To Howard, whose support has made it all possible.

Carole Wade

For Ronan, in loving memory.

Carol Tavris

To Devon, Beth, and all the apples.

Maryanne Garry
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From the very first edition of our book, our primary goal has been the integration of critical and scientific thinking into the fabric of our writing, a goal that we believe is more important now than ever. A textbook is not a laundry list of items, and its writers are not simply reporters. For us, the most important job of an introductory textbook in psychology is to help students learn to think like a psychologist, and to understand why scientific and critical thinking is so important to the decisions they make in their own lives. Today, for example, the public in general, and students in particular, need to learn about the astonishing new developments in neuroscience, but they also need to learn to think intelligently about them. Not all of these developments are as dramatic or applicable as they are often made to appear in the popular press. Not all of the findings that are reported are based on good science, no matter how fancy the tools that produced them.

Changes in the 11th Edition

In this 11th edition of Psychology, we have welcomed aboard a third author, Maryanne Garry, professor of psychology at Victoria University of Wellington, New Zealand. Dr. Garry's breadth of knowledge in the areas of memory, cognition, and learning have not only enhanced this edition's coverage of these fields but also improved the book's pedagogical focus. In particular, we have introduced the read-recite-review (3R) approach, which is grounded in empirical research demonstrating its benefits on student learning and memory for the material (McDaniel, Howard, & Einstein, 2009). In contrast to the usual "read and cram before tests" approach that students often rely on, this method requires students to read the material; close the book and actually recite out loud as much as they can about the terms and concepts they have just learned; and then go back, reread, and review that section to make sure they understood it correctly.

At the end of Chapter 1, “Taking Psychology with You” is devoted to The Nine Secrets of Learning, a special feature directed to helping students understand and apply the 3R approach and other effective techniques for studying and mastering the material. In this feature, we reassure students that they need not worry about their particular “learning style,” whether visual or auditory; visualizing material helps everybody, and so does plain old active listening.

As always, in every chapter, we have updated the research to reflect progress in the field and cutting-edge discoveries. Here are a few highlights:

• New findings from the exciting field of epigenetics.

• New techniques for mapping the brain, such as transcranial direct current stimulation (tDCS) and event-related potentials (ERP).

• New data on the brain’s plasticity and the origins of individual differences in brain function due to culture and experience.

• The new movement in psychological research to incorporate confidence intervals and Bayesian statistics to improve judgments about a finding’s strength, reliability, and importance.

• New methods of determining implicit prejudice, such as measures of “micro-aggressions” (the small insults that members of minority or stigmatized groups endure).

• New findings on working memory and its role in staying on task and intelligence.
In addition, all chapter content is now mapped to learning objectives, which appear where relevant in the margins. The complete list of learning objectives for each chapter can be found in the Instructor's Resource Manual. The Test Bank items are also keyed to these learning objectives.

A detailed explanation of all deletions, additions, and modifications in this edition is available online, by visiting www.pearsonhighered.com and searching for ISBN 0205949592. We hope this support will make the transition from one edition to the next as easy as possible.

Goals and Principles

From the first edition of this book, five goals and principles have guided our writing. Here they are.

1. Thinking Critically about Critical Thinking

In a textbook, true critical thinking cannot be reduced to a set of rhetorical questions, a short boxed feature, or a formula for analyzing studies; it is a process that must be woven seamlessly into the narrative. The primary way we “do” critical and creative thinking is by applying a three-pronged approach: We define it, we model it, and we give students a chance to practice it.

The first step is to define what critical thinking is and what it is not. Chapter 1 introduces Eight Guidelines to Critical Thinking, which we draw on throughout the text as we evaluate research and popular ideas. These guidelines are also listed and described briefly on the inside front cover of the book.

The second step is to model these guidelines in our evaluations of research and popular ideas. Many, though by no means all, of our critical-thinking discussions in the text itself are signaled by a lightbulb symbol, along with marginal “signposts” containing provocative questions. We have explicitly identified the relevant guideline in each signpost so that students can see more easily how the guidelines are actually applied. The questions in the signposts are not, in themselves, illustrations of critical thinking. Rather, they serve as pointers to critical analyses in the text and invite readers into the discussion. Some of the critical-thinking signposts include a provocative photograph that we believe will stimulate thought. It's one thing to ask students to think critically about, say, the line that divides fashionable slimness from unhealthy gauntness, but quite another when they see a photo of an emaciated fashion model next to the healthy, “overweight” Nikki Blonsky of Hairspray.

The third step is to give students opportunities to practice what we’ve preached. In “Changes in the 11th Edition,” we have changed the Quick Quiz feature that was in previous editions to incorporate a new form of self-testing, “Recite and Review.” These tests require more than memorization of definitions; they help students check their progress, measure their understanding of the material, and encourage them to go back and review what they don’t recall or comprehend. Many quiz questions include critical-thinking items that invite the students to reflect on the implications of findings and consider how psychological principles might illuminate real-life issues.

2. Exploring New Research in Biology and Neuroscience

Findings from the Human Genome Project, studies of behavioral genetics and epigenetics, discoveries about the brain, technologies such as fMRI, and the proliferation of medications for psychological disorders—all have had a profound influence on our
understanding of human behavior and on interventions to help people with chronic problems. This work cannot be confined to a single chapter. Accordingly, we report new findings from biology and neuroscience wherever they are relevant throughout the book: in discussions of neurogenesis in the brain, memory, emotion, stress, child development, aging, mental illness, personality, and many other topics.

To further emphasize the integration of biology with other areas of research in understanding human problems, many chapters also have a feature called Biology and . . .—for example, “Biology and Hypnosis,” “Biology and Beliefs,” “Biology and Economic Choice,” and “Biology and the Adolescent Brain.” Although we caution students about the dangers of ignoring biological research, we also caution them about the dangers of reducing complex behaviors solely to biology by overgeneralizing from limited data, failing to consider other explanations, and oversimplifying solutions. Our goal is to provide students with a structure for interpreting research they will hear or read about in the future.

3. Mainstreaming Culture and Gender

At the time of our first edition, some considered our goal of incorporating research on gender and culture into introductory psychology to be quite radical, either a sop to political correctness or a fluffy and superficial fad. Today, the issue is no longer whether to include these topics, but how best to do it. From the beginning, our own answer has been to include studies of gender and culture in the main body of the text, wherever they are relevant to the larger discussion, rather than relegating these studies to an intellectual ghetto of separate chapters or boxed features. We discuss gender differences—and similarities—in many areas, from the brain, emotion, and motivation to heroism, sexuality, love, and eating disorders.

Over the years, most psychologists have come to appreciate the influence of culture on all aspects of life, from nonverbal behavior to the deepest attitudes about how the world should be. We present empirical findings about culture and ethnicity as topics warrant throughout the book. In addition, Chapter 8 highlights the sociocultural perspective in psychology and includes extended discussions of ethnocentrism, prejudice, and cross-cultural relations. However, the scientific study of cultural diversity is not synonymous with the popular movement called multiculturalism. The study of culture, in our view, should increase students’ understanding of what culture means, how and why ethnic and national groups differ, and why no group is inherently better, kinder, or more moral than another. Thus, we try to apply critical thinking to our own coverage of culture, avoiding the twin temptations of ethnocentrism and stereotyping.

To highlight the importance of culture, many chapters contain a feature (comparable to “Biology and . . .”) called Culture and . . . —for example, “Culture and the Brain,” “Culture and Psychotherapy,” “Culture and the Ideal Body,” and “Culture and Mental Disorder.”

4. Facing the Controversies

Psychology has always been full of lively, sometimes angry, debates, and we feel that students should not be sheltered from them. They are what make psychology so interesting! In this book, we candidly address controversies in the field of psychology, try to show why they are occurring, and suggest the kinds of questions that might lead to useful answers in each case. For example, we discuss the controversies about evolutionary psychology’s explanations of human dating and mating practices (Chapter 3); limitations and the oversimplified of brain-scan technology (Chapter 4); the disease versus learning models of addiction (Chapter 15); the extent of parents’ influence on
their children’s personalities (Chapters 13 and 14); conflicts of interest in research on medication for psychological disorders (Chapter 16); and the scientist-practitioner gap in psychotherapy (Chapter 16).

5. Applications and Active Learning: Getting Involved

Finally, throughout this book, we have kept in mind one of the soundest findings about learning: It requires the active encoding of material. Several pedagogical features in particular encourage students to become actively involved in what they are reading.

Get Involved exercises in each chapter make active learning entertaining. They consist of quick demonstrations, mini-studies, or ways to help students relate course material to their own lives. Thus, after reading the discussion of recall versus recognition in Chapter 10, students are asked whether they can remember all the names of Santa’s eight reindeer—or do better trying to recognize them among a set of many other names. Instructors may want to assign some of these exercises to the entire class and then discuss the results and what they might mean.

You Are about to Learn . . . consists of a set of learning objectives that cover each major section within a chapter.

Other pedagogical features designed to help students study and learn better include review tables; a running glossary that defines boldfaced technical terms on the pages where they occur for handy reference and study; a cumulative glossary at the back of the book; a list of key terms at the end of each chapter that includes page numbers so that students can find the sections where the terms are covered; chapter outlines; and chapter summaries in paragraph form to help students review.

Taking Psychology with You, a feature that concludes each chapter, illustrates the practical implications of psychological research for individuals, groups, institutions, and society. This feature tackles topics of personal interest and relevance to many students: Does watching media violence or playing violent video games increase violence? How much control do we have over our emotions and our health? How can we motivate ourselves to reach our goals? How can we avoid being suckered by the “Barnum Effect”?

At the very end of the book, an epilogue called “Taking This Book with You” wraps up the text’s major themes and suggests ways that students can apply what they have learned to ongoing concerns in their lives.
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