

Preface

Since I started teaching introductory psychology in 1967, my motivation and love for introducing students to this relevant science have not wavered. This commitment to relevance and to science has been not only a foundation of my teaching but it is also the heart of this book. This second edition of *Psychology: Essentials* still uses the theme of psychology as a relevant science and, in line with current trends in the discipline, has increased the emphasis on the biological aspects of psychology and on the positive changes psychology can help us achieve in our lives. These themes, together with a stronger focus on the key ideas in psychology, are the main features of this revision of *Psychology: Essentials*.

Psychology: The Relevant Science

Many students come into an introductory psychology class asking why they should study psychology when their major is physics or computer science or French. To a psychologist the answer is obvious: It will help you to understand yourself and others better. Psychology is relevant to almost every aspect of daily life. What psychologists have learned from memory research, for example, can be used to study more effectively, no matter what the subject is. Principles of learning can be applied to change undesirable behavior in children. Knowledge of sensation and perception can be used to more effectively design computers. Psychology teaches us about the roots of aggression and the influence of groups on individual behavior, highly relevant topics in light of recent terrorist activities. Research on stress, coping, and health can help people to live fuller, happier lives, regardless of their circumstances.

In addition to relevance, this edition continues to stress the scientific nature of the discipline. A hallmark of the book has always been its focus on research, the foundation of all sciences. Here the latest research findings are discussed, along with the classic studies that established psychology as an objective science. More than 600 citations come from sources published since January 2000, including many from 2002. Also, numerous new graphs show students how scientific data can be presented visually.

To make the second edition an up-to-date reflection of the discipline of psychology, I have interwoven a couple of new themes into the chapters:

- **Biological influences on behavior.** Psychologists are increasingly relying on neuroscience and genetics research to understand the effects of biology on behav-

ior. Evolutionary psychology, which examines the survival value of human behaviors, is another area of increasing interest. Knowing that students often have difficulty understanding why it is important to learn biology in a course on psychology, I've taken particular care to present these topics in a psychological context and to underscore the complex relationship between biology, environment, and behavior wherever appropriate. Neuroscientist Lawrence Cauller provided outstanding guidance for incorporating stronger biological neuroscience in this edition.

- **Positive psychology.** Currently, there is a movement in psychology to focus attention on the positive contributions psychology can make to everyday life. Proponents of positive psychology, notably Mihaly Csikszentmihalyi, share the belief that, for much of the twentieth century, psychology concentrated on the negative aspects of life and that it's time to emphasize the positive aspects. Positive psychology offers us the opportunity to take control of and find balance in our lives. With Csikszentmihalyi's expert guidance, I have incorporated material on positive psychology throughout the book.

Focus on Key Ideas

Mastering the core content of the introductory psychology course is a significant challenge. Students today are often overwhelmed by information from lectures, textbooks, the Internet, and other media and have more trouble than ever finding the main ideas in their courses. To address these challenges and help students achieve the best possible outcome, I have developed a learning system for this edition that emphasizes basic concepts and ideas, encourages review, and promotes critical thinking. This system frames the presentation in the textbook and the supplements, providing a truly integrated package that facilitates and reinforces learning.

The learning system has several components, all centered on three to six key ideas per chapter. These ideas are encapsulated in learning goals, which correspond with the chapter's main headings, as shown at the opening of each chapter. The learning goals reappear at several places in the chapter: as a question at the beginning of the main section, in a guided review at the end of the section (titled Review and Sharpen Your Thinking), and again in a summary at the end of the

chapter. Each main section also begins with a content map of the section and subsection headings. A complete chapter map at the end of the chapter shows how all the sections work together to illuminate the topic. Thus the content maps provide a visual guide to the core concepts that support the learning goals.

To encourage application of the core concepts and increase the likelihood that they will be remembered, the learning system includes critical thinking questions keyed to the learning goals in the Review and Sharpen Your Thinking sections. Additionally, What Do You Think? exercises accompany the Critical Controversy boxes, and three or more critical thinking exercises follow the review section at the end of each chapter in the Apply Your Knowledge section. For students who have access to the Web, the end-of-chapter exercises include at least one Web-based activity.

To help students make the best use of the student supplements, notes in the margins of the text remind students where to go to check their grasp of key concepts and ideas. An additional reminder appears in the Connections section at the very end of each chapter. Repeating the learning goals and maps in the student supplements reinforces the lessons from the book and eliminates the confusion many students have about how to use the supplements to boost performance in a course.

Changes in Coverage

In addition to increased emphasis on neuroscience, evolutionary psychology, and positive psychology, the second edition of this book contains increased coverage of human diversity and controversies in psychology. This material is presented where appropriate throughout the book.

The second edition of *Psychology: Essentials* has much the same table of contents and chapter sequence as the first edition, with two major exceptions. First, the chapter on human development now falls closer to the beginning of the book (chapter 3). Second, a chapter on health and well-being has been added (chapter 13).

The substance and presentation in each chapter have been thoroughly revised. Some of the detail that is less relevant today than it once was has been pruned to make room for cutting-edge research, and some of the presentation was reconceptualized to focus on the key ideas reflected in the learning goals. Although there isn't enough space here to list all of the changes in this edition, here are the highlights:

CHAPTER 1 The Science of Psychology

- New discussion of attitudes central to the scientific approach
- Reorganized section on research methods, focusing on descriptive, correlational, and experimental research and including new coverage of positive and negative correlations and their interpretation

- Expanded, updated coverage of the evolutionary psychology approach and a new section on positive approaches to psychology, including the humanistic movement and the positive psychology movement
- New section on how to get the most out of psychology, focusing on study habits and skills

CHAPTER 2 The Brain and Behavior

- New opening discussion of the characteristics of the nervous system, focusing on complexity, integration, adaptability, and electrochemical transmission
- Revised presentation of neuron structure and function, including new material on neurotransmitters and neural networks
- Updated coverage of functioning in the left and right hemispheres of the brain and many new drawings of the brain
- Separate section on the endocrine system
- New section on genetics and evolution

CHAPTER 3 Human Development

- Added coverage on the brain and how it changes from infancy to adulthood
- Revised discussion of socioemotional development in childhood, including the effects of parenting style and gender development
- New sections on positive psychology and development in childhood, adolescence, and adulthood
- Expanded discussion of biological aspects of aging, including updated information on Alzheimer's disease
- Updated coverage of cognitive changes and aging, including new figures on age-related changes in intellectual abilities and reaction time
- Discussion of research on what makes a successful marriage and research on emotion, social networks, and aging

CHAPTER 4 Sensation and Perception

- Completely revised discussion of how we sense and perceive the world
- New coverage on parallel processing in the visual cortex
- New information on sound localization in the discussion of the auditory system
- Expanded coverage of pain, including new discussions of the "fast" and "slow" pain pathways and pain control and treatment

CHAPTER 5 States of Consciousness

- Neuroscience coverage incorporated in sections on consciousness, stages of sleep, dreams, and psychoactive drugs
- Greater coverage of circadian rhythms
- New coverage of the role of sleep in the storage and maintenance of long-term memory
- Addition of recent research on sleep deprivation in adolescents and older adults
- Inclusion of new research on dream content across cultures
- Most recent data on trends in adolescent drug use

CHAPTER 6 Learning

- Expanded and clarified discussion of classical conditioning, including the role of classical conditioning in health problems and applications to consumer psychology
- Easier-to-understand examples of positive and negative reinforcement
- Improved comparison of punishment and negative reinforcement
- Expanded discussion of applications of operant conditioning, including the use of shaping and behavior modification in the classroom

CHAPTER 7 Memory

- Revised coverage of memory encoding, including the effects of divided attention
- Revised coverage of memory storage with a new section on connectionist networks
- Revised discussion of forgetting, including the forgetting curve, decay and transience, and motivated forgetting
- Complete reorganization of memory and study strategy section to correspond to the organization of the preceding discussion of memory

CHAPTER 8 Thinking, Language, and Intelligence

- Earlier discussion of the link between cognition and language
- Revised section on language acquisition and development, including material on the effects of maternal speech on vocabulary development in infants and a new figure showing language milestones
- Added sections on theories of multiple intelligences and emotional intelligence
- New section on the influence of heredity and environment on intelligence, including gender and cultural comparisons

CHAPTER 9 Motivation and Emotion

- Improved section on motivation theory, including additional information on the evolutionary approach to motivation, arousal and sensation seeking, and intrinsic and extrinsic motivation
- Expanded and updated discussion of blood chemistry and obesity, neurotransmitters and hunger, obesity in the U.S., and anorexia nervosa and bulimia nervosa
- New discussion of the importance of self-generated goals in achievement, along with a cross-cultural comparison of math achievement in the United States, Japan, and Taiwan
- New discussion of the roles of neural circuits and neurotransmitters, including the links between emotion and the brain's hemispheres
- New focus on positive emotions and how they might enhance people's well-being

CHAPTER 10 Personality

- Revision of social cognitive theory section to include discussions of personal control, perceptions of control, and optimism
- Expansion of section on personality assessment to include assessment of the big five factors and locus of control

CHAPTER 11 Psychological Disorders

- Greater coverage of the multiaxial system in *DSM-IV*, including a new figure on the major categories of psychological disorders, organized according to Axis I and Axis II
- Introduction of the concept of etiology, new discussion of the etiology of anxiety disorders, and expanded discussion of post-traumatic stress disorder
- Updated discussion of mood disorders, including new coverage on neurobiological abnormalities and new material on the depressive realism view of depression
- New section on suicide, including comparison of suicide rates across cultures
- Expanded discussion of schizophrenia, including recent information about heredity and neurobiological factors

CHAPTER 12 Therapies

- Substantial reorganization to place biological therapies at the beginning of the chapter
- Updated discussion on the effects of drug therapies, including Prozac and Risperdal
- New sections on cognitive-behavior therapy and the use of cognitive therapy to treat psychological disorders

- New section on sociocultural approaches, including coverage of the community mental health movement
- New discussion of the relationship between the effectiveness of psychotherapy and ethnicity and gender

CHAPTER 13 Health and Well-Being

- Discussion of stress that focuses on sources—including the workplace—and physical, sociocultural, and cognitive responses
- Section on stress and illness that covers the link between positive emotions and health
- Section on coping strategies that covers problem-focused and emotion-focused coping, optimism and positive thinking, and the role of religion in helping people cope with stress
- Section on healthful living, with coverage of the effectiveness of the antidepressant Zyan, nicotine patches, and other methods in helping people to quit smoking

CHAPTER 14 Social Psychology

- Expanded discussion of the symptoms of groupthink and strategies for avoiding groupthink
- Discussion of leadership styles in women and men
- Expanded, updated discussion of prejudice, focusing on the reasons people develop prejudice
- Updated section on social interaction, including discussion of neurotransmitters and recent information on children's TV viewing habits and possible links to aggression
- Addition of recent research on gender and relationships

Print and Media Supplements

For the Student

Online Learning Center for Students The official website for *Psychology: Essentials* contains chapter outlines, practice quizzes that can be emailed to the professor, key term flashcards, interactive exercises, internet activities, Web links to relevant psychology sites, drag-and-drop labeling exercises, Internet primer, career appendix, and a statistics primer. New and exclusive to this edition of the Online Learning Center is a collection of brief “FYI” enrichment articles about selected topics tied to each chapter at www.mhhe.com/Santrockep2.

PowerWeb This unique online tool, accessed through the Online Learning Center, provides current articles, curriculum-based materials, weekly updates with assessment, informative and timely world news, refereed Web links, research tools, study tools, and interactive exercises. A PowerWeb access card is packaged FREE with each new copy of *Psychology: Essentials*.

Making the Grade Student CD-ROM Packaged FREE with *Psychology: Essentials*, this user-friendly CD-ROM provides an opportunity to test comprehension of the course material. The CD-ROM opens with a Learning Style/Study Skills questionnaire that can be used to identify the best way to study. Also included are practice tests that cover topics in the introductory psychology course, an Internet primer, and a statistics primer.

New! In-Psych Student CD-ROM *In-Psych* sets a new standard for introductory psychology multimedia. Packaged FREE with the book, the CD-ROM is organized according to the textbook's chapter outlines and features more than sixty interactive exercises chosen to illustrate especially difficult core introductory psychology concepts. Each exercise showcases one of three types of media assets: an audio clip, a video clip, or a simulation lab. *In-Psych* also includes a pre-test, follow-up assignments, and Web resources. *In-Psych* also includes *Making the Grade* chapter quizzes, a student research guide, and an interactive timeline that puts events, key figures, and research in psychology in historical perspective. (Available in December 2002)

GradeSummit This Internet service is a diagnostic self-assessment and exam-preparation tool designed to focus student attention on the key material and to make study time more efficient. *GradeSummit* reveals student strengths and weaknesses in comprehension and provides feedback and direction for increasing understanding. *GradeSummit* contains thousands of unique exam-like questions written by professors and peer-reviewed for quality and accuracy. For more information, visit www.gradesummit.com.

Student Study Guide By Ileana Rodriguez, Triton College. Designed to reinforce the key ideas in *Psychology: Essentials*, the *Student Study Guide* contains the following features for each chapter: content overview, learning objectives, guided review for each section, three practice tests, essay questions, crossword puzzle, learning goal checklist, and diagram labeling exercises.

Psych On-Line This supplement points the way to the Internet for psychology research and provides general resource locations. Psychology sites are grouped by topic with a brief explanation of each site.

For the Instructor

Instructor's Course Planner This manual provides many useful tools to enhance teaching. For each chapter, the manual provides teaching objectives, chapter overviews, key terms, Teaching the Chapter, lecture/discussion suggestions, goal reinforcement classroom activities, an Experiencing Psychology boxed feature, critical thinking questions,

video/media suggestions, and references and sources of bibliographical information.

Test Item Files Two sets of test items provide a wide variety of questions, enough to last the life of this edition. The questions in the *Test Item Files* are also available on *Brownstone*, a powerful, accessible test-generating program that McGraw-Hill offers on a hybrid CD-ROM. With *Brownstone*, instructors can easily select questions and print tests and answer keys. Instructors can also customize questions, headings, and instructions; add or import their own questions; and print tests in a choice of printer-supported fonts.

In-Class Activities Manual By Patricia A. Jarvis, Cynthia R. Nordstrom, and Karen B. Williams, Illinois State University. Geared to instructors of large introductory psychology courses, this Activities Manual covers every major topic in the course. Nineteen chapters include 58 separate activities, all of which have been used successfully in the authors' classes. Each activity includes a short description of the demonstration, the approximate time needed to complete the activity, the materials needed, step-by-step procedures, practical tips, and suggested readings related to the activity. The manual also includes teaching tips for both the novice and experienced instructor on how to prepare an effective syllabus, what to consider when structuring a large section, how to select and manage a teaching assistant, and other key topics.

PowerPoint Lectures Available on the Internet, these presentations cover the key points of the chapter and include charts and graphs from the text. Helpful lecture guidelines are provided in the Notes section for each slide. They can be used as they are or modified to meet instructional needs.

Overhead Transparencies More than 70 key images from the text are available to the instructor upon adoption. A separate package, the *Introductory Psychology Transparency Set*, provides more than 100 additional images illustrating key concepts in general psychology.

Online Learning Center for Instructors The password-protected instructor side of the text website contains the *Instructor's Course Planner*, a sample chapter from the textbook, PowerPoint presentations, Web links, and other teaching resources at www.mhhe.com/Santrockep2.

PageOut™ This exclusive McGraw-Hill product allows even the most inexperienced computer user to quickly and easily create a professional-looking course website. The instructor simply fills in templates with course-specific information and with content provided by McGraw-Hill and then chooses a design. Best of all, it's FREE! www.pageout.net

Instructor's Resource CD-ROM This comprehensive CD-ROM includes the contents of the *Instructor's Course Planner*,

Test Item Files, an image gallery, and PowerPoint slides. The Presentation Manager provides an easy-to-use interface for the design and delivery of multimedia classroom presentations.

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