuli.

- **Up-dated coverage:** Our fourth edition is rich in discussions of research and new references—hundreds of the book’s citations are from the year 2000 and beyond, and more than 300 citations from 2006 through 2008 will be found in its revised chapters.

Lest it be concluded that in our quest for currency we are relegating classic studies to the back burner, our *Close-Up* for Chapter 11 (Motivation and Emotion) describes seminal experiments by Lazarus and Schachter in the development of cognitive-affective emotion theory. Chapter 15’s *Close-Up* features the still-relevant work by Schachter and Latané on the avoidance learning deficit that characterizes antisocial personality disorder. We hope that the combination of new and classic studies cited throughout the book will communicate the fact that psychological research has both an important past and an exciting present.

- **Levels of Analysis:** The LOA framework emphasizes how psychologists study behavior from diverse angles, reinforces the core concept that behavior typically has multiple causes, and encourages students to be wary of overly simplistic explanations.



- **Research Close-Ups with New Research Design Diagrams:** This feature uses a scientific-journal format to engage students in critical thinking about research to help them understand the relevance of various methodologies to problem-solving.

Research Close-Up **Using Social-Cognitive Theory to Prevent AIDS: A National Experiment**

SOURCE: PETER W. VAUGHAN, EVERETT M. ROGERS, ARVIND SINGHAL, and RAMADHAN M. SWALEHE (2000). Entertainment-education and HIV/AIDS prevention: A field experiment in Tanzania. *Journal of Health Communication*, 5, 91–100.

INTRODUCTION

In the 1990s, the African nation of Tanzania, like many countries, faced a growing AIDS crisis that was fueled by risky sexual practices and widespread misinformation about HIV transmission. Many Tanzanians believed that HIV was spread by mosquitos or the lubricant on condoms. Some men believed that AIDS could be cured by having sex with a virgin (Bandura, 2002b). HIV/AIDS was widely spread through heterosexual contact between truck drivers and prostitutes who frequented the areas where truckers made stops.

To combat this crisis and other societal problems, the Tanzanian government and Radio Tanzania produced and aired 208 episodes of a radio soap opera over several years. The content of this series was carefully designed by educators, government officials, members of the clergy, and other consultants to take advantage of principles from social-cognitive theory. In this 5-year study, Peter Vaughan and his colleagues (2000) measured the effects of the radio program on listeners’ attitudes and sexual practices.

METHOD

The soap opera featured three types of role models. Positive role models were knowledgeable about HIV/AIDS, minimized risky sex, and ultimately attained rewarding social outcomes. Transitional role models began by acting irresponsibly but eventually adopted safer sexual practices. Negative role models, such as a major character named Mkwaju, engaged in risky sex that led to punishing outcomes. Mkwaju was a promiscuous, married truck driver who had unprotected sex with many girlfriends and ignored warnings about HIV/AIDS. During the series his wife, fearing infection, left him. Later, Mkwaju contracted HIV and died of AIDS.

The program’s content was designed to (1) make listeners realize that they were at risk for contracting HIV/AIDS, (2) increase listeners’ self-efficacy by showing them how to control the risk, and (3) get listeners to reduce their number of sexual partners and use condoms when having sex. This prime-time soap opera was broadcast twice weekly to six geographic regions (e.g., the experimental region of Tanzania for 5 years. A seventh geographic region served as a control region for the first 3 years and received the radio program for only the final 2 years. Each year interviewers gathered information about participants’ attitudes, sexual behaviors, and personal characteristics. One or more family members from roughly 2,750 randomly chosen households participated.

RESULTS

Just over half of the participants living in the six experimental regions listened to the soap opera, a remarkably high figure given that many Tanzanians did not own radios. The typical listener heard 108 of the 204 episodes, and about 80 percent said that the program helped them learn about preventing HIV/AIDS. Compared to people who were not exposed to the program, those who tuned in became more likely to believe that they were at risk for contracting HIV/AIDS but could control this risk through safer sexual practices. Listeners identified with the soap opera’s positive role models, spoke more often with their partners about HIV/AIDS, reduced their number of sexual partners, and increased their use of condoms. These findings were replicated in the seventh geographic region after it was switched from being a control group to an experimental group.

DISCUSSION

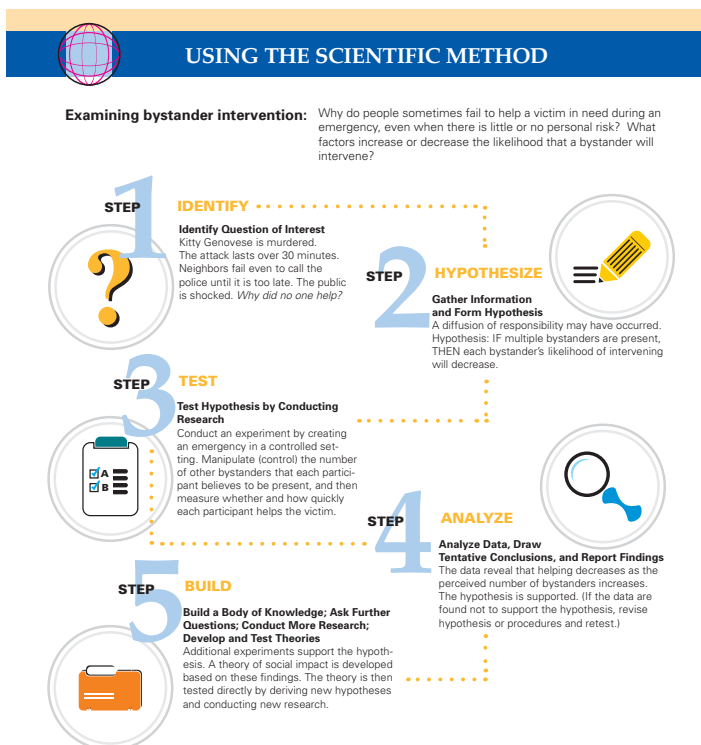
This study illustrates how a scientific theory can guide the development of a treatment program that addresses a major societal problem. The project had several features of an experiment. The researchers manipulated an independent variable and measured its effects on several dependent variables. By cleverly turning the comparison region into an experimental region after 3 years, the researchers were able to test whether their initial findings would replicate.

Still, conducting large-scale research in the real world presents difficult challenges that can threaten a study’s internal validity. Within each experimental region, the researchers could not control who tuned

Continued

A GUIDE TO KEY FEATURES

- **NEW Step-by-Step Presentation of the Scientific Method** helps to reinforce key aspects of thinking scientifically about psychology.



- **Applying Psychological Science [APS]:** This feature brings a key concept into the realm of personal or societal real-life application. Six of the seventeen APS features throughout the book focus on important skills that can enhance students’ learning and performance. For example, in Chapter 1 this feature discusses good study habits and other ways that students can enhance their learning. In Chapter 7, it focuses on using operant methods for behavior self-modification.

Other APS features emphasize memory enhancement (Chapter 8), enhancing metacomprehension (Chapter 9), systematic goal setting (Chapter 13), and stress management (Chapter 14).

Applying Psychological Science Improving Memory and Academic Learning

There are no magical or effortless ways to enhance memory, but psychological research offers many principles that you can put to your advantage. Memory-enhancement strategies fall into three broad categories:

- external aids, such as shopping lists, notes, and appointment calendars
- general memory strategies, such as organizing and rehearsing information
- formal mnemonic techniques, such as acronyms, the method of loci, and other systems that take practice to be used effectively

Memory researchers strongly recommend using external aids and general strategies to enhance memory (Park et al., 1990). Of course, during closed-book college exams, external aids may land you in the dean's office! The following principles can enhance memory.

USE ELABORATIVE REHEARSAL TO PROCESS INFORMATION DEEPLY

Elaborative rehearsal—focusing on the meaning of information—enhances deep processing and memory (Benjamin & *Continued*)

- Beneath the Surface** discussions and **What Do You Think?** exercises challenge students to think critically in evaluating popular truisms, scientific and pseudoscientific claims, and psychology's relevance to their own lives.

What Do You Think?

HYPNOSIS AND AMAZING FEATS

In the case of the human plank and in the allergy experiment, what additional evidence do you need to determine whether these amazing feats and responses really are caused by hypnosis? How could you gather this evidence? Think about it, then see page 209.

Beneath the Surface How Not to Think About Evolutionary Theory

Evolutionary theory is an important and influential force in modern psychology. However, it is not without its controversial issues, which are both scientific and philosophical in nature. There also exist some widespread misconceptions about evolutionary theory.

First, some scientific issues. One has to do with the standards of evidence for or against evolutionary psychology. Adaptations are forged over a long period of time—perhaps thousands of generations—and we cannot go back to prehistoric times and determine with certainty what the environmental demands were. For this reason, evolutionary theorists are often forced to infer the forces to which our ancestors adapted, leading to after-the-fact speculation that is difficult to prove or disprove. A challenge for evolutionary theorists is to avoid the logical fallacy of circular reasoning:

“Why does behavioral tendency X exist?”
 “Because of environmental demand Y.”
 “How do we know that environmental demand Y existed?”
 “Because otherwise behavior X would not have developed.”

- Integrated and Featured Coverage of Cultural and Gender Issues:** Cultural and gender issues are at the forefront of contemporary psychology and, rather than isolating this material within dedicated chapters, we integrate it throughout the text. Our levels-of-analysis approach conceptualizes culture as an environmental factor and also as a psychological factor that reflects the internalization of cultural influences. In addition to coverage of cultural and gender issues throughout the narrative, these topics are highlighted via features such as the *Research Close-Ups* and *What Do You Think?* exercises. Notable in this regard are sections in Chapter 3 (Genes, Environment, and Behavior) on role interpretations in men's and women's mate selections, in Chapter 10 (Intelligence) on sex differences in cognitive abilities and the effects of stereotype threat on cognitive performance, in Chapter 13 (Personality) on how women's and men's personality characteristics and attachment styles may contribute to abusive dating relationships, and in Chapter 16 (Treatment of Psychological Disorders) on cultural and gender issues in psychotherapy.

Research Close-Up Sex Differences in the Ideal Mate: Evolution or Social Roles?

SOURCES: DAVID M. BUSS (1989). Sex differences in human mate preferences: Evolutionary hypotheses tested in 37 cultures. *Behavioral and Brain Sciences*, 12, 1–49.
 ALICE EAGLES and WENDY WOOD (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist*, 54, 408–423.

INTRODUCTION

How can we possibly test the hypothesis that, over the ages, evolution has shaped the psyches of men and women to be inherently different? Evolutionary psychologist David Buss proposes that, as a start, we can examine whether gender differences in mating preferences are similar across cultures. If they are, this would be consistent with the view that men and women follow universal, biologically based mating strategies that transcend culture. Based on principles of evolutionary psychology, Buss hypothesized that across cultures, men will prefer to marry younger women, because such women have greater reproductive capacity; men will value a potential mate's attractiveness more than women will

STRUCTURAL ELEMENTS THAT FOCUS ON LEARNING

These chapter elements relate the topic to the relevant learning objective at the beginning of the chapter, and help students focus on mastering key content.

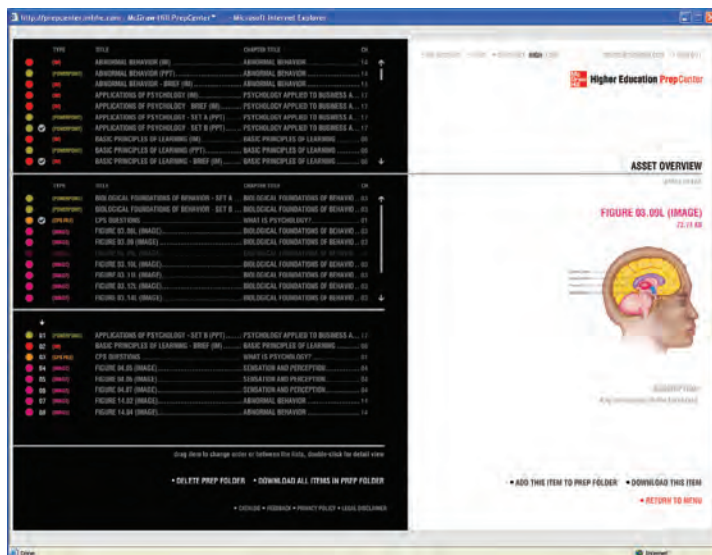
- Chapter-opening vignettes** present interesting stories that capture students' attention, draw them into the material, and are used later in the chapter to reinforce important points.
- Multiple brief summaries within each chapter:** Sections within each chapter are self-contained. Each major section ends with an interim *In Review* summary that helps to break the content into more-manageable segments for improved mastery.
- Focus Questions, tied to learning objectives,** appear in the margins of the book adjacent to important material. The Focus Questions are designed to function as study guides, retrieval cues, and self-tests.
- Running key terms with definitions:** Key terms appear in boldface, followed by italicized definitions. This in-context presentation serves as an *integrated glossary*, supplementing the list of key terms at chapter's end and the comprehensive glossary in the back of the book.
- Chapter outlines,** an end-of-chapter list of **Key Terms and Concepts**, and a brief discussion of the critical-thinking **What Do You Think?** exercises round out the pedagogical features in each chapter.

SUPPORT FOR INSTRUCTORS AND STUDENTS

As with previous editions, a key feature of this program is the way in which the **Learning Objectives and Focus Questions in the textbook serve as the foundation for the wider support package.** The Learning Objectives form the cornerstone of not only the Instructor's Manual, but also the test banks, Online Learning Center, and student Study Guide. Instructors may use the Learning Objectives as a guide to structuring the content of their courses and to preparing lectures, class activities, quizzes, and exams. Students may use them to focus on key concepts before, during, and after reading the chapter, as well as to review and test their knowledge.

FOR THE INSTRUCTOR

A central resource for instructors using this textbook is **PrepCenter** (<http://prepcenter.mhhe.com/prepcenter/>), our one-stop shopping resource for many of the digital assets that can enhance your course. We are proud that PrepCenter is the winner of the 2006 *Flash in the Can* award, a prestigious award for interactive products—in the area of usability, an area not usually dominated by educational products. PrepCenter provides access to a complete library of digital assets and classroom activities that can be found organized by chapter, concept, or media type. From PrepCenter, you can download individual assets directly onto your computer or create Prep Folders for each of your lectures. You can create and name as many lectures as you want, available whenever you want. Access to PrepCenter is available from your local representative.



The instructor **Online Learning Center** at <http://www.mhhe.com/passers4> contains the Instructor's Manual, PowerPoint slides, CPS "clicker" content, Test Banks and computer test-generator files, and other valuable material to help you design and enhance your course. Ask your local McGraw-Hill representative for your password.

Instructor's Manual

This invaluable 500-page guide, written by Kevin Larkin of West Virginia University, contains a wealth of material that you can tailor to your teaching preferences and goals. For both new and experienced instructors, it offers a master blueprint for organizing and structuring the introductory psychology course. Learning Objectives for each section of a chapter expand on the Focus Questions found in the textbook's margins and serve as the foundation on which all instructor resources are built. These resources include pre-class student assignments, material for lecture enhancement, in-class demonstrations and activities, suggestions for class discussions, a list of images, recommended guest presentations, an extensive array of handouts, and a complete

list of the technology resources relevant to that portion of the text. Recommended strategies for evaluating student progress on mastery of the Learning Objectives cap off each section of a chapter.

The Instructor's Manual incorporates the **In-Class Activities Manual for Instructors of Introductory Psychology**, written by the Illinois State University team of Patricia Jarvis, Cynthia Nordstrom, and Karen Williams. Nicole Buchanan of Michigan State University has provided suggestions on incorporating issues of diversity into the classroom (**Focus on Diversity** sections). Jay Brophy-Ellison of the University of Central Florida has contributed segments describing some of his "tried and true" methods for creating an engaging learning environment (**Promoting Student Engagement**). New to the Fourth Edition Instructor's Manual are contributions from Laura Gruntmeir of Redlands Community College. These added features make the Instructor's Manual even more versatile and useful for instructors in a wide variety of schools and situations.

PowerPoint Presentations

Two different sets of ready-made PowerPoints are available. **Lecture Outlines**, created by Mike Atkinson of the University of Western Ontario and updated by Jenel Taylor of the University of Oklahoma, include lecture outlines, video clips, photographs, and other multimedia elements to enliven the classroom experience, especially in large lecture courses. Built around a theme for each chapter, the PowerPoints provide a turnkey resource for the instructor who wants to energize and engage students at a deep level.

In addition, McGraw-Hill has developed a unique new set of concept-based **Dynamic PowerPoints**. Created by content consultants Fred Whitford of Montana State University and Steve Tracy of the College of Southern Nevada with developer Roundbox Global, the Dynamic PowerPoints are concept-based and highly visual. More than 80 core concepts in psychology are covered. These PowerPoints are designed to be incorporated selectively into the lecture outlines provided, or into your own outlines to help you to present concepts more visually and engagingly.

Image Gallery

The figures, tables, and photos from this textbook (more than 150 images in all) for which McGraw-Hill holds copyright are all available in jpeg format on the OLC, so that you can incorporate them as desired into your PowerPoints or course Web Site.

Three Test Banks Featuring More Than 7,200 Items

McGraw-Hill's **EZ Test** is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book-specific items. It accommodates a wide range of question types, and instructors may add their own questions. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT or BlackBoard. **EZ Test Online** is a new service that

gives you a place to easily administer your EZ Test-created exams and quizzes online. The program is available for Windows and Macintosh environments.

Consonant with the integrative nature of our supplements package, all test bank questions are written to support the Learning Objectives and can be customized for instructor control and convenience.

- **Test Bank 1**, by Kim MacLin of the University of Northern Iowa, includes not only fact- and application-based questions, but also more-challenging conceptual items (more than 25% of the test items). This comprehensive resource offers more than 3,500 items in all, including multiple-choice, true-false, fill-in, matching, and essay questions.
- **Test Bank 2**, by Veronica Rowland, comprises more than 2,500 multiple-choice items, of which more than a third are conceptual in nature.
- **Test Bank 3**, by Carolyn Kaufman of Columbus State Community College, offers 40 conceptual questions per chapter (680 in all). This unique resource is especially appealing to instructors who wish to challenge their students to think more conceptually.

Classroom Performance System (CPS) by eInstruction

This revolutionary system brings ultimate interactivity to the lecture hall or classroom. It is a wireless electronic response system that gives the instructor and students immediate feedback from the entire class. Authored by Patricia Lanzon, at Henry Ford Community College, the questions supporting Passer/Smith include both factual probes to check understanding and polling or opinion questions to encourage classroom discussion.

InPsych Video DVD

The InPsych DVD contains more than 30 brief video clips ranging from 5 to 12 minutes in length, relating to core concepts in each of the textbook's 17 chapters. The DVD is available to adopting instructors and may be packaged with student copies at your request.

COURSE MANAGEMENT SYSTEMS

WebCT and Blackboard

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

Film Clips from Films for the Humanities and Social Sciences

Based on adoption size, you may qualify for free videos from this resource. View their more than 700 psychology-related videos at <http://www.films.com>.

FOR THE STUDENT

Study Guide

The Study Guide (ISBN 0-07-721500-1), written by Dianne Leader of the Georgia Institute of Technology, is built on the same list of chapter-by-chapter Learning Objectives that forms the cornerstone of many of the instructor supplements, encouraging students to focus on the same key concepts that they are learning from the textbook and in class lectures and activities. Critical thinking is promoted by the essay questions at the end of each chapter, which challenge students to apply concepts from the chapter to issues of ethics, social policy, and their own personal lives; and by the *Analyze This* feature, in which students examine an assertion based on information in the text by using a series of critical-thinking questions.

Online Learning Center for Students

The fourth edition Online Learning Center at www.mhhe.com/passers4 gives students access to the Learning Objectives that form the cornerstone of other supplements such as the test banks and Instructor's Manual. In addition, this useful study tool offers chapter outlines, practice quizzes, interactive exercises, and Web Links to relevant psychology sites. Another exciting feature is Sylvius, Special Edition for McGraw-Hill Psychology. This unique visual quick reference guide to the human nervous system structure is based on the line of Sylvius neuroanatomical reference tools (www.sylvius.com) widely used by medical schools and neuroscience training programs. For the major nervous system structures and terms, Sylvius allows the user to view high-resolution images, read brief descriptions of location and function, hear an audio pronunciation, take notes directly in the interface, and take a quiz on the material. Sylvius offers students a valuable tool to assist in the mastery of the biological foundations of human behavior.

PsychInteractive Online

PsychInteractive Online offers interactive activities and demonstrations that focus on students' mastery of core concepts in psychology. Each is designed to help students better master the topic, and includes self-assessments to test understanding. PsychInteractive may be used by instructors as a lecture asset or assigned to students for additional study (or both). **Lecture Links** for instructors, available on the instructor Online Learning Center, are mini-PowerPoints designed to help you introduce PsychInteractive in your course.

Course cartridges are available for PsychInteractive Online content, making it easy to integrate into your course Web Site or online course, and assessment items related to interactive content are included.

PsychInteractive helps students to be better prepared for their exams and better prepared for class. New activities are continually being added to PsychInteractive Online: ask your rep for a list and description (including a correlation with the APA guidelines for introductory psychology content mastery). PsychInteractive is available to all users of Passer/Smith: *Psychology: The Science of Mind and Behavior* at www.mhhe.com/passers4.

SUPPLEMENTAL TEXTBOOKS FOR INTRODUCTORY PSYCHOLOGY STUDENTS

- **Annual Editions: Psychology 08/09** 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 the Contemporary Learning Series, a student Web Site that provides study support and tools, and links to related sites. An Instructor’s Manual and Using Annual Editions in the Classroom Guide are available as support materials for instructors.
- **Sources: Notable Selections in Psychology, 4e** 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, 15e** 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.

ACKNOWLEDGMENTS

A project having the scope of an introductory psychology text is truly a team enterprise, and we have been the fortunate recipients of a great team effort. We want to thank and acknowledge the contributions of the many people who made this book possible, beginning with Suzanna Ellison and Beth Mejia, McGraw-Hill Higher Education’s editor and publisher for Psychology. We are indebted to Suzanna and Beth for their strong faith in this project and their unwavering support for putting together the best introductory psychology textbook package in the market. We have been blessed with superlative developmental editors. Director of Development Dawn Groundwater with Marion Castellucci helped to conceive the direction for the revision and provided guidance in implementing our shared vision throughout the process. Similarly, our copy editor, Ellen Brownstein, was splendid, and her input went well beyond the normal call of duty.

On the production end, thanks go to our project manager, Anne Fuzellier, and our production service, Ellen Brownstein, for coordinating the endless production details; to Preston Thomas, our design manager, for creating the fabulous cover and attractive layout of the book; and to Robin Mouat, our art editor. David Tietz, our photo researcher, worked diligently to acquire many of the excellent and unique photos in this edition. We also thank James Headley, our marketing manager, who has worked tirelessly to create an imaginative marketing program.

We want to express our great appreciation to our colleague Dr. Brian Raffety for his assistance in the current revision. Dr. Raffety classroom-tested the previous edition, obtained feedback from several hundred students, and made many useful recommendations. He also assisted us in the updating of the chapters, locating many of the 300 citations from the years 2006–2008 to be found in the Fourth Edition. Finally, Dr. Raffety assisted us in the page proofing of the revised chapters. We owe him a great debt of gratitude.

In today’s competitive market, outstanding supplements are a critical element in the success of any textbook, but our supplement authors have gone beyond excellence in implementing the total integration of the supplements with the text. We are in great debt to Kevin Larkin of (West Virginia University) and Laura Gruntmeir (Redlands Community College) for developing an absolutely first-class Instructor’s Manual that not only includes a wealth of useful material for novice and experienced instructors alike, but also coordinates outstanding audio/visual and electronic resources with the content of the textbook. Our Fourth Edition Instructor’s Manual is further enriched by Focus on Diversity materials by Nicole Buchanan (Michigan State University) and Engage Your Students activities by Jay Brophy-Ellison (University of Central Florida). Mike Atkinson (University of Western Ontario) and Janel Taylor (University of Oklahoma) have developed a highly innovative set of media-rich PowerPoint slides that instructors can use to spark their lectures. Fred Whitford and Steve Tracey further pushed the envelope on PowerPoints by helping to conceive the Dynamic Transparencies. Content for the CPS (“clicker”) system was prepared by Patricia Lanzon (Henry Ford Community College).

For students, Kristin Lazarova (Northeast State Community College) prepared the invaluable In-Psych DVD, Jay Brophy-Ellison (University of Central Florida) created the exciting Online Learning Center, and Dianne Leader (Georgia Institute of Technology) did a stellar job of revising the Student Study Guide for this edition. Finally, Kim Maclin (University of Northern Iowa), Carolyn Kaufman (Columbus State Community College), and Veronica Rowland did an excellent job revising the three test banks that are second to none in quality and breadth.

We also owe special thanks to the distinguished corps of colleagues who provided review feedback—on both the textbook and its supplements—as we prepared *Psychology: The Science*

of *Mind and Behavior*, Fourth Edition. Many of the improvements in the book are the outgrowth of their comments about what they want in an introductory psychology textbook for their courses. In this regard, we sincerely appreciate the time and effort contributed by the following instructors:

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PsychInteractive Advisory Board

Thank you to the following individuals who have creatively and tenaciously helped to guide the development of content for PsychInteractive Online. Their insights have resulted in learning activities that draw directly from their many years experience teaching introductory psychology students.

Melissa Acevedo, Westchester Community College Dr. Acevedo's research interests focus on the effects of social projection on cooperative behavior in social dilemmas. She uses technology, such as classroom response systems and PsychInteractive, to enhance student motivation and performance in her classroom.

Jennifer L. O'Loughlin-Brooks, Collin College Dr. O'Loughlin-Brooks created and taught the first Honors General Psychology

Course at Collin College. She also was instrumental in developing the first General Psychology Service-Learning Philanthropy Course. She was chosen the 2006 Texas Professor of the Year by CASE and the Carnegie Foundation and is a four-time recipient of the Faculty Recognition Scholarship for Exemplary Teaching and Service at Collin and was named Outstanding Professor in 2004 and 2006.

Jeff Green, Virginia Commonwealth University Dr. Green's research revolves around self-concept, investigating how people protect the self via selective memory, and studying how affective states such as sadness and anger influence self-conceptions. "I like the potential of new technology to engage students by asking them to think deeply about and apply new knowledge. Interactive technologies improve both motivation and understanding, and are therefore an indispensable tool for instructors."

Julie Bauer Morrison, Glendale Community College, Arizona Dr. Morrison is a cognitive psychologist with research interests in the ways that technology can improve learning. As her primary area of research investigates the use of graphics and animation, she is particularly interested in the PsychInteractive project. "One of the joys of teaching introductory psychology for me is watching students realize that psychology is a science that reveals all aspects of our behavior and mental processes. PsychInteractive is a hands-on way of exposing students to the material in a way that increases the likelihood they will integrate it into their own lives."

Phil Pegg, Western Kentucky University Dr. Pegg is a clinical psychologist with an emphasis on adult psychopathology and behavioral medicine. He characterizes his research interests as "eclectic, covering the gamut from behavioral medicine to personality theory."

Tanya Renner, Kapi'olani Community College Dr. Renner's interest in the use of technology for introductory psychology is based on her continuing efforts to create opportunities for students to learn experientially, apply psychological concepts to real-life situations, and think critically about psychological concepts. She regularly uses the Interactivities found on PsychInteractive in her class and values the ways that they address elements of critical thinking, such as taking another's perspective, evaluating evidence for relevance, and determining what kind of evidence is needed to answer a question or solve a problem.

Carla G. Strassle, York College of Pennsylvania Dr. Strassle is a clinical psychologist with research interests in assessment and treatment effectiveness. She considers introductory psychology the first chance to help students understand how fascinating, diverse, and thought-provoking psychology can be. She says, "Nothing beats covering a topic and having students gain new insight that helps them see the world in a different way. This truly is a gateway class to the rest of this field."

Jim Stringham, University of Georgia Dr. Stringham has taught psychology courses for seven years and specializes in sensation and perception. Although he has found that many faculty members do not enjoy teaching introductory psychology, it is one of his favorite courses to teach. "It is basically a 'greatest hits' of psychology! I believe that a professor's enthusiasm for a

subject is crucial to students' interest in the material; to this end, I do my best to convey my enthusiasm for psychology." Dr. Stringham's research interests include color vision, the effects of diet on vision, and macular degeneration.

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