Psychology
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
Brief Contents

From the Authors  xii
From the Publisher  xvi
Authors' Acknowledgments  xx

1  What Is Psychology?  2
2  How Psychologists Do Research  32
3  Genes, Evolution, and Environment  68
4  The Brain and Nervous System  98
5  Body Rhythms and Mental States  138
6  Sensation and Perception  174
7  Learning and Conditioning  218
8  Behavior in Social and Cultural Context  254
9  Thinking and Intelligence  298
10  Memory  338
11  Emotion, Stress, and Health  380
12  Motivation  420
13  Development Over the Life Span  460
14  Theories of Personality  504
15  Psychological Disorders  542
16  Approaches to Treatment and Therapy  582

Glossary  G-1
References  R-1
Credits  C-1
Name Index  NI-1
Subject Index  SI-1
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ix</td>
</tr>
</tbody>
</table>

**7 Reasoning Rationally** 306

- **Exaggerating the Improbable (and Minimizing the Probable)** 309
- **Avoiding Loss** 310
- **The Fairness Bias** 311
- **BIOLOGY and Economic Choice** 311
- **The Hindsight Bias** 312
- **The Confirmation Bias** 313
- **Mental Sets** 314
- **The Need for Cognitive Consistency** 314
- **Overcoming Our Cognitive Biases** 316

**8 Behavior in Social and Cultural Context** 254

- **Roles and Rules** 256
  - The Obedience Study 257
  - The Prison Study 260
  - Why People Obey 261
- **Social Influences on Beliefs and Behavior** 263
  - **BIOLOGY and Beliefs** 268
    - Persuasion or “Brainwashing”?: The Case of Suicide Bombers 270
- **Individuals in Groups** 272
  - Conformity 273
  - Groupthink 274
  - The Wisdom and Madness of Crowds 275
  - Altruism and Dissent 276
- **Us versus Them: Group Identity** 279
  - Ethnic Identity 279
  - Ethnocentrism 280
  - Stereotypes 281
- **Group Conflict and Prejudice** 283
  - The Origins of Prejudice 284
  - Defining and Measuring Prejudice 287
  - Reducing Conflict and Prejudice 290
- **The Question of Human Nature** 292

**10 Memory** 338

- **The Consequences of Behavior** 231
- **Principles of Operant Conditioning** 234
  - Skinner: The Man and the Myth 238
- **Operant Conditioning in Real Life** 240
  - The Pros and Cons of Punishment 240
  - The Problems with Reward 243
- **Learning and the Mind** 246
  - Latent Learning 247
  - Social-Cognitive Learning Theories 247

**Taking Psychology with You**
- Does Media Violence Make You Violent? 250

**8 Reasoning Rationally** 306

- **Exaggerating the Improbable (and Minimizing the Probable)** 309
- **Avoiding Loss** 310
- **The Fairness Bias** 311
- **BIOLOGY and Economic Choice** 311
- **The Hindsight Bias** 312
- **The Confirmation Bias** 313
- **Mental Sets** 314
- **The Need for Cognitive Consistency** 314
- **Overcoming Our Cognitive Biases** 316

**Measuring Intelligence: The Psychometric Approach** 318

- **The Invention of IQ Tests** 318

**Dissecting Intelligence: The Cognitive Approach** 323

- **Elements of Intelligence** 323
- **Motivation, Hard Work, and Intellectual Success** 326

**Animal Minds** 328

- **Animal Intelligence** 328
- **Animals and Language** 330
- **Thinking about the Thinking of Animals** 332

**Taking Psychology with You**
- Does Media Violence Make You Violent? 250

**9 Thinking and Intelligence** 298

- **Thought: Using What We Know** 300
  - The Elements of Cognition 300
  - How Conscious Is Thought? 302
  - Problem Solving and Decision Making 304

**10 Memory** 338

- **Reconstructing the Past** 340
  - The Manufacture of Memory 341
  - The Conditions of Confabulation 343
- **Memory and the Power of Suggestion** 344
  - The Eyewitness on Trial 345
  - Children’s Testimony 346
- **In Pursuit of Memory** 349
  - Measuring Memory 349
  - Models of Memory 351
- **The Three-Box Model of Memory** 352
  - The Sensory Register: Fleeting Impressions 353
  - Short-Term Memory: Memory’s NotePad 353
  - Long-Term Memory: Memory’s Storage System 355
- **The Biology of Memory** 359
  - Changes in Neurons and Synapses 359
  - Where Memories are Made 360
  - Hormones, Emotion, and Memory 361
- **How We Remember** 363
11 Emotion, Stress, and Health 380
The Nature of Emotion 382
Emotion and the Body 382
- BIOLOGY and Lie Detection 389
Emotion and the Mind 391
Emotion and Culture 394
How Culture Shapes Emotions 394
Communicating Emotions 395
Gender and Emotion 396
The Nature of Stress 398
Stress and the Body 399
Stress and the Mind 402
- CULTURE and Control 405
Stress and Emotion 406
Hostility and Depression: Do They Hurt? 407
Positive Emotions: Do They Help? 408
Emotional Inhibition and Expression 408
Coping with Stress 410
Solving the Problem 411
Rethinking the Problem 412
Drawing on Social Support 412

12 Motivation 420
The Hungry Animal: Motives to Eat 422
The Biology of Weight 422
Environmental Influences on Weight 424
- CULTURE and the Ideal Body 427
The Body as Battleground: Eating Disorders 428
The Social Animal: Motives to Love 430
The Biology of Love 430
The Psychology of Love 432
Gender, Culture, and Love 435
The Erotic Animal: Motives for Sex 436
The Biology of Desire 437
The Psychology of Desire 439
Gender, Culture, and Sex 441
- BIOLOGY and Sexual Orientation 443
The Competent Animal: Motives to Achieve 446
The Effects of Motivation on Work 447
The Effects of Work on Motivation 451
Motives, Values, and the Pursuit of Happiness 453

13 Development over the Life Span 460
From Conception through the First Year 462
Prenatal Development 462
The Infant’s World 464
Attachment 465
Cognitive Development 469
Language 470
Thinking 474
Moral Development 478
Gender Development 482
Gender Identity 482
Influences on Gender Development 483
Adolescence 487
The Physiology of Adolescence 488
- BIOLOGY and the Adolescent Brain 489
The Psychology of Adolescence 489
Adulthood 491
Stages and Ages 492
The Transitions of Life 494
Old Age 495
The Wellsprings of Resilience 498

Taking Psychology with You
How to Attain Your Goals 456

Taking Psychology with You
How Much Control Do We Have over Our Emotions and Our Health? 416
14 Theories of Personality 504
Psychodynamic Theories of Personality 506
Freud and Psychoanalysis 506
Other Psychodynamic Approaches 509
Evaluating Psychodynamic Theories 511
The Modern Study of Personality 513
Popular Personality Tests 513
Core Personality Traits 514
Genetic Influences on Personality 518
- BIOLOGY and Animal Traits 518
Heredity and Temperament 519
Heredity and Traits 520
Evaluating Genetic Theories 520
Environmental Influences on Personality 522
Situations and Social Learning 522
Parental Influence—and Its Limits 523
The Power of Peers 525
Cultural Influences on Personality 526
Culture, Values, and Traits 527
- CULTURE and Violence 529
Evaluating Cultural Approaches 532
The Inner Experience 533
Humanist Approaches 533
Narrative Approaches 535
Evaluating Humanist and Narrative Approaches 535
Taking Psychology with You
How to Avoid the “Barnum Effect” 538

15 Psychological Disorders 542
Diagnosing Mental Disorders 544
Dilemmas of Diagnosis 545
- CULTURE and Mental Illness 548
Dilemmas of Measurement 549
Anxiety Disorders 552
Anxiety and Panic 552
Fears and Phobias 554
Obsessions and Compulsions 555
Mood Disorders 556
Depression 556
Bipolar Disorder 557
Origins of Depression 557
Personality Disorders 560
Borderline Personality Disorder 560
Antisocial Personality Disorder 561
Psychopathy: Myths and Evidence 561
Drug Abuse and Addiction 564
Biology and Addiction 565
Learning, Culture, and Addiction 566
Debating the Causes of Addiction 569
Dissociative Identity Disorder 571
Schizophrenia 574
Symptoms of Schizophrenia 574
Origins of Schizophrenia 575
Taking Psychology with You
Mental Disorder and Personal Responsibility 578

16 Approaches to Treatment and Therapy 582
Biological Treatments for Mental Disorders 584
The Question of Drugs 584
Direct Brain Intervention 589
Major Schools of Psychotherapy 592
Psychodynamic Therapy 592
Behavior and Cognitive Therapy 593
Humanist and Existential Therapy 597
Family and Couples Therapy 598
Evaluating Psychotherapy 600
- CULTURE and Psychotherapy 601
The Scientist–Practitioner Gap 602
When Therapy Helps 604
- BIOLOGY and Psychotherapy 607
When Therapy Harms 608
The Value and Values of Psychotherapy 611
Taking Psychology with You
Becoming a Smart Consumer of Psychological Treatments 611

Glossary G-1
References R-1
Credits C-1
Name Index NI-1
Subject Index SI-1
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.
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](http://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.

You can request hard copies of the supplements through your Pearson sales representative. If you do not know your sales representative, go to [http://www.pearsonhighered.com/replocator/](http://www.pearsonhighered.com/replocator/) and follow the directions. For technical support for any of your Pearson products, you and your students can contact [247.pearsoned.com](http://247.pearsoned.com).

Wade/Tavris/Garry *Psychology*, 11th edition, is available in these formats:

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

Supplements for Instructors

The Instructor’s Resource Center ([www.pearsonhighered.com/irc](http://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](http://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.
Online Options for Instructors and Students

**NEW MyPsychLab®**

The **new MyPsychLab** for Psychology, 11th edition delivers proven results in helping students succeed, provides engaging experiences that personalize learning, and comes from a trusted partner with educational expertise and a deep commitment to helping students and instructors achieve their goals. MyPsychLab has a wealth of instructor and student resources including:

**MyPsychLab Video Series** is a comprehensive, and cutting edge set of more than 100 original video clips covering the most recent research, science, and applications across the general psychology curriculum, many using the latest film and animation technology. Each 4-6 minute video clip has automatically graded assessment questions tied to it.

**Writing Assessments** provide students with instant feedback on both content and mechanics, helping to improve their writing and assess their knowledge of important psychological concepts. A collection of conceptual and applied writing prompts corresponding with videos from the MyPsychLab Video Series cover key concepts across the general psychology curriculum.

**MyPsychLab Simulations** allow students to participate in online simulations of virtual classic psychology experiments and research-based inventories, helping to reinforce what they are learning in class and in their book.

An **audio version** of the textbook increases accessibility of the textbook.

A **personalized study plan** for each student, based on Bloom’s Taxonomy, arranges content from lower order thinking (such as remembering and understanding) to higher order thinking (such as applying and analyzing the material). This layered approach promotes better critical thinking skills and helps students succeed in the course and beyond.

**Assessment tied to videos, applications, and the material in every chapter** enables instructors and students to track progress and get immediate feedback. With results feeding into a powerful grade book, the assessment program helps instructors identify student challenges early and find the best resources with which to help them.

An **assignment calendar** allows instructors to assign graded activities with specific deadlines and measure student progress.

**MyPsychLab and Your Campus Learning Management System**

MyPsychLab and text-specific instructor resources such as the test bank are available for integration with a number of Learning Management Systems, including Blackboard. Please contact your Pearson representative to learn more.
Textbooks Online is an exciting new option for students looking to save money. Students can subscribe to the same content online and save up to 50 percent off the suggested list price of the print text. The students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For information, or to subscribe to the CourseSmart eTextbook, visit www.coursesmart.com/.

Supplementary Texts

Contact your Pearson Education representative if you would like to package any of the following supplementary texts with Psychology, 11th edition. A package ISBN is required for your bookstore order.

Current Directions in Introductory Psychology, 2nd edition (ISBN 0-13-714350-8): The second edition of this reader includes more than 20 articles selected for undergraduates from Current Directions in Psychological Science. These timely articles allow instructors to show students how psychologists go about their research and how they apply it to real-world problems.


Forty Studies That Changed Psychology, 7th edition (ISBN 0-205-91839-5) by Roger Hock (Mendocino College): Presenting the seminal research studies that have shaped modern psychological science, this brief supplement provides an overview of the environment that gave rise to each study, its experimental design, its findings, and its impact on current thinking in the discipline.

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.
Like any other cooperative effort, writing a book requires a support team. We are indebted to the following reviewers for their many insightful and substantive suggestions during the development of this edition of *Psychology* and for their work on supplements.

Pam Ansburg, Metropolitan State College of Denver  
Joy Berrenberg, University of Colorado, Denver  
Larry Cahill, University of California, Irvine  
David Calhoun, Columbia College  
Eve Clark, Stanford University  
Paul Chance, Tokyo, Japan  
Anne Coglianese, Ivy Tech Community College  
Katherine Demitrakis, Central New Mexico Community College  
William Domhoff, *University of California, Santa Cruz*  
Michael Domjan, University of Texas  
Kari Dudley, University of New Hampshire  
Bart Ellenbroek, Victoria University of Wellington  
Phoebe Ellsworth, University of Michigan  
Kathleen Gerbasi, Niagara County Community College  
Susan Gray, Barry University  
Gina Grimshaw, Victoria University of Wellington  
David Harper, Victoria University of Wellington  
David Healy, Cardiff University  
Diana Hingson, Florida Gateway College  
Sheneice Hughes, Eastfield Community College  
Fiona Jack, University of Otago  
Lisa Jackson, Schoolcraft College  
William Kimberlin, Lorain County Community College  
Irving Kirsch, University of Plymouth and Harvard Medical School  
Jennifer Lee, Cabrillo College  
Geoff Loftus, University of Washington  
Martha Low, Winston-Salem State University  
Steven Jay Lynn, Binghamton University  
Dorothy Marsili, Kennesaw State University  
David McAllister, Salem State University  
Kasey Melvin, Craven Community College  
Diana Milillo, Nassau Community College  
Bradley Mitchell, Ivy Tech State College  
Robert Plomin, *Institute of Psychiatry, King’s College, London*  
Devon Polaschek, *Victoria University of Wellington*  
Mark Rittman, Cuyahoga Community College  
Susan Schenk, Victoria University of Wellington  
Suzanne Schultz, Umpqua Community College  
Lori Sheppard, Winston-Salem State University  
Alan Swinkels, St. Edward’s University  
Nancy Voorhees, Ivy Tech Community College  
Eric Weiser, Curry College  
Christine Williams, Salem State University  
Rachel Zajac, University of Otago

We also thank all of the reviewers—too numerous to list here—who have helped with previous editions.

We are indebted to our superb editorial and production teams at Pearson, who have unfailingly come through for us on every edition of this complex project. Our thanks to Editor-in-Chief Jessica Mosher, who has shepherded us through many editions by now, with wise counsel; Executive Editor Stephen Frail, for his invaluable and creative ideas on how best to revise this edition; Managing Editor Judy Casillo, who supervised every detail of the revision from start to finish—and we do mean *every* detail!—keeping the project (and us) on track with exceptional efficiency and patience; and Executive Marketing Manager Brandy Dawson for her marketing contributions. The production team was excellent, especially Maureen Richardson, Program Manager, Denise Forlow, Managing Editor, Production, and Annemarie Franklin, Project Manager, as well as Kristy Zamagni and Lindsay Bethoney, our Project Managers at the compositor, PreMedia Global. We also thank Heather McElwain for copyediting, Ben Ferrini and Stephen Merland for photo research, and Leslie Osher and Ilze Lemesis for the warm, clean text design. Maryanne Garry also wishes to thank Jeff Foster and Eryn Newman for their research assistance and her graduate students for their many helpful ideas.

We have always loved learning about psychological discoveries and introducing them to students. We hope you will enjoy reading and using this book as much as we have enjoyed writing it.

Carole Wade  
Carol Tavris  
Maryanne Garry
Psychology