

Psychology

Psychology

Eleventh Edition

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PEARSON

To Howard, whose support has made it all possible.

Carole Wade

For Ronan, in loving memory.

Carol Tavriss

To Devon, Beth, and all the apples.

Maryanne Garry

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From the Authors

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.

From the Publisher

Teaching and Learning:

Integrated, Meaningful, Easy-to-Use Activities

As valuable as a good textbook is, it is one element of a comprehensive learning package. We at Pearson Publishers have made every effort to provide high-quality instructor and student supplements that will save you preparation time and will enhance the classroom experience.

For access to all instructor supplements for Wade, Tavris, and Garry's *Psychology*, 11th edition, simply go to www.pearsonhighered.com/irc and follow the directions to register (or log in if you already have a Pearson user name and password). Once you have registered and your status as an instructor is verified, you will be emailed a login name and password. Use your login name and password to access the catalogue. Click on *online catalog* and then > Psychology > General Psychology > Introductory Psychology > Wade/Tavris/Garry *Psychology*, 11th edition. Under the description of each supplement is a link that allows you to download and save it to your computer.

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- Hardcover (0-205-25431-4)
- Books a la Carte (0-205-87333-2)
- CourseSmart e-Textbook subscription (www.CourseSmart.com)

Supplements for Instructors

The Instructor's Resource Center (www.pearsonhighered.com/irc) provides information and the following downloadable supplements:

Test Bank: This test bank, prepared by Vivekananda Rajendra and Sharjes Mohammed, contains over 3,000 multiple choice, true/false, matching, short-answer, and essay questions, each referenced to the relevant page in the textbook. An additional feature for the test bank is the inclusion of *rationales for the conceptual and applied multiple-choice questions*. The rationales help instructors to evaluate the questions they are choosing for their tests and give instructors the option to use the rationales as an answer key for their students.

A Total Assessment Guide chapter overview makes creating tests easier by listing all of the test items in an easy-to-reference grid. All multiple-choice questions are categorized as factual, conceptual, or applied, and are correlated to each of the chapter's **learning objectives**. The Test Bank is available for download from the Instructor's Resource Center at www.pearsonhighered.com/irc or from the Instructor's DVD (ISBN 0-205-93315-7).

MyTest: The 11th edition test bank is also available through Pearson MyTest (www.pearsonmytest.com), a powerful assessment-generation program that helps instructors easily create and print quizzes and exams. Instructors can write questions and tests online, allowing them flexibility and the ability to efficiently manage assessments at any time, anywhere. Instructors can easily access existing questions and edit, create, and store using simple drag-and-drop and Word-like controls. Data on each question provide answers, textbook page number, and question types, mapped to the appropriate learning objective.

BlackBoard Test Item File and WebCT Test Item File: For instructors who only need the test item file, we offer the complete test item file in BlackBoard and WebCT format. Go to Instructor's Resource Center at www.pearsonhighered.com/irc.

Interactive PowerPoint Slides: These slides, available on the Instructor's DVD (ISBN 0-205-93315-7), bring the Wade/Tavris/Garry design right into the classroom, drawing students into the lecture and providing wonderful interactive activities, visuals, and videos. The slides are built around the text's learning objectives and offer many links between content areas. **Icons** integrated throughout the slides indicate interactive exercises, simulations, and activities that can be accessed directly from the slides if instructors want to use these resources in the classroom.

Standard Lecture PowerPoint Slides: These slides, with **lecture notes, photos, and figures** are available on the Instructor's DVD (ISBN 0-205-93315-7) and also online at www.pearsonhighered.com/irc.

Classroom Response System (CRS) PowerPoint Slides: These slides, created for *Psychology*, 11th edition, are intended to be the basis for class discussions as well as lectures. These are available on the Instructor's DVD (ISBN 0-205-93315-7) and also online at www.pearsonhighered.com/irc.

Class Prep: Instructors who adopt this textbook will gain access to a wealth of additional resources beyond the textbook's standard instructor resources. Class Prep, available through MyPsychLab, collects the very best class presentation resources, from across *all* of Pearson's offerings across the entire psychology curriculum, in one convenient online destination. Instructors can search by topic, keyword, or asset type for images, lecture launchers, activities, videos, animations, simulations, crossword puzzles, and readings from thousands of Pearson instructor resources.

Online Annotated Instructor's Edition: Instructors also have access to an online Annotated Instructor's Edition that has instructor-only links on the first page of each chapter to a selection of Class Prep resources for that chapter.

Instructor's Resource Manual: The Instructor's Resource Manual, prepared by Alan Swinkels of St. Edward's College, includes a detailed Chapter Lecture Outline, a list of key terms, learning objectives for each chapter, and direct links to the instructor resources in *Class Prep*. The IRM is available for download from the Instructor's Resource Center at www.pearsonhighered.com/irc or from the Instructor's DVD (ISBN 0-205-93315-7).

Instructor's DVD (ISBN 0-205-93315-7): Bringing all of the 11th edition's instructor resources together in one place, the Instructor's DVD offers three versions of the PowerPoint presentations, the Classroom Response System (CRS), the electronic files for the Instructor's Resource Manual materials, and the Test Item File to help instructors customize their lecture notes.

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Psychobabble and Biobunk: Using psychological science to think critically about popular psychology, 3rd edition (ISBN 978-0-205-01591-7) by Carol Tavris: This updated collection of book reviews and essays is tailored to the critical-thinking guidelines described in the 11th edition.

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The Psychology Major: Careers and Strategies for Success, 4th edition (ISBN 0-205-68468-8) by Eric Landrum (Idaho State University) and Stephen Davis (Emporia State University): This paperback provides valuable information about career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of reporting research.

College Teaching Tips, 2nd edition (ISBN 0-20580960-X) by Fred W. Whitford (Montana State University): This guide helps new instructors or graduate teaching assistants manage the myriad complex tasks required to teach an introductory course effectively. The author has used his own teaching experience over the past 25 years to help illustrate some of the problems a new instructor may expect to face.

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Psychology