Preface

From psychology's inception as a separate discipline, authors of introductory psychology textbooks have been confronted with the need to convey a broad discipline to students in a book of reasonable length. To accomplish all that Les originally intended, this book could easily have been twice as long as it is now. A century ago, William James, disturbed at the length of his now-classic *Principles of Psychology,* gave his own stinging review of it. He called it, among other things, "a bloated tumescent mass." Though this comment might have been written during one of James's frequent bouts with depression, it indicates the challenge of synthesizing a vast quantity of information. Given that psychology has become an even broader discipline and has accumulated an enormous information base, Les quickly discovered that he would somehow have to manipulate a kind of intellectual "Rubik's cube" of six goals to avoid producing a bloated, tumescent mass (or what textbook reviewers often, perhaps euphemistically, refer to as an "encyclopedic" book). Our goals in writing the fifth edition could only be achieved by considering each goal in light of the others.

If you have not adopted this book in the past, we believe that you, too, will find that your students will be eager to read and to learn from it. You will find that the book achieves this while also accomplishing the following goals:

- Portraying psychology as a science
- Demonstrating the superiority of science over common sense
- Showing that psychological research occurs in a sociocultural context
- Illustrating the relevance of psychology to everyday life
- Encouraging critical thinking in all aspects of life, particularly in the media
- Placing psychology in its intellectual, historical, sociocultural, and biographical contexts

To ensure that students will find the book appealing, we have made every effort to write clearly and concisely and to include interesting content. To make our prose as clear as possible, we have taken care that every sentence, paragraph, and section in the book presents a crisp, logical flow of ideas. To make the content more interesting, we have included many engaging examples of concepts and issues throughout the book. Because we find books that provide vivid examples of the concepts and issues they cover are more readable, we have included concrete examples from psychological research and from virtually every area of life, including art, literature, history, biography, entertainment, sports, politics, and student life.

Though a textbook should be readable, for students to respect psychology as a science the textbook they use must be scholarly. Though popular examples are sprinkled throughout this text, they are not used as substitutes for evidence provided by scientific research. If you skim the reference list at the end of the book, you will note that it is up-to-date in its coverage of research studies, yet does not slight classic studies.

THEMES GUIDING *PSYCHOLOGY,* FIFTH EDITION

The fifth edition of *Psychology* includes special features that advance the six main goals of this text.

Portraying Psychology as a Science

Over the years, several of our colleagues have expressed frustration that many people—including students—do not realize that psychology is a science, instead believing that it is based on common sense and the opinions of experts called "psychologists." Because of this,

one of the primary goals of this book is to show the student reader that psychology is, indeed,

CHAPTER-SPECIFIC CHANGES

There were a number of specific changes to this edition:

Chapter 6: Consciousness

Chapter 12: Emotion

- Integrated the Lie Detector section by moving it from the chapter-ending Thinking About Psychology feature to its own subsection within the Biopsychology of Emotion section.

We would also like to thank those who contributed to the supplements that are available with this book: Jody Davis, Sue Frantz, Jeff Greene, and Jan Kottke.

Thanks to Paul Levy for writing the excellent appendix on industrial/organizational psychology.

The quality of the book was enhanced by input from the many reviewers who provided us with thoughtful advice on each of the chapters.

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SUPPLEMENTS

Students

Making the Grade Student CD-ROM

Packaged for FREE, this user-friendly CD-ROM gives students an opportunity to test their comprehension of the course material in a manner that is most comfortable and beneficial to them. The CD-ROM opens with a Learning Style/Study Skills questionnaire. Also included are practice tests that cover topics in the introductory psychology course, an Internet primer, and a statistics primer.

In-Psych CD-ROM

In-Psych sets a new standard for introductory psychology multimedia. Every **In-Psych** CD-ROM is organized according to the textbook the CD accompanies and features 70 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—and includes a pre-test, follow-up assignments, and web resources. **In-Psych** also includes chapter quizzes, a student research guide, and an interactive timeline that puts events, key figures, and research in psychology in historical perspective. A learning style assessment tool helps students identify what kind of learners they are—kinesthetic, auditory, or visual—and then provides them with study tips tailored to their own particular learning style.

Student Study Guide

For each chapter of the text, the student is provided with Learning Objectives, Chapter Outline (new), Key Concepts (new), Key Contributors (new), Guided Review (for each section), Mini Review (matching), Practice Test, Essay Questions, Fill-in labels (new), and Transparency Masters (new).

Online Learning Center

The official website for the text contains Chapter Outlines, Practice Quizzes that can be emailed to the professor, internet exercises based on all boxed features in the book, Interactive Exercises, Links to Working the Web sites, Recommended Readings, Internet Primer, Becoming a Psychology Major, and a Statistics Primer. www.mhhe.com/Sdorow5

Instructors

Instructor's Manual

This instructor's manual provides many useful tools to enhance your teaching. For each chapter you will find Learning Objectives, Chapter Outlines, Key Concepts (new), Key Contributors (new), Teaching the Chapter, Lecture/Discussion suggestions, Classroom Activities (new), Experiencing Psychology boxed feature (new), Critical Thinking questions, Video/Media Suggestions, References, and Sources of Biographical Information.

Test Bank

A *Test Item File* with questions for all seventeen chapters will be available to instructors who adopt *Psychology, 5e.* The questions in the *Test Item File* are also available on *Diploma Testing Software,* a powerful but easy-to-use test-generating program by Brownstone Research Group. Diploma is available for your use in a cross-platform CD-ROM. With its Test Generator, On-Line Testing Program, Internet Testing, and Grade Management Systems, Diploma is instructor-friendly software.

PowerPoint® Lectures

Available on the book's website and the Instructor's Resource CD, these presentations cover the key points of the chapter and include charts and graphs from the text where relevant. They can be used as is or modified to meet your personal needs.

Overhead Transparencies

Over 70 key images drawn directly from this textbook are available for the instructor upon adoption. In addition, the *Introductory Psychology Transparency Set* provides over 100 additional transparencies illustrating key concepts in general psychology.

Online Learning Center

This collection of Student and Instructor resources contains a wealth of additional materials. The password-protected Instructor side of the site contains the Instructor's Manual, Power-Point Presentations, Experiencing Psychology feature, Web Links, Image Gallery, and other teaching resources.

Instructor's Resoure CD

Includes the contents of the Instructor's Manual, Test Bank, Image Gallery, and PowerPoint® slides. The Instructor's Resource CD provides an easy-to-use interface for the design and delivery of multimedia classroom presentations.

PageOut- Build your own course website in less than an hour.

You don't have to be a computer whiz to create a website, especially with an exclusive McGraw-Hill product called PageOut™. It requires no prior knowledge of HTML, no long hours of coding, and no design skills on your part. With PageOut even the most inexperienced computer user can quickly and easily create a professional-looking course website.

Realizing that the ideal textbook might be approached but never achieved, we welcome your comments about the book and suggestions for improving it. Just as user comments improved the previous editions, more comments will improve the next edition. Please send your correspondence to Psychology Editor, McGraw-Hill College Division, 699 Boylston Street, Boston, MA 02116.

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