

PREFACE

In the thirty-two years since Worth Publishers invited me (David Myers) to write this book, so much has changed in the world, in psychology, and within the covers of this book across its eleven editions. With this edition, I continue as lead author while beginning a gradual, decade-long process of welcoming a successor author, the award-winning teacher-scholar-writer Nathan DeWall.

Yet across these three decades of *Psychology* there has also been a stability of purpose: *to merge rigorous science with a broad human perspective that engages both mind and heart*. We aim to offer a state-of-the-art introduction to psychological science that speaks to students' needs and interests. We aspire to help students understand and appreciate the wonders of their everyday lives. And we seek to convey the inquisitive spirit with which psychologists *do* psychology.

We are enthusiastic about psychology and its applicability to our lives. Psychological science has the potential to expand our minds and enlarge our hearts. By studying and applying its tools, ideas, and insights, we can supplement our intuition with critical thinking, restrain our judgmentalism with compassion, and replace our illusions with understanding. By the time students complete this guided tour of psychology, they will also, we hope, have a deeper understanding of our moods and memories, about the reach of our unconscious, about how we flourish and struggle, about how we perceive our physical and social worlds, and about how our biology and culture in turn shape us. (See TABLES 1 and 2.)

Believing with Thoreau that “anything living is easily and naturally expressed in popular language,” we seek to communicate psychology’s scholarship with crisp narrative and

▼ TABLE 1
Evolutionary Psychology and Behavior Genetics

In addition to the coverage found in Chapter 4, the evolutionary perspective is covered on the following pages:	In addition to the coverage found in Chapter 4, behavior genetics is covered on the following pages:
Aging, p. 215	Abuse, intergenerational transmission of, p. 311
Anxiety disorders, pp. 626–627	Adaptability, p. 74
Biological predispositions:	Aggression, pp. 545–550
in learning, pp. 300–306	intergenerational transmission of, p. 311
in operant conditioning, pp. 303–306	Autism spectrum disorder, pp. 192–195
Brainstem, pp. 69–70	Behavior genetics perspective, p. 10
Consciousness, p. 92	Biological perspective, pp. 52–53
Darwin, Charles, pp. 6, 144–146	Brain plasticity, pp. 81–82
Depression and light exposure therapy, p. 678	Continuity and stages, p. 178
Emotion, effects of facial expressions and, p. 474	Deprivation of attachment, pp. 199–201
Emotional expression, pp. 472–473	Depth perception, p. 249
Evolutionary perspective, defined, pp. 9–10	Development, pp. 181–182
Exercise, pp. 507–508	Drives and incentives, pp. 420–421
Fear, pp. 362–363	Drug dependence, p. 128
Feature detection, pp. 244–245	Drug use, pp. 127–128
Hearing, p. 256	Eating disorders, p. 652
	Epigenetics, pp. 182, 612, 634, 644
	Happiness, pp. 479–481, 483–486
	Hunger and taste preference, pp. 428–429
	Intelligence:
	Down syndrome, p. 403
	genetic and environmental influences, pp. 405–415
	Learning, pp. 300–303
	Motor development, p. 185
	Nature-nurture, p. 6
	twins, p. 7
	Obesity and weight control, pp. 430–432
	Parenting styles, p. 202
	Perception, pp. 254–255
	Personality, p. liii
	Personality traits, pp. 587–594
	Psychological disorders and:
	ADHD, p. 615
	anxiety disorders, pp. 625–627
	biopsychosocial approach, pp. 612–613
	bipolar disorder and depressive disorders, pp. 631–634
	depression, pp. 628, 631–634
	personality disorders, pp. 649–651
	posttraumatic stress disorder, pp. 623–627
	schizophrenia, pp. 641–645
	violent behavior, p. 616
	Reward deficiency syndrome, p. 73
	Romantic love, p. 220
	Sexual disorders, pp. 435–436
	Sexual orientation, pp. 443–446
	Sexuality, pp. 433–434
	Sleep patterns, p. 104
	Smell, pp. 266–268
	Stress, personality, and illness, pp. 496–499
	benefits of exercise, pp. 507–509
	Traits, pp. 394, 409
Hunger and taste preference, p. 428	
Instincts, p. 420	
Intelligence, pp. 386, 393, 409–413	
Language, pp. 370–371, 373–375	
Love, pp. 220–221	
Math and spatial ability, p. 410	
Mating preferences, pp. 148–149	
Menopause, p. 214	
Need to belong, p. 448	
Obesity, p. 430	
Overconfidence, pp. 360–361	
Perceptual adaptation, pp. 254–255	
Puberty, onset of, p. 204	
Sensation, p. 230	
Sensory adaptation, pp. 234–235	
Sexual orientation, pp. 443–446	
Sexuality, pp. 147–150, 433	
Sleep, p. 105	
Smell, pp. 266–267	
Taste, p. 266	

▼ TABLE 2
Neuroscience

In addition to the coverage found in Chapter 2, **neuroscience** can be found on the following pages:

<p>Aggression, pp. 545–546</p> <p>Aging: physical exercise and the brain, p. 216</p> <p>Animal language, pp. 367–368</p> <p>Antisocial personality disorder, pp. 649–651</p> <p>Arousal, pp. 437–438</p> <p>Attention deficit/hyperactivity disorder (ADHD) and the brain, p. 615</p> <p>Autism spectrum disorder, pp. 192–195</p> <p>Automatic prejudice: amygdala, pp. 539–540</p> <p>Biofeedback, p. 509</p> <p>Biopsychosocial approach, p. 9</p> <p> aggression, p. 547</p> <p> aging, pp. 224, 339</p> <p> dementia and Alzheimer’s, pp. 218–219, 333</p> <p> development, pp. 170–172</p> <p> dreams, pp. 112–116</p> <p> drug use, pp. 128–129</p> <p> emotion, pp. 204–205, 331–332, 461–467, 470–471</p> <p> learning, pp. 300–305</p> <p> pain, pp. 262–263</p> <p> personality, pp. 594–596</p> <p> psychological disorders, p. 612</p> <p> sleep, pp. 100–105</p> <p> therapeutic lifestyle change, pp. 688–689</p> <p>Brain development:</p> <p> adolescence, pp. 204–205</p> <p> experience and, pp. 152–153</p> <p> infancy and childhood, pp. 184–185</p> <p> sexual differentiation in utero, p. 165</p>	<p>Brain stimulation therapies, pp. 685–687</p> <p>Cognitive neuroscience, pp. 5, 93</p> <p>Drug dependence, pp. 128–129</p> <p>Dual-processing, pp. 93–94</p> <p>Emotion and cognition, pp. 460–464</p> <p>Fear-learning, p. 626</p> <p>Fetal alcohol syndrome and brain abnormalities, p. 182</p> <p>Hallucinations, pp. 124–126</p> <p> and near-death experiences, p. 124</p> <p> and schizophrenia, pp. 640, 642</p> <p> and sleep, p. 102</p> <p>Hormones and:</p> <p> abuse, pp. 200–201</p> <p> appetite, pp. 426–427</p> <p> development, p. 165</p> <p> in adolescents, pp. 140–141, 167, 205–205</p> <p> of sexual characteristics, pp. 167, 204–205</p> <p> emotion, pp. 464–465</p> <p> gender, pp. 165–167</p> <p> sex, pp. 165–167, 433–434</p> <p> sexual behavior, pp. 433–434</p> <p> stress, pp. 464–465, 491–494, 506</p> <p> weight control, pp. 426–427</p> <p>Hunger, pp. 424–427</p> <p>Insight, pp. 357–358</p> <p>Intelligence, pp. 386–388</p> <p> creativity, pp. 365–367</p> <p> twins, pp. 406–407</p> <p>Language, pp. 370, 376–377</p> <p> and deafness, pp. 374–376</p> <p> and thinking in images, pp. 381–382</p> <p>Light-exposure therapy: brain scans, p. 678</p>	<p>Meditation, pp. 509–511</p> <p>Memory:</p> <p> emotional memories, pp. 331–332</p> <p> explicit memories, pp. 329–330</p> <p> implicit memories, p. 330</p> <p> physical storage of, pp. 328–333</p> <p> and sleep, p. 106</p> <p> and synaptic changes, pp. 332–333</p> <p>Mirror neurons, pp. 307–309</p> <p>Neuroscience perspective, defined, pp. 9–10</p> <p>Neurotransmitters and:</p> <p> anxiety disorders, pp. 626, 682–683</p> <p> biomedical therapy:</p> <p> depression, pp. 633–634</p> <p> ECT, pp. 685–686</p> <p> schizophrenia, pp. 642, 682</p> <p> child abuse, p. 200</p> <p> cognitive-behavioral therapy:</p> <p> obsessive-compulsive disorder, pp. 669–670</p> <p> depression, pp. 633–634, 683–684</p> <p> drugs, pp. 119, 122–123</p> <p> exercise, p. 509</p> <p> narcolepsy, pp. 110–111</p> <p> schizophrenia, pp. 642–645</p> <p>Observational learning and brain imaging, p. 306</p> <p>Optimum arousal: brain mechanisms for rewards, pp. 421–422</p> <p>Orgasm, pp. 435, 438</p> <p>Pain, pp. 261–263</p> <p> experienced and imagined pain, p. 309</p> <p> phantom limb pain, p. 262</p> <p> virtual reality, p. 264</p>	<p>Parallel vs. serial processing, pp. 246–247</p> <p>Perception:</p> <p> brain damage and, p. 246</p> <p> color vision, pp. 243–244</p> <p> feature detection, pp. 244–245</p> <p> transduction, p. 230</p> <p> visual information processing, pp. 241–246</p> <p>Perceptual organization, pp. 247–250</p> <p>Personality and brain-imaging, p. 587</p> <p>Posttraumatic stress disorder (PTSD) and the limbic system, pp. 623–624</p> <p>Psychosurgery: lobotomy, pp. 687–688</p> <p>Schizophrenia and brain abnormalities, pp. 642–645</p> <p>Sensation:</p> <p> body position and movement, p. 269</p> <p> deafness, pp. 257–259</p> <p> hearing, pp. 256–259</p> <p> sensory adaptation, pp. 234–235</p> <p> smell, pp. 266–268</p> <p> taste, p. 266</p> <p> touch, p. 261</p> <p> vision, pp. 239–255</p> <p>Sexual orientation, pp. 443–445</p> <p>Sleep:</p> <p> cognitive development and, pp. 114–115</p> <p> memory and, p. 106</p> <p> recuperation during, p. 105</p> <p>Smell and emotion, pp. 268–269</p> <p>Unconscious mind, pp. 580–581</p>
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vivid storytelling. We hope to tell psychology’s story in a way that is warmly personal as well as rigorously scientific. We love to reflect on connections between psychology and other realms, such as literature, philosophy, history, sports, religion, politics, and popular culture. And we love to provoke thought, to play with words, and to laugh. For his pioneering 1890 *Principles of Psychology*, William James sought “humor and pathos.” And so do we.

We are grateful for the privilege of assisting with the teaching of this mind-expanding discipline to so many students, in so many countries, through so many different languages. To be entrusted with discerning and communicating psychology’s insights is both an exciting honor and a great responsibility.

Creating this book is a team sport. Like so many human achievements, it reflects a collective intelligence. Woodrow Wilson spoke for us: “I not only use all the brains I have, but all I can borrow.” The thousands of instructors and millions of students across the globe who have taught or studied with this book have contributed immensely to its development. Much of this contribution has occurred spontaneously, through correspondence and conversations. And we look forward to continuing feedback as we strive, over future editions, to create an ever better book and teaching package.

New Co-Author

For this new edition I [DM] welcome my new co-author, University of Kentucky professor Nathan DeWall. (For more information and videos that introduce Nathan DeWall and our collaboration, see www.macmillanhighered.com/dewallvideos.) Nathan is not only one of psychology's "rising stars" (as the Association for Psychological Science rightly said in 2011), he also is an award-winning teacher and someone who shares my passion for writing—and for communicating psychological science through writing. Although I continue as lead author, Nathan's fresh insights and contributions are already enriching this book, especially for this eleventh edition, through his leading the revision of Chapters 4, 12, 14, and 15. But my fingerprints are also on those chapter revisions, even as his are on the other chapters. With support from our wonderful editors, this is a team project. In addition to our work together on the textbook, Nathan and I enjoy co-authoring the monthly Teaching Current Directions in Psychological Science column in the *APS Observer*, and we blog at www.talkpsych.com, where we share exciting new findings, everyday applications, and observations on all things psychology.



www.TalkPsych.com

What Else Is New in the Eleventh Edition?

This eleventh edition is the most carefully reworked and extensively updated of all the revisions to date. This new edition features improvements to the organization and presentation, especially to our system of supporting student learning and remembering. And we offer the exciting new **How Would You Know?** feature in LaunchPad, engaging students in the scientific process.

“How Would You Know?” Research Activities

These online activities, one per chapter, engage students in the scientific process, showing them how psychological research begins with a question, and how key decision points can alter the meaning and value of a psychological study. In a fun, interactive environment, students learn about important aspects of research design and interpretation. I [ND] have enjoyed taking the lead on this project and sharing my research experience and enthusiasm with students.

EXPANDED Study System Follows Best Practices From Learning and Memory Research

The improved learning system harnesses the *testing effect*, which documents the benefits of actively retrieving information through self-testing (FIGURE 1). Thus, each chapter offers 15 to 20 Retrieval Practice questions interspersed throughout. Creating these *desirable difficulties* for students along the way optimizes the testing effect, as does *immediate feedback* (via an inverted answer beneath each question).

In addition, each section of text begins with numbered questions that establish *learning objectives* and direct student reading. A *Review* section follows each main section of text, providing students an opportunity to practice rehearsing what they've just learned. The Review offers self-testing through repeated learning objective questions (with answers for checking in the Complete Chapter Reviews Appendix), along with a page-referenced list of key terms. At the end of each chapter, new *Test Yourself* questions in multiple formats promote optimal retention.



▼ FIGURE 1

How to learn and remember

For a 5-minute animated guide to more effective study, visit www.tinyurl.com/HowToRemember.

Over 1200 New Research Citations

Our ongoing scrutiny of dozens of scientific periodicals and science news sources, enhanced by commissioned reviews and countless e-mails from instructors and students, enables integrating our field’s most important, thought-provoking, and student-relevant new discoveries. Part of the pleasure that sustains this work is learning something new every day! See p. xxxiv for a list of significant **Content Changes** to this edition.

Reorganized Chapters


In addition to the new study aids and updated coverage, we’ve introduced the following organizational changes:

- The Prologue, The Story of Psychology, now has a clearer organization and greater emphasis on modern approaches, including Cross-Cultural and Gender Psychology, and new coverage of Positive Psychology (see also **TABLE 3**).
- Chapter 1, Thinking Critically With Psychological Science, now offers greater emphasis on Psychology’s Research Ethics.
- Hypnosis is now covered in the Pain discussion in Chapter 6, Sensation and Perception (moved from Chapter 3).
- Chapter 11 has been re-titled What Drives Us: Hunger, Sex, Friendship, and Achievement, with the Psychology at Work discussion moving to its own Appendix.
- The Social Psychology chapter now follows the Personality chapter.

Dedicated Versions of Next-Generation Media

This eleventh edition is accompanied by the new **LaunchPad**, with carefully crafted, prebuilt assignments, **LearningCurve** formative assessment activities, **How Would You Know?** activities, and **Assess Your Strengths** projects. This system also incorporates the full range of Worth’s psychology media products. (For details, see p. xxv and www.macmillanhighered.com/launchpad/myers11e.)

For this new edition, you will see that we’ve offered callouts from the text pages to especially pertinent, helpful resources from LaunchPad. (See **FIGURE 2** for a sample.)

 **LaunchPad** For an animated explanation of this process, visit LaunchPad’s **Concept Practice: Action Potentials**.

What Continues? Eight Guiding Principles

Despite all the exciting changes, this new edition retains its predecessors’ voice, as well as much of the content and organization. It also retains the goals—the guiding principles—that have animated the previous ten editions:

Facilitating the Learning Experience

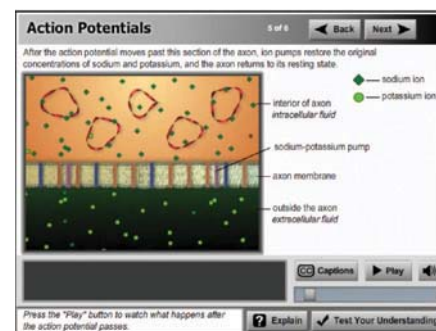
1. **To teach critical thinking** By presenting research as intellectual detective work, we illustrate an inquiring, analytical mind-set. Whether students are studying

▼ **TABLE 3**
Positive Psychology

Coverage of **positive psychology** topics can be found in the following chapters:

Topic	Chapter
Altruism/Compassion	5, 10, 13, 14, 16
Coping	12
Courage	13
Creativity	9, 10, 14
Emotional intelligence	10, 13
Empathy	5, 7, 12, 13, 16
Flow	Appendix A
Gratitude	12, 13
Happiness/Life Satisfaction	5, 11, 12
Humility	1
Humor	12, 13
Justice	13
Leadership	13, 14, Appendix A
Love	4, 5, 11, 12, 13, 14, 16
Morality	5
Optimism	12, 14
Personal control	12
Resilience	5, 12, 13, 16
Self-discipline	5, 11, 14
Self-efficacy	12, 14
Self-esteem	11, 12, 14
Spirituality	12, 13
Toughness (grit)	10, 11
Wisdom	3, 5, 9, 13, 14

▼ **FIGURE 2**
Sample LaunchPad callout from Chapter 2.



development, cognition, or social behavior, they will become involved in, and see the rewards of, critical reasoning. Moreover, they will discover how an empirical approach can help them evaluate competing ideas and claims for highly publicized phenomena—ranging from ESP and alternative therapies to group differences in intelligence and repressed and recovered memories.

2. **To integrate principles and applications** Throughout—by means of anecdotes, case histories, and the posing of hypothetical situations—we relate the findings of basic research to their applications and implications. Where psychology can illuminate pressing human issues—be they racism and sexism, health and happiness, or violence and war—we have not hesitated to shine its light.
3. **To reinforce learning at every step** Everyday examples and rhetorical questions encourage students to process the material actively. Concepts presented earlier are frequently applied, and reinforced. For instance, in Chapter 1, students learn that much of our information processing occurs outside of our conscious awareness. Ensuing chapters drive home this concept. Numbered Learning Objective Questions at the beginning of main sections, Retrieval Practice self-tests throughout each chapter, Reviews at the end of each main text section, a marginal glossary, and Test Yourself questions at the end of each chapter help students learn and retain important concepts and terminology.

Demonstrating the Science of Psychology

4. **To exemplify the process of inquiry** We strive to show students not just the outcome of research, but how the research process works. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several chapters introduce research stories as mysteries that progressively unravel as one clue after another falls into place. Our new “How Would You Know?” activities in LaunchPad encourage students to think about research questions and how they may be studied effectively.
5. **To be as up-to-date as possible** Few things dampen students' interest as quickly as the sense that they are reading stale news. While retaining psychology's classic studies and concepts, we also present the discipline's most important recent developments. In this edition, 867 references are dated 2012–2014. Likewise, new photos and everyday examples are drawn from today's world.
6. **To put facts in the service of concepts** Our intention is not to fill students' intellectual file drawers with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. In each chapter, we place emphasis on those concepts we hope students will carry with them long after they complete the course. Always, we try to follow Albert Einstein's purported dictum that “everything should be made as simple as possible, but not simpler.” Learning Objective Questions and Retrieval Practice questions throughout each chapter help students learn and retain the key concepts.

Promoting Big Ideas and Broadened Horizons

7. **To enhance comprehension by providing continuity** Many chapters have a significant issue or theme that links subtopics, forming a thread that ties ideas together. The Learning chapter conveys the idea that bold thinkers can serve as intellectual pioneers. The Thinking and Language chapter raises the issue of human rationality and irrationality. The Psychological Disorders chapter conveys empathy for, and understanding of, troubled lives. Other threads, such as cognitive neuroscience, dual processing, and cultural and gender diversity, weave throughout the whole book, and students hear a consistent voice.

8. **To convey respect for human unity and diversity** Throughout the book, readers will see evidence of our human kinship—our shared biological heritage, our common mechanisms of seeing and learning, hungering and feeling, loving and hating. They will also better understand the dimensions of our diversity—our individual diversity in development and aptitudes, temperament and personality, and disorder and health; and our cultural diversity in attitudes and expressive styles, child raising and care for the elderly, and life priorities.

Continually Improving Cultural and Gender Diversity Coverage

Discussion of the relevance of cultural and gender diversity begins on the first page and continues throughout the text.

This edition presents an even more thoroughly cross-cultural perspective on psychology (TABLE 4)—reflected in research findings, and text and photo examples. Cross-cultural and gender psychology are now given greater visibility with enhanced coverage

▼ **TABLE 4**
Culture and Multicultural Experience

Coverage of culture and multicultural experience can be found on the following pages:			
Aggression, pp. 546–550 and video games, pp. 312–313, 549	Drug use, pp. 128–129	Marriage, pp. 220–221	schizophrenia, pp. 612, 641–644
Aging population, pp. 214–215	Emotion: emotion-detecting ability, pp. 468–469	Memory, encoding, pp. 324–325	suicide, pp. 637–638
AIDS, p. 495	expressing, pp. 468–475	Menopause, p. 214	<i>susto</i> , p. 612
Anger, pp. 477–478	Enemy perceptions, pp. 563–564	Mental illness rate, pp. 617–618	<i>taijin-kyofusho</i> , p. 612
Animal research ethics, p. 40	Fear, p. 363	Motivating achievement, p. A-8	Psychotherapy: culture and values in, p. 680
Attraction: love and marriage, pp. 557–558	Flow, p. A-1	Motivation: hierarchy of needs, pp. 422–423	EMDR training, p. 677
Attractiveness, pp. 147–149, 551–552, 554–555	Fundamental attribution error, pp. 518–519	Need to belong, pp. 448–450	Puberty and adult independence, p. 212
Attribution: political effects of, p. 519	Gender: cultural norms, p. 161, 167–168	Neurotransmitters: curare, p. 59	Self-esteem, p. 485
Behavioral effects of culture, pp. 7, 141	roles, pp. 167–168	Obesity, pp. 430–432	Self-serving bias, pp. 602–603
Body ideal, p. 652	social power, pp. 162–163	Observational learning: television and aggression, pp. 312–313	Sex drive, p. 147
Body image, p. 652	Grief, expressing, p. 225	Organ donation, pp. 362–363	Sexual orientation, pp. 440–441
Categorization, p. 356	Happiness, pp. 480, 482, 484–486	Pace of life, pp. 30, 156	Similarities, pp. 145–146
Conformity, p. 527	Hindsight bias, pp. 20–21	Pain: perception of, p. 263	Sleep patterns, p. 104
Corporal punishment practices, pp. 295–296	History of psychology, pp. 2–9	Parent and peer relationships, pp. 210–211	Social clock, p. 220
Culture: context effects, p. 237	Homosexuality, views on, p. 440	Participative management, p. A-12–A-13	Social loafing, p. 533
definition, pp. 155–156	Human diversity/kinship, pp. 40, 155–161	Peacemaking: conciliation, p. 567	Social networking, pp. 451–453
variation over time, pp. 156–157	Identity: forming social, pp. 209–210	contact, pp. 564–565	Social-cultural perspective, pp. 9–10
Cultural norms, pp. 156, 171–172	Individualism/collectivism, p. 159	cooperation, pp. 565–566	Spirituality: Israeli kibbutz communities, pp. 512–513
Culture and the self, pp. 157–160	Intelligence, pp. 386, 410–413	Peer influence, pp. 154–155	Stress: adjusting to a new culture, p. 490
Culture shock, p. 156	and nutrition, pp. 408–409, 412	Personal control: democracies, p. 502	health consequences, pp. 490–491, 495, 497–498
Deaf culture, pp. 81, 85, 372–375	bias, pp. 413–414	Power of individuals, p. 536	racism and, p. 490
Development: adolescence, pp. 203–204	Down syndrome, pp. 403–404	Prejudice, pp. 37, 41, 538–545	Taste preferences, p. 428
attachment, pp. 199–200	Language, pp. 155, 371–372, 379–381	“missing women,” p. 540	Teen sexuality, pp. 438–439
child raising, pp. 160–161	critical periods, p. 374	Prejudice prototypes, p. 356	Testing bias, pp. 414–415
cognitive development, p. 192	monolingual/bilingual, pp. 379–381	Psychological disorders: cultural norms, pp. 610–611	Weight control, p. 429
moral development, pp. 206–208	universal grammar, pp. 373–374	dissociative identity disorder, p. 648	See also Chapter 13: Social Psychology.
parenting styles, p. 202	Leaving the nest, p. 212	eating disorders, pp. 612, 652	
social development, pp. 197–199	Life satisfaction, pp. 480, 482–486		
	Life span and well-being, p. 223		
	Management styles, p. A-13		

moved to the Prologue. There is focused coverage of culture and the psychology of women and men in Chapter 4, Nature, Nurture, and Human Diversity, with thoroughly integrated coverage throughout the text (see TABLE 5). In addition, we are working to offer a world-based psychology for our worldwide student readership. We continually search the world for research findings and text and photo examples, conscious that readers may be in Sydney, Seattle, or Singapore. Although we reside in the United States, we travel abroad regularly and maintain contact with colleagues in Canada, Britain, China, and many other places; and subscribe to European periodicals. Thus, each new edition offers a broad, world-based perspective, and includes research from around the world. We are all citizens of a shrinking world, so American students, too, benefit from information and examples that internationalize their world-consciousness. And if psychology seeks to explain *human* behavior (not just American or Canadian or Australian behavior), the broader the scope of studies presented, the more accurate is our picture of this world's people. Our aim is to expose all students to the world beyond their own culture, and we continue to welcome input and suggestions from all readers.

▼ TABLE 5
The Psychology of Men and Women

Coverage of the **psychology of men and women** can be found on the following pages:

Absolute thresholds, pp. 231–232	Emotion-detecting ability, pp. 470–471	Intelligence, pp. 410–411	Self-injury, p. 639
ADHD, p. 615	Empty nest, p. 222	bias, p. 413	Sense of smell, pp. 267–268
Adulthood: physical changes, pp. 214–215	Father care, p. 198	stereotype threat, pp. 414–415	Sex reassignment, p. 167
Aggression, pp. 545–546	Father presence, p. 439	Leadership: transformational, p. A-12	Sex: definition, p. 161
father absence, p. 548	Freud's views:	Life expectancy, pp. 214–215	Sexual abuse, p. 442
pornography, pp. 548–549	evaluating, p. 579	Losing weight, pp. 430–432	Sexual attraction, pp. 148–149, 554
rape, pp. 548–549	identification/gender identity, p. 575	Love, pp. 220–222, 556–558	Sexual dysfunctions, pp. 433–439
Alcohol:	Oedipus/Electra complexes, pp. 574–575	Marriage, pp. 220–221, 505–506	Sexual fantasies, p. 438
and addiction, p. 120	penis envy, pp. 576–577	Maturation, pp. 204–205	Sexual orientation, pp. 440–446
and sexual aggression, p. 119	Fundamental attribution error, pp. 518–519	Menarche, p. 204	Sexuality, p. 433
use, pp. 119–120	Gender:	Menopause, p. 214	adolescent, pp. 438–439
Altruism, p. 560	and anxiety, p. 620	Midlife crisis, p. 220	evolutionary explanation, pp. 147–149
Androgyny, p. 169	and child raising, pp. 168–169	Obesity:	external stimuli, pp. 437–438
Antisocial personality disorder, pp. 650–651	definition, p. 161	genetic factors, pp. 430–431	imagined stimuli, p. 438
Attraction, pp. 551–556	development, pp. 165–167	health risks, p. 430	Sexualization of girls, p. 439
Autism spectrum disorder, pp. 193–194	prejudice, pp. 538–540	weight discrimination, p. 429	Sexually transmitted infections, pp. 436–437
Biological predispositions in color perceptions, pp. 302–303	“missing women,” p. 540	Observational learning:	Stereotyping, p. 236
Biological sex/gender, pp. 165–167	roles, pp. 167–171	sexually violent media, p. 312	Stress and:
Bipolar disorder, pp. 629–630	similarities/differences, pp. 161–164	TV's influence, p. 311	AIDS, p. 495
Body image, p. 652	Gendered brain, pp. 165–166, 438, 443–445	Pain sensitivity, p. 261	depression, p. 498
Color vision, p. 243	Generic pronoun “he,” p. 380	Paraphilias, pp. 435–436	health, and sexual abuse, pp. 506–507
Conformity/obedience, p. 528	Grief, p. 225	Pornography, pp. 437–438	heart disease, p. 497
Dating, pp. 552–553	Group polarization, p. 534	Prejudice, p. 356	immune system, p. 493
Depression, pp. 631–632	Happiness, pp. 484–485	Psychological disorders, rates of, p. 618	response to, p. 492
learned helplessness, p. 635	Hearing loss, pp. 257, 375	PTSD: development of, pp. 623–624	Suicide, p. 637
Dream content, p. 112	Hormones and:	Rape, p. 544	Teratogens: alcohol consumption, p. 182
Drug use:	aggression, p. 546	Religiosity and life expectancy, pp. 511–513	Transgender, pp. 169–170
biological influences, p. 127	sexual behavior, pp. 433–434	REM sleep, arousal in, p. 103	Women in psychology's history, pp. 3–4
psychological/social-cultural influences, pp. 128–129	sexual development, pp. 165–167, 204–205	Romantic love, pp. 556–557	
Eating disorders, pp. 651–653	testosterone-replacement therapy, p. 434	Savant syndrome, p. 387	
		Schizophrenia, p. 641	

Strong Critical Thinking Coverage

We love to write in a way that gets students thinking and keeps them active as they read, and we aim to introduce students to critical thinking throughout the book. Revised and more plentiful Learning Objective Questions at the beginning of text sections, and even more regular Retrieval Practice questions encourage critical reading to glean an understanding of important concepts. This eleventh edition also includes the following opportunities for students to learn or practice their critical thinking skills.

- **Chapter 1, *Thinking Critically With Psychological Science***, introduces students to psychology’s research methods, emphasizing the fallacies of our everyday intuition and common sense and, thus, the need for psychological science. *Critical thinking* is introduced as a key term on page 24. The Statistical Reasoning discussion encourages students to “focus on thinking smarter by applying simple statistical principles to everyday reasoning” (pp. 36–40).
- **“Thinking Critically About . . .” boxes** are found throughout the book, modeling for students a critical approach to some key issues in psychology. For example, see “Thinking Critically About: Prenatal Testing to Predict Future Traits” (Chapter 4), or “Thinking Critically About: The Stigma of Introversion” (Chapter 14).
- **Detective-style stories** throughout the narrative get students thinking critically about psychology’s key research questions. For example, in Chapter 15, we present the causes of schizophrenia piece by piece, showing students how researchers put the puzzle together.
- **“Apply this” and “Think about it” style discussions** keep students active in their study. In Chapter 13, for example, students take the perspective of participants in a Solomon Asch conformity experiment, and later in one of Stanley Milgram’s obedience experiments. We’ve also asked students to join the fun by taking part in activities they can try along the way. For example, in Chapter 6, they try out a quick sensory adaptation activity. In Chapter 12, they try matching expressions to faces and test the effects of different facial expressions on themselves.
- **Critical examinations of pop psychology** spark interest and provide important lessons in thinking critically about everyday topics. For example, Chapter 6 offers an examination of ESP claims, and Chapter 8 examines claims of the repression of painful memories.

See TABLE 6 on the next page for a complete list of this text’s coverage of critical thinking topics and Thinking Critically About boxes.

APA Assessment Tools

In 2011, the American Psychological Association (APA) approved the **Principles for Quality Undergraduate Education in Psychology**. These broad-based principles and their associated recommendations were designed to “produce psychologically literate citizens who apply the principles of psychological science at work and at home.” (See www.apa.org/education/undergrad/principles.aspx.)

APA’s more specific **2013 Learning Goals and Outcomes**, from their *Guidelines for the Undergraduate Psychology Major*, Version 2.0, were designed to gauge progress in students graduating with psychology majors. (See www.apa.org/ed/precollege/about/psymajor-guidelines.pdf.) Many psychology departments use

▼ TABLE 6
Critical Thinking and Research Emphasis

Critical thinking coverage, and in-depth stories of psychology's scientific research process, can be found on the following pages:

Thinking Critically About . . . boxes:	Has the concept of "addiction" been stretched too far?, p. 118	"Critical thinking" introduced as a key term, p. 24	Is hypnosis an extension of normal consciousness or an altered state?, p. 265
Handedness, p. 86	Near-death experiences, p. 124	The scientific method, pp. 26–27	How are memories constructed?, pp. 321–328
Addiction, p. 118	Critiquing the evolutionary perspective, pp. 149–150	Regression toward the mean, pp. 33–34	How do we store memories in our brains?, pp. 328–334
Prenatal Testing to Predict Future Traits, p. 143	How much credit or blame do parents deserve?, pp. 153–154	Correlation and causation, pp. 34–35	Do other species exhibit language?, pp. 377–379
Subliminal Persuasion, p. 233	Sensory restriction, p. 254	Exploring cause and effect, p. 35	Aging and intelligence, pp. 399–401
Hypnosis and Pain Relief, p. 265	Can hypnosis be therapeutic? Alleviate pain?, p. 265	Random assignment, p. 35	Why do we feel hunger?, pp. 425–427
ESP—Perception Without Sensation?, pp. 272–274	Is there extrasensory perception?, pp. 272–273	Independent and dependent variables, pp. 37–38	What determines sexual orientation?, pp. 442–446
Does Viewing Media Violence Trigger Violent Behavior?, pp. 312–313	Do other species exhibit language?, pp. 377–379	Statistical reasoning, pp. 42–48	The pursuit of happiness: Who is happy, and why?, pp. 479–487
Repressed or Constructed Memories of Abuse?, pp. 348–349	Do video games teach or release violence?, p. 549	Describing data, pp. 43–46	Why—and in whom—does stress contribute to heart disease?, pp. 496–499
The Fear Factor—Why We Fear the Wrong Things, pp. 362–363	How valid is the Rorschach test?, pp. 578–579	Making inferences, pp. 46–47	How and why is social support linked with health?, pp. 505–507
Lie Detection, pp. 466–467	Is Freud credible?, pp. 579–582	The evolutionary perspective on human sexuality, pp. 147–151	Why do people fail to help in emergencies?, pp. 559–560
The Stigma of Introversion, p. 588	Is repression a myth?, p. 580	Scientific Detective Stories:	Self-esteem versus self-serving bias, pp. 601–605
ADHD—Normal High Energy or Disordered Behavior?, p. 615	Is psychotherapy effective?, pp. 673–675	Is breast milk better than formula?, pp. 35–36	What causes depressive disorders and bipolar disorder?, pp. 631–637
Are People With Psychological Disorders Dangerous?, p. 616	Evaluating alternative therapies, pp. 677–678	Our divided brains, pp. 82–86	Do prenatal viral infections increase the risk of schizophrenia?, pp. 642–643
Critical Examinations of Pop Psychology:	Thinking Critically With Psychological Science:	Why do we sleep?, pp. 105–106	Is psychotherapy effective?, pp. 673–675
The need for psychological science, pp. 20–25	The limits of intuition and common sense, pp. 20–21	Why we dream, pp. 113–116	
Perceiving order in random events, p. 22	The scientific attitude, pp. 23–25	Twin and adoption studies, pp. 135–140	
Do we use only 10 percent of our brains?, p. 79		How a child's mind develops, pp. 184–192	
		How do we see in color?, pp. 243–244	
		Parallel processing, p. 246	

these goals and outcomes to help establish their own benchmarks for departmental assessment purposes.

Some instructors are eager to know whether a given text for the introductory course helps students get a good start at achieving these APA benchmarks. TABLE 7 outlines the way *Psychology*, eleventh edition, could help you to address the 2013 APA Learning Goals and Outcomes in your department.

In addition, an APA working group in 2013 drafted guidelines for **Strengthening the Common Core of the Introductory Psychology Course** (<http://tinyurl.com/14dsdx5>). Their goals are to “strike a nuanced balance providing flexibility yet guidance.” The group noted that “a mature science should be able to agree upon and communicate its unifying core while embracing diversity.”

MCAT Now Includes Psychology

Starting in 2015, the Medical College Admission Test (MCAT) is devoting 25 percent of its questions to the “Psychological, Social, and Biological Foundations of Behavior,” with most of those questions coming from the psychological science taught in introductory psychology courses. From 1977 to 2014, the MCAT focused on biology, chemistry, and physics. Hereafter, reported the *Preview Guide for MCAT 2015*, the exam will

▼ **TABLE 7**
Psychology, Eleventh Edition, Corresponds to 2013 APA Learning Goals

Relevant Feature from <i>Psychology</i> , Eleventh Edition	APA Learning Goals				
	Knowledge Base in Psychology	Scientific Inquiry and Critical Thinking	Ethical and Social Responsibility in a Diverse World	Communication	Professional Development
Text content	•	•	•	•	•
Thinking Critically boxes	•	•	•		•
Learning Objective Questions previewing text sections	•	•		•	
Retrieval Practice self-tests throughout text	•	•		•	
Section Reviews	•	•		•	
“Try this”-style activities integrated throughout	•	•		•	•
Chapter Tests	•	•		•	
Psychology at Work appendix	•	•	•		•
Subfields of Psychology appendix, with Careers in Psychology in LaunchPad	•		•		•
LaunchPad with LearningCurve formative quizzing	•	•	•	•	•
“How Would You Know?” activities in LaunchPad	•	•	•	•	
Assess Your Strengths feature in LaunchPad	•	•	•	•	•

also recognize “the importance of socio-cultural and behavioral determinants of health and health outcomes.” The exam’s new psychology section covers the breadth of topics in this text. For example, see **TABLE 8** on the next page, which outlines the precise correlation between the topics in this text’s Sensation and Perception chapter and the corresponding portion of the MCAT exam. For a complete pairing of the new MCAT psychology topics with this book’s contents, see <http://macmillanhighered.com/Catalog/product/psychology-eleventhedition-myers>.

Next-Generation Multimedia

Psychology, eleventh edition, boasts impressive multimedia options. For more information about any of these choices, visit Worth Publishers’ online catalog at <http://macmillanhighered.com/Catalog/product/psychology-eleventhedition-myers>.

LaunchPad With LearningCurve Quizzing and “How Would You Know?” Activities

LaunchPad (www.macmillanhighered.com/launchpad/myers11e) offers a set of pre-built assignments, carefully crafted by a group of instructional designers and instructors with an abundance of teaching experience as well as deep familiarity with Worth content. Each LaunchPad unit contains videos, activities, and formative assessment pieces to build student understanding for each topic, culminating with a randomized summative quiz to hold students accountable for the unit. Assign units in just a few

▼ **TABLE 8**
Sample MCAT Correlation With *Psychology*, Eleventh Edition

MCAT 2015	<i>Psychology</i> , Eleventh Edition, Correlations	
Sample Content Category 6A: Sensing the environment		Page Number
Sensory Processing	Sensation and Perception	228–277
Sensation	Basic Concepts of Sensation and Perception	230–238
<i>Thresholds</i>	Thresholds	231–233
	<i>Difference Thresholds</i>	232–233
<i>Weber’s Law</i>	<i>Weber’s law</i> (key term)	232–233
<i>Signal detection theory</i>	<i>Signal detection theory</i> (key term)	231
<i>Sensory adaptation</i>	Sensory Adaptation	234–235
Sensory receptors	Transduction	230
<i>Sensory pathways</i>	Vision: Sensory and Perceptual Processing	239–255
	Hearing	256–260
	Pain	261–265
	Taste	266
	Smell	266–269
	Body Position and Movement	269
<i>Types of sensory receptors</i>	The Eye	240–242
	Color Processing	243–244
	Hearing	256–260
	Understanding Pain	261–263
	Taste	266
	Smell	266–269
	Body Position and Movement	269
	<i>Table 6.3, Summarizing the Senses</i>	271
Vision	Vision: Sensory and Perceptual Processing	239–255
Structure and function of the eye	The Eye	240–242
Visual processing	Information Processing in the Eye and Brain	241–247
<i>Visual pathways in the brain</i>	<i>Figure 6.17, Pathway from the eyes to the visual cortex</i>	242
<i>Parallel processing</i>	<i>Parallel Processing</i>	246
<i>Feature detection</i>	<i>Feature Detection</i>	244–245
Hearing	Hearing	256–260
Auditory processing	Hearing	256–260
<i>Auditory pathways in the brain</i>	The Ear	257–259
	Pitch (key term)	256
	<i>Figure 6.36, The physical properties of waves</i>	256
	<i>Locating Sounds</i>	260
Sensory reception by hair cells	<i>The Ear</i>	257–259
	<i>Table 6.3, Summarizing the Senses</i>	271
Other Senses	Touch, Taste, Smell, Body Position and Movement	260–271
Somatosensation	Touch	261–264
	Sensory Functions (of the cortex)	78
	<i>Somatosensory cortex</i> (key term)	78–79
	<i>Table 6.3, Summarizing the Senses</i>	271

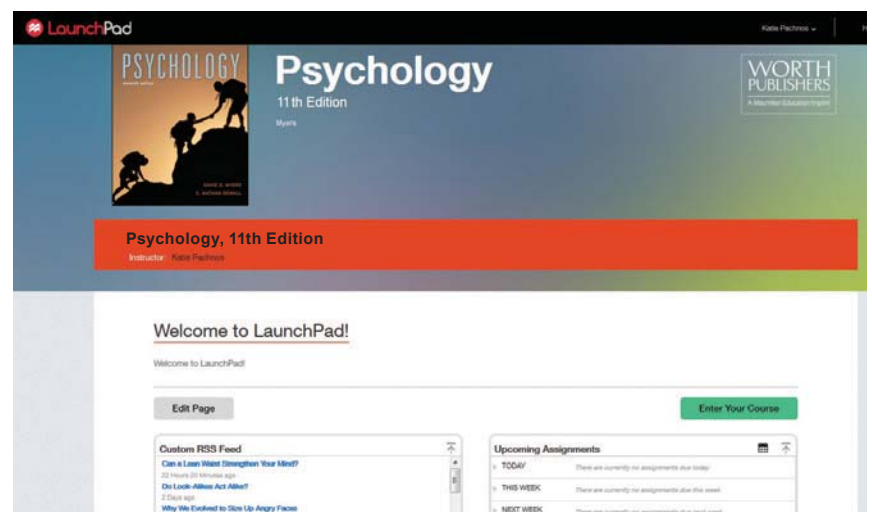
▼ **TABLE 8**
Sample MCAT Correlation With *Psychology*, Eleventh Edition (continued)

MCAT 2015	<i>Psychology</i> , Eleventh Edition, Correlations	
Sample Content Category 6A: Sensing the environment		Page Number
<i>Pain perception</i>	Pain	261–265
	<i>Understanding Pain</i>	261–263
	<i>Controlling Pain</i>	263–265
	<i>Hypnosis and Pain Relief</i>	265
Taste	Taste	266
	<i>Taste buds/chemoreceptors that detect specific chemicals</i>	266
	<i>Table 6.3, Summarizing the Senses</i>	271
	<i>Figure 6.46, Taste, Smell, and Memory</i>	268
Smell	Smell	266–269
	<i>Olfactory cells/chemoreceptors that detect specific chemicals</i>	266–269
	<i>Table 6.3, Summarizing the Senses</i>	271
	<i>Pheromones</i>	443, 445
<i>Olfactory pathways in the brain</i>	<i>Figure 6.46, Taste, Smell, and Memory</i>	268
	Sensory Interaction	269–271
Kinesthetic sense	Body Position and Movement	269
Vestibular sense	Body Position and Movement	269
Perception	Sensation and Perception	228–277
Perception	Basic Concepts of Sensation and Perception	230–238
	<i>Bottom-up/Top-down processing</i>	Basic Concepts of Sensation and Perception: <i>bottom-up</i> and <i>top-down processing</i> (key terms)
<i>Perceptual organization (e.g., depth, form, motion, constancy)</i>	<i>Perceptual Organization: Form Perception, Depth Perception, Motion Perception, and Perceptual Constancy</i>	247–253
	<i>Figure 6.22, Parallel processing (of motion, form, depth, color)</i>	246
<i>Gestalt principles</i>	Perceptual Organization: Form Perception— <i>gestalt</i> (key term)	246–248

clicks, and find scores in your gradebook upon submission. Customize units as you wish, adding and dropping content to fit your course. (See **FIGURE 3**.)

▼ **FIGURE 3**
 Sample from LaunchPad

- **LearningCurve** combines adaptive question selection, personalized study plans, immediate and valuable feedback, and state-of-the-art question analysis reports. Based on the latest findings from learning and memory research, LearningCurve’s game-like nature keeps students engaged while helping them learn and *remember* key concepts.
- New **How Would You Know?** activities offer a fun, interactive environment for learning about important aspects of research design and interpretation. Topics include “How Would You Know If Having Children Relates to Being Happier?”, “If a Cup of Coffee Can Warm Up Relationships?”, and “If People Can Learn to Reduce Anxiety?” Students work through the

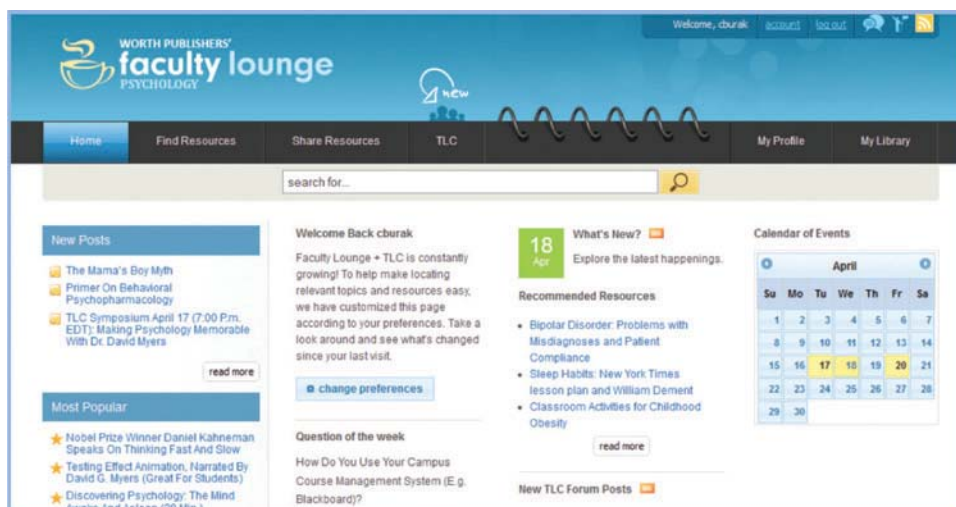


process of setting up an effective research design and interpreting results, and see first-hand how decisions at each step affect outcomes.

- With **Assess Your Strengths** activities, students may take inventories and questionnaires developed by researchers across psychological science. These self-assessments allow students to apply psychology's principles to their own lives and experiences. After taking each self-assessment, students will find additional information about the strength being tested (for example, personal growth initiative, sleep quality, empathizing/systemizing, intrinsic/extrinsic motivation, mindfulness, self-control, and hope), as well as tips for nurturing that strength more effectively in their own lives.
- An **Interactive e-Book** allows students to highlight, bookmark, and make their own notes, just as they would with a printed textbook.
- **Concept Practice**, created by award-winning multimedia author Thomas Ludwig (Hope College), helps students solidify their understanding of key concepts. With these in-depth tutorials, students explore a variety of important topics, often in an experimental context in the role of either researcher or participant. Tutorials combine animations, video, illustrations, and self-assessment.
- **PsychSim 6.0** Thoroughly re-imagined and retooled for the mobile web, the new release of PsychSim by Thomas Ludwig uses interactive videos, charts, and simulations to immerse students in the world of psychological research, placing them in the role of scientist or participant in activities that highlight important concepts, processes, and experimental approaches.
- **Video Activities** include more than 100 engaging video modules that instructors can easily assign and customize for student assessment. Videos cover classic experiments, current news footage, and cutting-edge research, all of which are sure to spark discussion and encourage critical thinking.
- **Labs** offer an interactive experience that fortifies the most important concepts and content of introductory psychology. In these activities, students participate in classic and contemporary experiments, generating real data and reviewing the broader implications of those findings. A virtual host makes this a truly interactive experience.
- The **Scientific American Newsfeed** delivers weekly articles, podcasts, and news briefs on the very latest developments in psychology from the first name in popular science journalism.
- **Deep integration** is available between LaunchPad products and Blackboard, Brightspace by D2L, Canvas, and Moodle. These deep integrations offer educators single sign-on and gradebook sync now with auto-refresh. Also, these best-in-class integrations offer deep linking to all Macmillan digital content at the chapter and asset level, giving professors ultimate flexibility and customization capability within their LMS.

Faculty Support and Student Resources

- **Instructor's Resources** available in LaunchPad
- **Lecture Guides** available in LaunchPad
- **Faculty Lounge**—<http://psych.facultylounge.worthpublishers.com>—(see **FIGURE 4**) is an online gathering place to find and share favorite teaching ideas and materials, including videos, animations, images, PowerPoint® slides and lectures, news stories, articles, web links, and lecture activities. Includes publisher- as well as peer-provided resources—all faculty-reviewed for accuracy and quality.



▼ **FIGURE 4**
 Sample from our Faculty Lounge site (<http://psych.facultylounge.worthpublishers.com>)

- Instructor's Media Guide for Introductory Psychology
- Enhanced Course Management Solutions (including course cartridges)
- e-Book in various available formats

Video and Presentation

- **The Video Collection for Introductory Psychology** is a complete collection, all in one place, of all of our video clips. The set is accompanied by its own Faculty Guide.
- **Interactive Presentation Slides for Introductory Psychology** is an extraordinary series of PowerPoint® lectures. This is a dynamic, yet easy-to-use way to engage students during classroom presentations of core psychology topics. This collection provides opportunities for discussion and interaction, and includes an unprecedented number of embedded video clips and animations.

Assessment

- LearningCurve quizzing
- Diploma Test Banks, downloadable from LaunchPad and on our online catalog
- Chapter Quizzes in LaunchPad
- Clicker Question Presentation Slides now in PowerPoint®

Print

- Study Guide
- *Pursuing Human Strengths: A Positive Psychology Guide*
- *Critical Thinking Companion*, Second Edition
- *Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society*, second edition. This project of the FABBS Foundation brought together a virtual “Who’s Who” of contemporary psychological scientists to describe—in clear, captivating ways—the research they have passionately pursued and what it means to the “real world.” Each contribution is an original essay written for this project.

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If it is true that “whoever walks with the wise becomes wise” then we are wiser for all the wisdom and advice received from colleagues. Aided by thousands of consultants and reviewers over the last two decades, this has become a better, more effective, more accurate book than two authors alone (these two authors, at least) could write. All of us together are smarter than any one of us.

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Christine Brune, chief editor for the last nine editions, is a wonder worker. She offers just the right mix of encouragement, gentle admonition, attention to detail, and passion for excellence. An author could not ask for more. Development Editor Nancy Fleming is one of those rare editors who is gifted both at “thinking big” about a chapter—and with a kindred

spirit to our own—while also applying her sensitive, graceful, line-by-line touches. Development Editor Trish Morgan amazed us with her meticulous eye, impressive knowledge, and deft editing. And Deborah Heimann did an excellent job with the copyediting.

To achieve our goal of supporting the teaching of psychology, this teaching package not only must be authored, reviewed, edited, and produced, but also made available to teachers of psychology. For their exceptional success in doing that, our author team is grateful to Worth Publishers’ professional sales and marketing team. We are especially grateful to Executive Marketing Manager Kate Nurre, Marketing Manager Lindsay Johnson, and National Psychology and Economics Consultant emeritus Tom Kling, both for their tireless efforts to inform our teaching colleagues of our efforts to assist their teaching, and for the joy of working with them.

At Hope College, the supporting team members for this edition included Kathryn Brownson, who researched countless bits of information and proofed hundreds of pages. Kathryn has become a knowledgeable and sensitive adviser on many matters, and Sara Neevel has become our high-tech manuscript developer, par excellence. At the University of Kentucky, we’ve been happy to welcome our sharp new assistant, Lorie Hailey, to our team.

Again, I [DM] gratefully acknowledge the editing assistance and mentoring of my writing coach, poet Jack Ridl, whose influence resides in the voice you will be hearing in the pages that follow. He, more than anyone, cultivated my delight in dancing with the language, and taught me to approach writing as a craft that shades into art. Likewise, I [ND] am grateful to my intellectual hero and mentor, Roy Baumeister, who taught me how to hone my writing and embrace the writing life.

After hearing countless dozens of people say that this book’s supplements have taken their teaching to a new level, we reflect on how fortunate we are to be a part of a team in which everyone has produced on-time work marked by the highest professional standards. For their remarkable talents, their long-term dedication, and their friendship, we thank John Brink, Thomas Ludwig, and Richard Straub. With this new edition, we also welcome and thank Sue Frantz for her gift of instructors’ resources.


Finally, our gratitude extends to the many students and instructors who have written to offer suggestions, or just an encouraging word. It is for them, and those about to begin their study of psychology, that we have done our best to introduce the field we love.

* * *

The day this book went to press was the day we started gathering information and ideas for the next edition. Your input will influence how this book continues to evolve. So, please, do share your thoughts.



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