DAVID G. MYERS

5th Edition

PSYCHOLOGY IN EVERYDAY LIFE
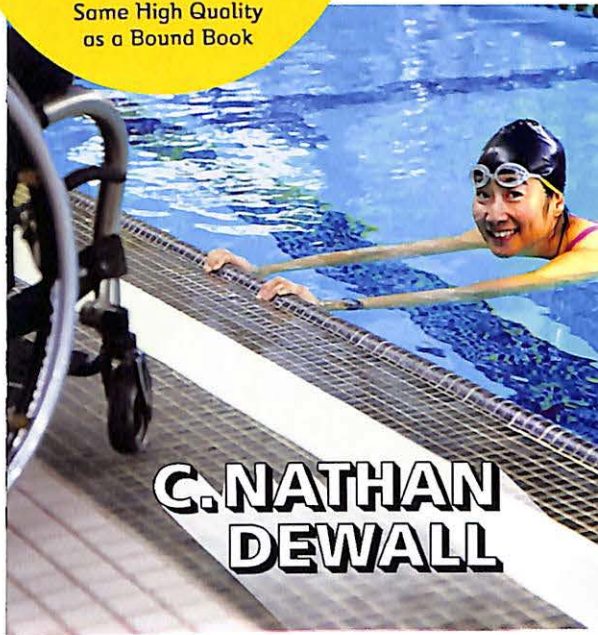
C. NATHAN DEWALL

How Does Psychology Apply to YOUR Everyday Life?

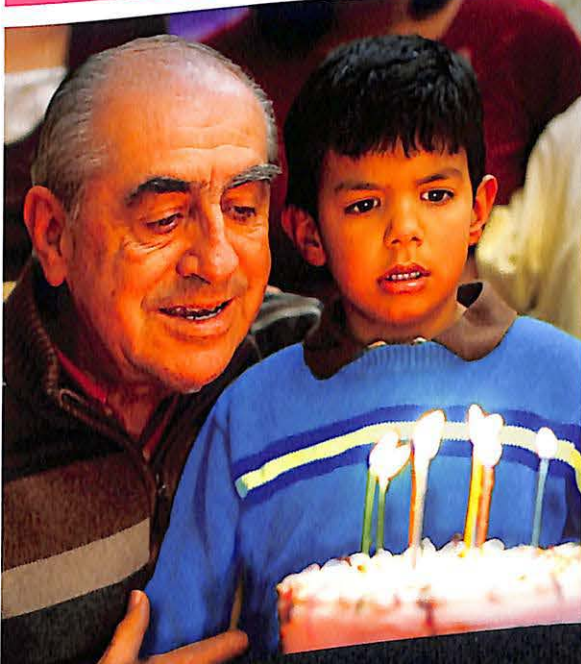We asked **73** students from **5** different schools to pick their **FAVORITES** among the many real-world applications found within *Psychology in Everyday Life*. Here are their top-rated questions with page references for where you can find the related discussion!

What are some specific tips for improving your memory? *pp. 26 – 27, 208, 210*

What may help prevent psychological disorders? *pp. 422 – 424*

What and why do we dream? *pp. 64 – 65*

How do biological, psychological, and social-cultural factors contribute to psychological disorders? *pp. 364 – 365*

How can we alter our thinking in stressful situations so that we feel less anxious and depressed? *pp. 284 – 286, 408 – 411*

What causes us to forget? *pp. 202 – 207*

How do parenting-style differences affect children? *pp. 88 – 90*

What factors affect the risk of anxiety disorders, obsessive-compulsive disorder (OCD), and posttraumatic stress disorder (PTSD)? How about substance use disorders, bipolar disorder, major depressive disorder, schizophrenia, and anorexia nervosa? *pp. 370, 379, 384, 389 – 390, 391*

What affects gender bias in the workplace, and how are gender roles and attitudes changing? *pp. 109 – 110*

How do our personality traits change over time? *pp. 348 – 350*

What are the social and emotional effects of social networking? *pp. 94 – 95, 258 – 259*

Why can we remember so little from our first four years of life? *pp. 196, 208, 209*

How do women and men differ at reading others' nonverbal emotions? *p. 268*

Can the brain repair itself after damage? *pp. 2, 50, 51, 60*

Can self-control really make us healthier, more successful, and better able to cope with stress? How can we strengthen our self-control? *pp. 92 – 93, 166, 174 – 175, 258 – 259, 261, 265, 283 – 285, 292, 297*

How can we get a better night's sleep? *pp. 62 – 64*

Are memories of childhood sexual abuse often repressed? If so, can they be recovered? *pp. 208 – 209*

How many college students have experienced depression in the last year? *p. 380*

What are the effects of nature and nurture on our intelligence? *pp. 235 – 238*

How, by adopting a healthier lifestyle, might people find some relief from depression? *p. 418*

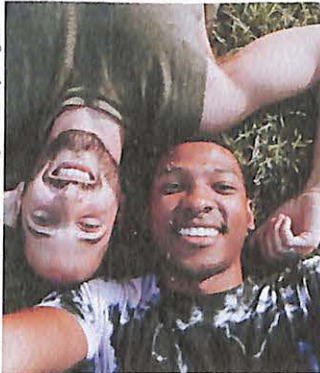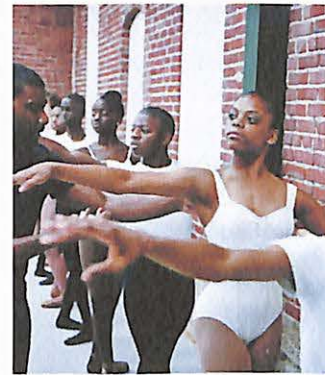What are the effects of a *growth mindset* on our success and well-being? *pp. 26, 238*
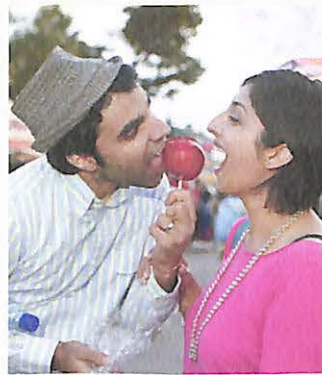
How do sleep, friends, and genetics affect weight? *pp. 253 – 254*

How does the stress of significant life changes—even happy ones—affect our health? *p. 277*

Psychology

IN EVERYDAY LIFE

FIFTH EDITION

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Photographer Steven Herpich, courtesy of Hope College Public Affairs and Marketing

David Myers received his B.A. in chemistry from Whitworth University, and his psychology Ph.D. from the University of Iowa. He has spent his career at Hope College in Michigan, where he has taught dozens of introductory psychology sections. Hope College students have invited him to be their commencement speaker and voted him "outstanding professor." His research and writings have been recognized by the Gordon Allport Intergroup Relations Prize, an Honored Scientist award from the Federation of Associations in Behavioral & Brain Sciences, an Award for Service on Behalf of Personality and Social Psychology, a Presidential Citation from APA Division 2, election as an American Association for the Advancement of Science Fellow, and three honorary doctorates.

With support from National Science Foundation grants, Myers' scientific articles have appeared in three dozen scientific periodicals,

Carol Myers
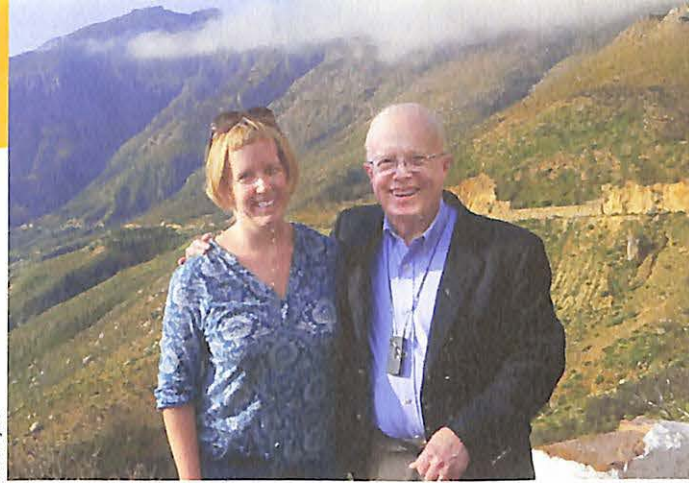
David, in South Africa with daughter Laura, a "sociobehavioural scientist" at the University of Cape Town's Desmond Tutu HIV Foundation.

including *Science, American Scientist, Psychological Science,* and *American Psychologist.* In addition to his scholarly and textbook writing, he digests psychological science for the general public. His writings have appeared in four dozen magazines, from *Today's Education* to *Scientific American.* He also has authored five general audience books, including *The Pursuit of Happiness* and *Intuition: Its Powers and Perils.*

David Myers has chaired his city's Human Relations Commission, helped found a thriving assistance center for families in poverty, and spoken to hundreds of college, community, and professional groups worldwide.

Drawing on his experience, he also has written articles and a book *(A Quiet World)* about hearing loss, and he is advocating a transformation in American assistive listening technology (see HearingLoop.org). For his leadership, he has received awards from the American Academy of Audiology, the hearing industry, and the Hearing Loss Association of America.

David and Carol Myers met and married while undergraduates, and have raised sons Peter and Andrew, and a daughter, Laura. They have one grandchild, Allie (seen on page 82).

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Nathan DeWall is professor of psychology at the University of Kentucky. He received his bachelor's degree from St. Olaf College, a master's degree in social science from the University of Chicago, and a master's degree and Ph.D. in social psychology from Florida State University. DeWall received the College of Arts and Sciences Outstanding Teaching Award, which recognizes excellence in undergraduate and graduate teaching. The Association for Psychological Science identified DeWall as a "Rising Star" early in his career for "making significant contributions to the field of psychological science." He is in the top 1 percent of all cited scientists in psychology and psychiatry on the Institute for Scientific Information list, according to the Web of Science.

DeWall conducts research on close relationships, self-control, and aggression. With funding from the National Institutes of Health,

the National Science Foundation, and the John Templeton Foundation, he has published over 200 scientific articles and chapters. DeWall's research awards include the SAGE Young Scholars Award from the Foundation for Personality and Social Psychology, the Young Investigator Award from the International Society for Research on Aggression, and the Early Career Award from the International Society for Self and Identity. His research has been covered by numerous media outlets, including Good Morning America, *The Wall Street Journal, Newsweek, The Atlantic Monthly, The New York Times, The Los Angeles Times, Harvard Business Review, USA Today,* National Public Radio, the BBC, and *The Guardian.* He has lectured nationally and internationally, including in Hong Kong, China, the Netherlands, England, Greece, Hungary, Sweden, Australia, and France.

Nathan is happily married to Alice DeWall and is the proud father of Beverly "Bevy" and Ellis. He enjoys playing with his two golden retrievers, Finnegan and Atticus. As an ultramarathon runner, he completed numerous races, including the Badwater 135 in 2017

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(dubbed "the World's toughest foot race"). In his spare time now, he writes novels, watches sports, tends his chickens, and plays guitar and sings in a rock band called *Roar Shock.*

CONTENTS

PSYCHOLOGY IS FASCINATING, and so relevant to our everyday lives. Psychology's insights enable people to be better students, more tuned-in friends and partners, more effective co-workers, and wiser parents. With this new edition, we hope to captivate students with what psychologists are learning about our human nature, to help them think more like psychological scientists, and, as the title implies, to help them relate psychology to their own lives—their thoughts, feelings, and behaviors. And we hope to make the *teaching* of psychology easier and more enjoyable for you, the instructor. Our integrated resources aim to support your class preparation, and to bring your students to class better prepared.

We have created this very brief, uniquely student-friendly book with supportive input from hundreds of instructors and students (by way of surveys, focus groups, content and design reviews, and class testing). Compacting our introduction of psychology's key topics keeps both the length and the price manageable, with loose-leaf and digital-only options being especially affordable for students. And we write with the goal of making psychology accessible to all students, regardless of their personal or academic backgrounds. It has been gratifying to hear from instructors who have been delighted to find that this affordable, accessible text offers a complete, college-level survey of the field that they can proudly offer to their students.

What's New in the Fifth Edition?

In addition to our thorough, line-by-line updating of every chapter, and our ongoing efforts to *make no assumptions* about student readers' gender identity, sexual orientation, culture, relationship or family status, age, economic or educational background, or physical ability, we offer much that is new in this fifth edition:

1. **Over 900 new research citations.** Our ongoing scrutiny of dozens of scientific periodicals and science news sources, enhanced by commissioned reviews and countless emails from instructors and students, enables integrating our field's most important, thought-provoking, and student-relevant new discoveries. Part of the pleasure that sustains this work is learning something new every day! *See MacmillanLearning.com*

for a chapter-by-chapter list of significant Content Changes.

2. **Think, Consider, Improve.** This new theme highlights how throughout the text, students are encouraged to

   • *think critically,* by examining sources and evidence;

   • *consider other voices and ideas,* by being open to diverse perspectives; and

   • *improve their everyday life,* by using evidence-based principles to boost their relationships, academic success, stress-management, and so much more. Students may start by taking advantage of the NEW Student Preface—**Student Success: How to Apply Psychology to Live Your Best Life** on p. xxix.

3. **Chapter 4, Sex, Gender, and Sexuality.** A lot has changed in the field of psychology since the last edition was written, especially in this fast-moving subfield. We sought extra reviews from experts and instructors and made extensive updates to this coverage. We've worked to be appropriately inclusive and fully up-to-date in our presentation—representing the abundance of current research in this area, but also encompassing the lived experiences of many people, which may not yet be well represented in the literature.

4. **Post-Truth World.** Chapter 1 has a new section, "Psychological Science in a Post-Truth World," which is accompanied by my [DM's] new tutorial animation, "Thinking Critically in Our Post-Truth World" in LaunchPad, and also at tinyurl.com/PostTruthMyers.

5. **Everyday Life Questions.** The revised "In Your Everyday Life" questions now appear periodically in the margins (rather than at the end of the chapter), with new "*Improve* Your Everyday Life" questions added to the mix.

6. **Fully mobile-compatible, accessible e-book.** The e-book can now go with any student, anywhere, and it meets accessibility standards.

7. **"Thinking Critically About . . ." infographics.** All of these infographics have been revised and updated for the new edition, with two entirely new pieces on "Sexual Aggression" (Chapter 4) and "How to Be Persuasive" (Chapter 11; See **FIGURE 1**). They are also now accompanied by *new corresponding activities in LaunchPad.*

8. **Concept Practice activities.** LaunchPad offers 120 of these dynamic, new, interactive mini-tutorials that teach and reinforce the course's foundational ideas. We've included callouts from the text pages to especially pertinent, helpful online resources. (See **FIGURE 2** for a sample.)

Thinking Critically About:
How to Be Persuasive

LOQ 11-5 How can we share our views more effectively?

Would you like to be persuasive with those whose views differ from yours?

Do not:

Loudly argue your position before listening. Yelling backfires.

Humiliate people, or imply that they are ignorant. Insults breed defensiveness.

^%*&#!!

idiot

Stupid

#&#!!

Bore people with complex and forgettable information.

Therefore, with that said, direct your attention to this very dull and wonky and boring statistic that you will never remember. Now, however, on the other hand, here are yet more data points that are even more dry and overly complicated than the last... Let us continue...

Do:

Identify your shared values or goals, such as, "We all want to graduate, yes? Find a better job? Let's study for the test before we take time off to hang out."

Appeal to others' admirable motives. Relate your aims to their yearnings.[1] For example:

"I would like us to *recover the good old days*, when people owned hunting rifles and pistols, but not assault rifles.

"I would prefer to *make a change*, so that in the future people may own hunting rifles and pistols, but no one will have assault rifles."
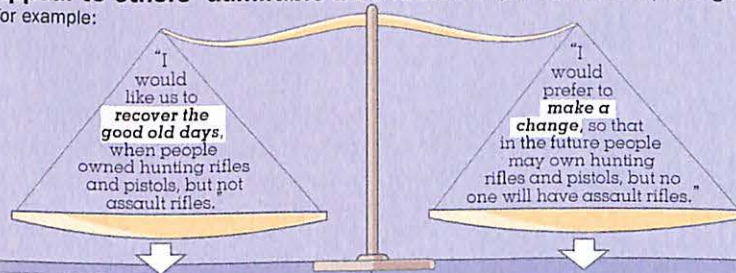
Political conservatives tend to respond to nostalgia. Those promoting gun safety legislation to this group should frame their message as an affirmation of yesteryear.

Political liberals respond better to future-focused messages.

Make your message vivid. People remember dramatic visual examples well. Pictures of unvaccinated children suffering from preventable diseases, or hungry children starving speak to the heart as well as the head.

Repeat your message. People often come to believe repeated falsehoods, but they also tend to believe oft-repeated truths.

Engage your audience in restating your message or, better yet, acting on it. Engage them in actively owning it—not just passively listening.

Science Evidence-based Science Evidence-based Science Evidence-based Consider alternatives
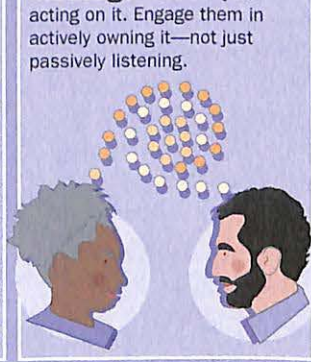
1. Lammers & Baldwin, 2018.

FIGURE 1 Sample "Thinking Critically About" infographic from Chapter 11, Social Psychology

LaunchPad For an animated tutorial on correlations, engage online with *Concept Practice: Positive and Negative Correlations*. See also the *Video: Correlational Studies* for another helpful tutorial animation.

FIGURE 2 Sample LaunchPad callout from Chapter 1

9. **Active Learning.** Our Instructor's Resources have long been considered the "gold standard" in the field, and they nicely support students' active learning in class. There are additional NEW Classroom Exercises, Student Projects, Demonstrations, and Lecture/Discussion Topics that work well for think-pair-share, small group, and large group activities.

Why Should I Use *Psychology in Everyday Life,* Fifth Edition, and Its Resources?

There are several reasons we think you should consider using this text and its resources for your classes:

1. **These resources are top quality.** Our resources offer *up-to-date, carefully checked content and assessment you can rely on,* with a study system that follows best practices from learning and memory research. This new fifth edition includes *hundreds of new citations* representing the field's most important, thought-provoking, and student-relevant new discoveries. We have worked with dozens of helpful reviewers, and with our editors run the text manuscript through *eight* drafts. Our dedicated Media and Test Bank authors and editors have focused similar intensity on their work.

(For example, our Test Bank questions go through four stages of checking to ensure there is appropriate coverage for each new edition.)

2. **This text and its resources make life easier for instructors like you.** We've imagined the worst-case scenario of being asked to teach a course on a Friday and walking into the classroom ready to go on a Monday. Step 1: Assign a book students tell us they love! Step 2: You have what you need with *LaunchPad's full course solution* (e-book, adaptive quizzing and other assessments, clicker questions, classroom activities and other Instructor Resources, abundant videos, and numerous engaging student tutorials and activities for each chapter—all reporting to an easy-to-use gradebook). Or you may opt for the simplified (and extra-affordable) *Achieve Read & Practice* (e-book and adaptive quizzing, reporting to a gradebook with analytics on student performance). These engaging, integrated, top-notch options are both ready to use as is, with default courses set up, or you can readily tweak them to suit your needs. Our popular adaptive quizzing system has been shown to bring students to class better prepared, and help them do better in class.

3. *Psychology in Everyday Life* **is among the most affordable options available.** The digital-only or looseleaf options compete with Open Educational Resources (OER) printouts on price, and far surpass OER on success in the course for students, and ease of use and success for instructors.

4. **We wrote this text with diverse student readers in mind.** From the first edition, we have endeavored to make no assumptions in terms of students' gender identity, sexual orientation, culture, relationship or family status, age, economic

or educational background, or physical ability. The text includes abundant, integrated coverage of psychology's diversity, and plenty of everyday life applications to draw all students into the content. Since this text's first edition, one of its Eight Guiding Principles has been "To convey respect for human unity and diversity." (See p. xxiii. See also **TABLE 1** The Psychology of Gender, Gender Identity, and Sexuality, and **TABLE 2**, The Psychology of Culture, Ethnicity, and Race.)

5. **These resources teach critical thinking.** "To teach critical thinking" has been the first of the "Eight Guiding Principles" that have guided our work on this text since the first edition. (See p. xxii.) Chapter 1 takes a critical-thinking approach to introducing students to psychology's research methods and the idea that *psychology is a science.* Critical thinking is a key term on p. 2 and is encouraged throughout the text and its resources. For example, we offer "Thinking Critically About . . ." infographics in each chapter, with accompanying activities in LaunchPad. See **TABLE 3**, Critical Thinking, for a deeper list of coverage.

6. **This text is perfect for nursing and premed students.** *Psychology in Everyday Life* maps well onto the new MCAT's psychology section. Since 2015, the MCAT has devoted 25 percent of its questions to the "Psychological, Social, and Biological Foundations of Behavior." The new section's topics match up almost exactly with the topics in this text. See **TABLE 4** for a sample. For a complete pairing of the new MCAT psychology topics with this book's contents, see MacmillanLearning .com. In addition, the Test Bank questions for *Psychology in Everyday Life,* Fifth Edition, are keyed to the new MCAT.

TABLE 1   The Psychology of Gender, Gender Identity, and Sexuality

Coverage of the *psychology of gender, gender identity,* and *sexuality* can be found on the following pages:

TABLE 1 The Psychology of Gender, Gender Identity, and Sexuality (*continued*)

Coverage of the *psychology of gender, gender identity*, and *sexuality* can be found on the following pages:

heterosexual, pp. 100, 117, 121–123	Sexually violent media effects, pp. 186	Stress and the immune system, p. 279	identity, p. 116
pansexual, pp. 121, 122, 125	Smell, sense of, p. 158	Stress responses, p. 278	prevalence, p. 116
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male-female differences in, p. 126	Social media use/texting, p. 109	Testosterone, pp. 97, 111, 117, 125, 320–321	therapy, expectations, p. 416
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Sexualization of girls, p. 121	Social scripts	#Time's Up, p. 314	Trial marriage, p. 100
Sexually transmitted infections, p. 119	pornography and, p. 322	Touch, p. 153	Violent crime, p. 108
	sexual behavior and, p. 121, 127, 322	Transgender	Vulnerability to psychological disorders, p. 108
	Spermarche, p. 112	depression rates and community acceptance, pp. 277, 362	Women in psychology, pp. 3–4, pp. F-1–F-5
	Stereotype threat, p. 243	gender dysphoria, p. 116	

7. You won't find better service and support anywhere. The Macmillan representatives who market and sell these resources, help set up instructors' courses, and in many other ways service instructor and student course needs, are the best in the business. Many of these folks have become personal friends. We've been grateful to be working with a family-owned publisher that has been so supportive of our teaching mission and has encouraged us to create the best teaching and learning materials.

Tell Me More About *Psychology in Everyday Life*

THE WRITING

We've written this book to be optimally accessible. The vocabulary is sensitive to students' widely varying reading levels and backgrounds. A **Spanish-language Glosario** at the back of the book offers additional assistance for ESL Spanish speakers. And *Psychology in Everyday Life* is concise—making it easier to fit into one-term courses. It offers a complete survey of the field, but it is a more manageable survey, with an emphasis on the most humanly significant concepts. We continually asked ourselves while working, "Would an educated person need to know this? Would this help students live better lives?"

NO ASSUMPTIONS

Even more than in other Myers/DeWall texts, we have written *Psychology in Everyday Life* with the diversity of student readers in mind:

- *Gender:* Extensive coverage of gender development, changing gender roles, and gender identity.
- *Culture:* No assumptions about readers' cultural backgrounds or experiences.
- *Economic Background:* No references to backyards, summer camp, vacations.
- *Education:* No assumptions about past or current learning environments; the writing is accessible to all.
- *Physical Abilities:* No assumptions about full vision, hearing, movement, or other abilities.
- *Life Experiences:* Examples are included from urban, suburban, and rural/outdoor settings.
- *Relationship or Family Status:* Examples and ideas are made relevant for all students, whether they have children or are still living at home, are married or cohabiting or single; and with no assumptions about sexual orientation or gender identity.

EVERYDAY LIFE APPLICATIONS

Throughout this text, as its title suggests, we relate the findings of psychology's research to the real world. This edition includes:

- "In Your Everyday Life" and "*Improve Your Everyday Life*" questions throughout each chapter, helping students make the concepts more meaningful (and memorable), and apply psychology to improve their own lives. These questions can also be used as group discussion topics.
- "Assess Your Strengths" personal self-assessments in LaunchPad, allowing students to actively apply key principles to their own experiences and develop their strengths.
- fun notes and quotes in small boxes throughout the text, applying psychology's findings to sports, literature, world religions, music, business, and more.
- an emphasis throughout the text on critical thinking in everyday life,

TABLE 2   The Psychology of Culture, Ethnicity, and Race

Coverage of *culture*, *ethnicity*, and *race* can be found on the following pages:

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Framing and organ donation, p. 219
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  prejudice, p. 317
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  division of labor and, pp. 113–114
General adaptation syndrome, p. 278
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Groupthink, p. 315
Happiness, pp. 293, 295–296, 297
Hate crimes, p. 318
Hate speech, p. 312
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  definitions of "normal," p. 362

(Continued)

TABLE 2 The Psychology of Culture, Ethnicity, and Race (*continued*)

Coverage of *culture, ethnicity,* and *race* can be found on the following pages:

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Race-influenced perceptions, pp. 316–317
Racial similarities, pp. 241–242
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  Oprah Winfrey and, p. 165
  ostracism and, p. 257
  representativeness heuristic and, p. 216
  scapegoat theory and, p. 318
  social inequalities and divisions and, p. 318
Religious involvement and longevity, p. 291

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Resilience, p. 524
Risk assessment, p. 216
Same-sex attraction, cultural attitudes toward, p. 122
Scapegoat theory, p. 318
Schizophrenia, pp. 388–389
Self-esteem, p. 297
Self-serving bias, pp. 355, 357
Separation anxiety, p. 86
Sexual aggression, cultural differences in, p. 115
Sexual risk taking among teens, p. 120
Social clock, p. 101
Social identity, p. 93
Social inequalities and divisions, p. 318

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Social loafing, p. 312
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  racism and, p. 277
  same-sex orientation and, p. 277
  transgender people and, p. 277
Substance use,
  cultural expectations, p. 372
  rates of, pp. 361, 380

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Taste preference, p. 253
Terrorism,
  fear/aggression and, p. 318
  group polarization and, p. 313
  vivid cases and, p. 319
Therapy, p. 416
Trait stability, p. 350
  in Japanese people, p. 348
Trauma, pp. 342, 368
Universal emotions, p. 270
Universal expressions, pp. 9, 270
Video-game playing, compulsive, p. 373
Violence, p. 322
Weight, p. 254
WEIRD cultures, p. 9
Well-being, p. 297

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including the "Statistical Reasoning in Everyday Life" appendix, helping students to become more informed consumers and everyday thinkers.

- added emphasis on *clinical applications. Psychology in Everyday Life* offers a great sensitivity to clinical issues throughout the text. For example, Chapter 13, Psychological Disorders, includes lengthy coverage of substance-related disorders, with guidelines for determining *substance use disorder* and new coverage of *substance/medication-induced disorders.* See **TABLE 5** for a listing of coverage of clinical psychology concepts and issues throughout the text.

See inside the front and back covers for a listing of students' top-rated applications to everyday life from this text.

Scattered throughout this book, students will find interesting and informative review notes and quotes from researchers and others that will encourage them to be active learners and to apply their new knowledge to everyday life.

STUDY SYSTEM FOLLOWS BEST PRACTICES FROM LEARNING AND MEMORY RESEARCH

This text's learning system harnesses the *testing effect,* which documents the benefits of actively retrieving information through regular testing **(FIGURE 3)**. Thus, our LearningCurve system, which has been very popular with students, offers an adaptive quizzing program that provides a personalized
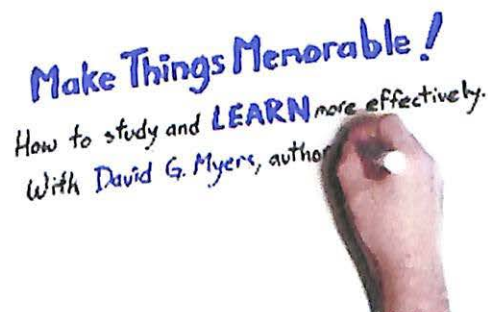
FIGURE 3 How to learn and remember
For my [DM's] 5-minute animated guide to more effective studying, visit tinyurl.com/HowToRemember.

RETRIEVE & REMEMBER

ANSWERS IN APPENDIX E

▶ 9. What does a good theory do?
▶ 10. Why is replication important?

FIGURE 4 Sample Retrieve & Remember feature

study plan. In the text, each chapter offers **Retrieve & Remember** questions interspersed throughout **(FIGURE 4)**. Creating these *desirable difficulties* for students along the way optimizes the testing effect, as does *immediate feedback* via answers that are available for checking.

In addition, each main section of text begins with a numbered question that establishes a **learning objective** and directs student reading. The Chapter Review section repeats these questions as a further self-testing opportunity (with answers available to check). The Chapter Review section also offers a self-test on the **Terms and Concepts to Remember,** and **Chapter Test** questions in multiple formats to promote optimal retention.

TABLE 3   Critical Thinking

Critical thinking coverage can be found on the following pages:

Are intelligence tests biased?, pp. 242–243

Are personality tests able to predict behavior?, pp. 347–349

Attachment style, development of, pp. 85–88

Attention-deficit/hyperactivity disorder (ADHD), p. 363

Can memories of childhood sexual abuse be repressed and then recovered?, p. 209

Causation and the violence-viewing effect, pp. 185–186

Choosing a research design, pp. 22–23

Classifying psychological disorders, pp. 365–366

Confirmation bias, p. 215

Continuity vs. stage theories of development, pp. 70–71

Correlation and causation, pp. 18–22, 89, 94, 102, 186, 291

Critical thinking defined, pp. 2–3

Critical thinking and the scientific attitude, 2–3

Critiquing the evolutionary perspective on sexuality, p. 127

Discovery of hypothalamus reward centers, p. 44

The divided brain, pp. 51–53

Do lie detectors lie?, p. 267

Do other species have language?, pp. 227–228

Do other species share our cognitive abilities?, pp. 222–223

Do video games teach, or release, violence?, pp. 322–323

Does meditation enhance health?, pp. 290–291

Does stress cause illness?, p. 283

Effectiveness of alternative psychotherapies, p. 414

Emotion and the brain, pp. 39, 43–45

Emotional intelligence, p. 231

Evolutionary science and human origins, pp. 128–129

Extrasensory perception, pp. 160–162

Fear of flying vs. probabilities, p. 217

Framing, p. 219

Freud's contributions, pp. 341–343

Gender bias in the workplace, p. 110

Genetic and environmental influences on schizophrenia, pp. 388–390

Group differences in intelligence, pp. 240–242

Hindsight bias, p. 12

How can we avoid belief perseverance?, p. 218

How do nature and nurture shape prenatal development?, pp. 73–74

How do twin and adoption studies help us understand the effects of nature and nurture?, pp. 76–77

How does the brain process language?, p. 226

How much is gender socially constructed vs. biologically influenced?, pp. 111–116

How to be persuasive, p. 306

How valid is the Rorschach inkblot test?, p. 341

Humanistic perspective, evaluating, p. 345

Hypnosis: dissociation or social influence?, pp. 155–156

Importance of checking fears against facts, p. 217

Interaction of nature and nurture in overall development, p. 70

The internet as social amplifier, p. 314

Is breast milk better than formula? p. 20

Is dissociative identity disorder a real disorder?, pp. 392–393

Is psychotherapy effective?, pp. 412–413

Is repression a myth?, p. 342

Limits of case studies, naturalistic observation, and surveys, pp. 16–18

Limits of common sense, pp. 12–13

Making good (and bad) decisions and judgments, pp. 215–220

Natural endorphins discovery, pp. 35–36

Nature, nurture, and perceptual ability, pp. 149–150

Near-death experiences, pp. 377–388

Obesity and weight-control challenges, p. 254

Overconfidence, pp. 13, 218

Parenting styles, p. 89

Perceiving order in random events, p. 13

Posttraumatic stress disorder (PTSD), p. 369

Powers and limits of parental involvement on development, pp. 95–96

Powers and perils of intuition, pp. 219–220

Problem-solving strategies, pp. 214–215

Psychic phenomena, pp. 4, 160–162

Psychological science in a post-truth world, pp. 13–14

Psychology: a discipline for critical thought, pp. 2, 4, 12, 13–14

Religious involvement and longevity, pp. 291–292

Scientific attitude, p. 4

Scientific method, pp. 14–18

A scientific model for studying psychology, p. 171

Sexual aggression, p. 115

Sexual desire and ovulation, p. 117

Similarities and differences in social power between men and women, pp. 108, 110

The stigma of introversion, p. 347

Stress and cancer, pp. 280–281

Subliminal sensation and persuasion, p. 134

Superforecasters avoid overconfidence, p. 13

Technology and "big data" observations, pp. 16–17

Therapeutic lifestyle change, p. 418

Tolerance and addiction, p. 373

Using only 10 percent of our brain, p. 49

Using psychology to debunk popular beliefs, pp. 2–3

Values and psychology, pp. 24–25

What does selective attention teach us about consciousness?, pp. 54–56

What factors influence sexual orientation?, pp. 123–125

What is the connection between the brain and the mind?, p. 40

What is the scientific attitude?, pp. 2–4

Which therapies work best?, pp. 413–414

Why do we sleep? pp. 59–60

Wording effects, p. 17

A DESIGN STUDENTS LOVE

In response to unanimous support from students across previous editions, the new fifth edition printed text retains the easy-to-read three-column design, rich with visual support. In written reviews, students have compared our three-column design with a traditional one-column design (without knowing which was ours). They have overwhelmingly preferred the three-column design.

It was, they said, "less intimidating" and "less overwhelming," and it "motivated" them to read on.

This design responds to students' expectations, based on what they have told us about their reading, both online and in print. The narrow column width eliminates the strain of reading across a wide page, and is more similar to phone and other online reading. Illustrations appear near the pertinent text narrative, which helps students see them in

the appropriate context. Key terms are defined near where they are introduced. The e-book design has similarly easy-to-read narrative columns, with illustrations and definitions presented in context.

key terms Look for complete definitions of each important term near the term's introduction in the narrative.

TABLE 4 Sample MCAT Correlation with *Psychology in Everyday Life, Fifth Edition*

MCAT 2015	*Psychology in Everyday Life*, Fifth Edition, Correlations	
Content Category 6C: Responding to the world		**Page Number**
Emotion	Emotion: Arousal, Behavior, and Cognition; Embodied Emotion; Expressed and Experienced Emotion	261–272
Three components of emotion (i.e., cognitive, physiological, behavioral)	Emotion: Arousal, Behavior, and Cognition	261–265
Universal emotions (e.g., fear, anger, happiness, surprise, joy, disgust, and sadness)	The Basic Emotions	265
	Culture and Emotion—including the universal emotions	269–271
Adaptive role of emotion	*Emotion as the body's adaptive response*	262, 265–266, 270, 278
	Emotions and the Autonomic Nervous System	265–266
Theories of emotion		
James-Lange theory	*James-Lange Theory: Arousal Comes Before Emotion*	262
Cannon-Bard theory	*Cannon-Bard Theory: Arousal and Emotion Happen at the Same Time*	262–263
Schachter-Singer theory	*Schachter and Singer Two-Factor Theory: Arousal + Label = Emotion*	263
Zajonc; LeDoux; Lazarus	*Zajonc, LeDoux, and Lazarus: Emotion and the Two-Track Brain*	263–265
The role of biological processes in perceiving emotion	*Emotions and the Autonomic Nervous System*	265–266
Brain regions involved in the generation and experience of emotions	*The Physiology of Emotions*	266–267
	Zajonc, LeDoux, and Lazarus: Emotion and the Two-Track Brain	263–265
The role of the limbic system in emotion	*Emotions and the Autonomic Nervous System* The Limbic System	265–266 43–45
	Physiological differences among specific emotions	266–267
Emotion and the autonomic nervous system	*Emotions and the Autonomic Nervous System*	265–266
Physiological markers of emotion (signatures of emotion)	*The Physiology of Emotions*	266–267
Stress	Stress, Health, and Human Flourishing	275–300
The nature of stress	Stress: Some Basic Concepts	276–279
Appraisal	Stress appraisal	276
Different types of stressors (i.e., cataclysmic events, personal)	Stressors—Things That Push Our Buttons	277
Effects of stress on psychological functions	Stress Reactions—From Alarm to Exhaustion	277–279
Stress outcomes/response to stressors	Stress Reactions—From Alarm to Exhaustion	277–279
Physiological	Stress Reactions—From Alarm to Exhaustion	277–279
	Stress Effects and Health	279–282
	Thinking Critically About: Stress and Health	283
Emotional	Stress and Heart Disease: The Effects of Personality; The Effects of Pessimism and Depression	281–282
	Coping With Stress	282
	Posttraumatic Stress Disorder	368–369
Behavioral	Stress Reactions—From Alarm to Exhaustion	277–279
	Coping With Stress	282–288
Managing stress (e.g., exercise, relaxation techniques, spirituality)	Managing Stress Effects: aerobic exercise; relaxation and meditation; faith communities	288–292

TABLE 5   Clinical Psychology

Coverage of *clinical psychology* can be found on the following pages:

TABLE 5   Clinical Psychology (Continued)

Coverage of *clinical psychology* can be found on the following pages:

Lifestyle change, therapeutic
  effects of, p. 418
Loss of a child, psychiatric
  hospitalization and, p. 102
Major depressive disorder,
  pp. 380–386
Medical model of mental
  disorders, p. 364
Mental health professional,
  finding, p. 416
Neurotransmitter imbalances and
  related disorders, p. 35
Nonsuicidal self-injury,
  pp. 395–396
  eating disorders and, p. 391
Obsessive-compulsive disorder,
  p. 368
  prevalence, p. 362
Operant conditioning techniques,
  p. 408
Ostracism, negative effects of,
  pp. 256–257
Pain, controlling psychologically,
  pp. 154–156
Panic disorder, p. 367
Paraprofessional therapists,
  p. 415

Personality disorders,
  pp. 393–395
Person-centered therapy, p. 404
Phobias, p. 368
  prevalence, p. 362
Placebo effect, pp. 21, 412,
  417, 419–420, 421
Posttraumatic growth, pp. 369,
  424
Posttraumatic stress disorder,
  pp. 368–369
  prevalence, p. 362
Preventive mental health, p. 423
Psychoactive drugs, types of,
  pp. 372, 374–379, 380
Psychoanalysis, pp. 336–337,
  341–342, 402–403
Psychodynamic theory,
  pp. 336–340
Psychodynamic therapy,
  pp. 403–404
Psychological disorders,
  pp. 361–399
  classification of, pp. 365–366
  risk of harm in, pp. 396–397
  gender differences in, pp. 9,
    108, 374, 382

preventing, and building
  resilience, pp. 422–424
Psychosurgery, p. 422
Psychotherapies, pp. 402–411
  evaluating, pp. 412–414
Rorschach inkblot test, p. 341
Savant syndrome, pp. 229–230
Schizophrenia, pp. 386–390
  Big Five personality inventory
    for, p. 348
  brain scans and, p. 41
  dopamine and, p. 35
  genetics and risk for,
    pp. 389–390
  hallucinations, auditory, and,
    p. 48
  parent-blaming and, p. 95
  placebo effect and, p. 21
  prenatal environment and risk
    of, pp. 388–389
  prevalence, p. 362
Self-actualization, p. 250
Sleep disorders, p. 63
Stigma and psychological
  disorders, p. 366
Substance use disorders,
  pp. 371–380

Suicide, p. 395
  gender differences in, p. 108
  bipolar disorder and, p. 382
  by firearms, pp. 217, 320
  eating disorders and risk of,
    p. 391
  faith factor and, p. 291
  increase with spread of social
    media, p. 94
  increased risk for people
    with same-sex attraction,
    p. 122
  major depressive disorder and,
    p. 381
  ostracism and, p. 256
  social networking and teen,
    p. 258
  survivor grief and, p. 288
Testosterone replacement
  therapy, p. 117
Therapeutic alliance, p. 415
Transgender/gender-
  nonconforming and rate of
  disorder, p. 362
Violence,
  brain damage and, p. 396
  mental illness and, p. 396

EIGHT GUIDING PRINCIPLES

We have retained the goals—the guiding principles—that have animated all of my [DM's] texts since their first editions:

Facilitating the Learning Experience

1. **To teach critical thinking** By presenting research as intellectual detective work, we model a scientific mindset. Students will discover how critical thinking can help them evaluate competing ideas and popular claims—from ESP and memory construction to group differences in intelligence and alternative therapies. Our "Thinking Critically About" infographic features help engage students in this learning. (See p. xii, and Table 3 on p. xix, for more about critical thinking in this text.)

2. **To provide applications of principles** Throughout the narrative, illustrations, and online resources we relate psychology's findings to real-world applications. We make psychology meaningful to students by showing how it relates to their lives—their life span development, their search for relationships and happiness, their understanding of negative forces, such as prejudice, and so much more. The "Everyday Life" questions throughout each chapter, and our "Assess Your Strengths" activities in LaunchPad invite students to apply important concepts to their own lives, and to learn ways to develop key personal strengths. (See **TABLE 6**, Positive Psychology, for more about how we encourage understanding of happiness and human strengths, and see the new Student Preface—Student Success:

How To Apply Psychology to Live Your Best Life on p. xxix.)

3. **To reinforce learning at every step** Everyday examples and thought-provoking questions encourage students to process the material actively. Self-testing opportunities throughout the text and online resources help students learn and retain important concepts and terminology.

Demonstrating the Science of Psychology

4. **To show the process of inquiry** We try to show students not just the outcome of research, but how the research process works, often by putting them in the role of experimenter or participant in classic studies. We introduce research stories as mysteries that unravel as one clue

TABLE 6 Positive Psychology

Coverage of *positive psychology* topics can be found in the following chapters:

Topic	Chapter
Altruism/compassion	1, 6, 3, 10, 11, 14
Coping	3, 9, 10, 13, 14
Courage	1, 11, 12, 13, App. B, App. F
Creativity	1, 2, 7, 8, 10, 12, 13, App. B
Emotional intelligence	8
Empathy	1, 3, 4, 5, 6, 9, 11, 12, 13, 14
Flow	10, App. B
Gratitude	10
Happiness/life satisfaction	1, 3, 4, 7, 8, 9, 10, 11, 12, App. B
Humility	1, 12, App. B
Humor	3, 10, 13
Integrity	1, 3
Justice	3
Leadership	1, 4, 10, 12, App. B
Love	1, 3, 4, 9, 10, 11, 12
Morality	3, 6, 8, 11, 12, 13
Optimism	1, 10, 12, 14
Personal control	10, 11
Resilience	3, 4, 10, 14
Self-awareness	8, 12, 14
Self-control	1, 3, 9, 10
Self-discipline	3, 8, 9, 10, 12
Self-efficacy	12
Self-esteem	3, 9, 10, 12, 13, App. B
Spirituality	1, 3, 4, 9, 10, 11
Toughness (grit)	3, 8, 9, 10
Wisdom	1, 8, App. B

after another falls into place. Our "How Would You Know?" activities in LaunchPad allow students to play the role of researcher in thinking about research questions and how they may be studied effectively.

5. **To be as up-to-date as possible** While retaining psychology's classic studies and concepts, we also present the most important recent developments. In this edition, 896 references are dated 2016–2019. Likewise, new photos and new everyday examples are drawn from today's world.

6. **To put facts in the service of concepts** Our intention is not to overwhelm students with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. Learning Objective Questions and Retrieve & Remember questions throughout each chapter help students focus on the most important concepts. Concept Practice and Topic Tutorial activities in LaunchPad help ensure student understanding of key points.

Promoting Big Ideas and Broadened Horizons

7. **To enhance comprehension by providing continuity** Many chapters have a significant issue or theme that links subtopics and ties the chapter together. The Learning chapter conveys the idea that bold thinkers can serve as intellectual pioneers. The Thinking, Language, and Intelligence chapter raises the issue of human rationality and irrationality. The Psychological Disorders chapter conveys empathy for, and understanding of, troubled lives. Other threads, such as cognitive neuroscience, dual processing, and individual and group diversity, weave throughout the whole book, and students hear a consistent voice.

8. **To convey respect for human unity and diversity** Throughout the book, readers will see evidence of human kinship in our shared biology—our common mechanisms of seeing and learning, hungering and feeling, loving and hating. They will also better understand our diversity—our individual diversity in development and aptitudes, temperament and personality, and disorder and health; and our cultural diversity in attitudes and expressive styles, child-raising and care for the elderly, and life priorities and experiences.

Tell Me More About LaunchPad and Achieve Read & Practice

LAUNCHPAD

It has been a joy for me [ND] to teach the course with **LaunchPad** (LaunchPadWorks.com), which my students love. LaunchPad makes it easy to engage students effectively starting on Day 1 of the class when I make a LaunchPad assignment. With immediate engagement, and active learning throughout the course, most students have fun with the material and stay in my class.

LaunchPad facilitates active learning as it solves key challenges in the course (**FIGURE 5**). In combination with the meticulously created text, these online resources give students everything they need to prepare for class and exams, while giving you, the instructor, everything *you* need to quickly set up a course, shape the content to your syllabus, craft presentations and lectures, assign and assess homework, and guide the progress of individual students and the class as a whole:

- Our **NEW e-book** can now go with any student, anywhere. It is fully mobile-compatible and meets accessibility standards.

- **LearningCurve game-like quizzing** motivates students and adapts to their needs based on their performance. It is the perfect tool to get students to engage before class, and review after. Additional reporting tools and metrics will help you assess the progress of individual students and the class as a whole.

- **iClicker offers active learning simplified, and now includes the REEF mobile app (iClicker.com).** iClicker's simple, flexible tools in LaunchPad help you give students a voice and facilitate active learning

FIGURE 5 Sample from LaunchPad

in the classroom. Students can use iClicker remotes, or the REEF mobile app on their phone, tablet, or laptop to participate more meaningfully. LaunchPad includes a robust collection of iClicker questions for each chapter—readily available for use in your class.

- **The NEW Concept Practice collection** offers 120 dynamic, interactive minitutorials that teach and reinforce the course's foundational ideas. Each brief activity (only 5 minutes to complete) addresses one or two concepts, in a consistent format—review, practice, quiz, and conclusion.

- The **Topic Tutorials: PsychSim6,** Thomas Ludwig's (Hope College) award-winning interactive psychology simulations, were designed for the mobile web. PsychSim immerses students in the world of psychological research, placing them in the role of scientist or participant in activities that highlight important concepts,

processes, and experimental approaches.

- In the **Assess Your Strengths** activities, students apply what they are learning from the text to their own lives and experiences by considering key "strengths." Each activity starts with a personalized video introduction from us [DM and ND], explaining how that strength ties in to the content of the chapter. Next, students assess themselves on the strength (critical thinking, quality of sleep, self-control, relationship strength, belonging, hope, and more) using scales developed by researchers across psychological science. After showing students their results, we offer tips for nurturing that strength in their own lives. Finally, students take a quiz to help solidify their learning.

- NEW **"Thinking Critically About . . ."** **infographic activities** for each chapter teach and reinforce critical-thinking skills.

- **LMS integration** into your school's system is readily available. Check with your local sales representative for details.

- **The Video Assignment Tool** makes it easy to assign and assess video-based activities and projects, and provides a convenient way for students to submit video coursework.

- **The Gradebook** gives a clear window on performance for the whole class, for individual students, and for individual assignments.

- A **streamlined interface** helps students manage their schedule of assignments, while **social commenting tools** let them connect with classmates and learn from one another. 24/7 help is a click away, accessible from a link in the upper right-hand corner.

- LaunchPad offers curated **optional pre-built chapter units,** which can be used as is or customized. Or choose not to use them and build your course from scratch.

- Our **Instructor Resources** include suggestions for lectures, classroom exercises and demonstrations, and student projects (with an indication in the *Lecture Guide* of which ones work best for think-pair-share, small group, and large group activities); *Lecture Guides* (summarizing key text discussions and connecting instructor resources with text learning objectives); the best **Test Banks** in the industry (carefully authored, professionally edited, and tightly coordinated with the text by the same fabulous editor since the first edition); and nice starter image slides with textbook graphics.

- In addition, we offer access to the **Macmillan Community** (Community .Macmillan.com). Created by instructors *for* instructors, this is an ideal forum for interacting with fellow educators—including Macmillan authors—in your discipline. Join ongoing conversations

about everything from course prep and presentations to assignments and assessments to teaching with media, keeping pace with—and influencing—new directions in your field. It includes exclusive access to classroom resources, blogs (including my [DM's] TalkPsych.com), webinars, professional development opportunities, and more.

ACHIEVE READ & PRACTICE

Achieve Read & Practice is the marriage of our LearningCurve adaptive quizzing and our mobile, accessible e-book in one, easy-to-use and affordable product (FIGURE 6). New, built-in analytics make it easier than ever for instructors to track student progress and intervene to help students succeed. Instructors who class-tested Achieve Read & Practice were surprised by its truly easy interface, and pleased with their course results. In a study of 227 students at 6 institutions, instructors found a significant improvement in the proportion of students who stayed on track with the assigned reading, and they found that students who retook quizzes (a helpful feature of Achieve Read & Practice) earned higher grades in the course. (Access the full report at MacmillanLearning.com /Catalog/Page/LearningScience.)

What About APA Assessment Tools?

In 2011, the American Psychological Association (APA) approved the new **Principles for Quality Undergraduate Education in Psychology.** These broad-based principles and their associated recommendations were designed to "produce psychologically literate citizens who apply the principles of psychological science at work and at home." (See apa.org/education/undergrad/principles .aspx.)

APA's more specific **2013 Learning Goals and Outcomes,** from their
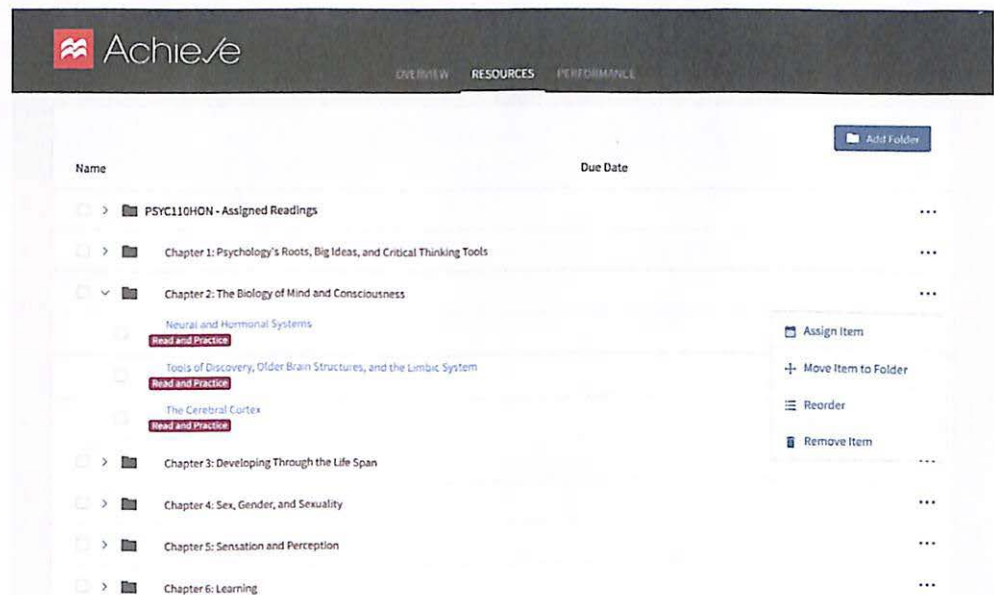
FIGURE 6 Sample from Achieve Read & Practice

Guidelines for the Undergraduate Psychology Major, Version 2.0, were designed to gauge progress in students graduating with psychology majors. (See apa.org/ed /precollege/about/psymajor-guidelines .pdf.) Many psychology departments use these goals and outcomes to help establish their own benchmarks for departmental assessment purposes.

Table 7 outlines the way *Psychology in Everyday Life*, Fifth Edition, can help you and your department to address the APA's Learning Goals and Outcomes. In addition, all of the Test Bank items for this text are coded for the APA Outcomes.

In Appreciation

Aided by input from thousands of instructors and students over the years, this has become a better, more effective, more accurate book than two authors alone (these authors at least) could write. Our indebtedness continues to the innumerable researchers who have been so willing to share their time and talent to help us accurately report their research, and to the hundreds of instructors who have taken the time to offer feedback.

Our gratitude extends to the colleagues who contributed criticism, corrections, and creative ideas related to the content, pedagogy, and format of this new edition and its resources. For their expertise and encouragement, and the gift of their time to the teaching of psychology, we thank the reviewers and consultants listed here:

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TABLE 7 *Psychology in Everyday Life*, Fifth Edition, Corresponds to APA Learning Goals

Relevant Feature from *Psychology in Everyday Life*, Fifth Edition	APA Learning Goals				
	Knowledge Base in Psychology	Scientific Inquiry and Critical Thinking	Ethical and Social Responsibility in a Diverse World	Communication	Professional Development
Text content	●	●	●	●	●
Think, Consider, Improve theme integrated throughout	●	●	●		●
Thinking Critically About infographics	●	●	●		●
Learning Objective Questions previewing main sections	●	●		●	
Retrieve & Remember self-tests throughout	●	●	●	●	●
Everyday Life questions integrated throughout each chapter	●	●	●	●	●
"Try this" style activities integrated throughout the text and LaunchPad resources	●	●		●	●
Chapter Tests	●	●		●	
Statistical Reasoning in Everyday Life appendix		●		●	●
Psychology at Work appendix	●	●	●	●	●
"The Story of Psychology" timeline (Appendix F)	●		●		●
Career Fields in Psychology appendix, with Pursuing a Psychology Career online appendix	●		●		●
LaunchPad with LearningCurve formative quizzing	●	●	●	●	●
Assess Your Strengths feature in LaunchPad	●	●	●	●	●
"How Would You Know?" activities in LaunchPad	●	●	●	●	●

Kate Nurre, and Learning Solutions Specialists Robyn Burnett and Elizabeth Chaffin Woosley for tirelessly working to inform our teaching colleagues of our efforts to assist their teaching, and for the joy of working with them.

At Hope College, the supporting team members for this edition included Kathryn Brownson, who researched countless bits of information and edited and proofed hundreds of pages. Kathryn is a knowledgeable and sensitive adviser on many matters. At the University of Kentucky, Lorie Hailey has showcased a variety of indispensable qualities, including a sharp eye and a strong work ethic.

Again, I [DM] gratefully acknowledge the editing assistance and mentoring of my writing coach, poet Jack Ridl, whose influence resides in the voice you will be hearing in the pages that follow. He, more than anyone, cultivated my delight in dancing with the language, and taught me to approach writing as a craft that shades into art. Likewise, I [ND] am grateful to my intellectual hero and mentor, Roy Baumeister, who taught me how to hone my writing and embrace the writing life. I'm also indebted to John Tierney, who has offered unending support and served as a role model of how to communicate to a general audience.

And we have enjoyed our ongoing work with each other on this our seventh co-authored book. Nathan's fresh insights and contributions continue to enrich this book as we work together on each chapter. With support from our wonderful editors, this is a team project. In addition to our work together on the textbook, Nathan and I contribute to the monthly "Teaching Current Directions in Psychological Science" column in the *APS Observer* (tinyurl.com/MyersDeWall). I [DM] also blog at TalkPsych.com, where I share exciting new findings, everyday applications, and observations on all things psychology.

Finally, our gratitude extends to the many students and instructors who have written to offer suggestions, or just an encouraging word. It is for them, and those about to begin their study of psychology, that we have done our best to introduce the field we love.

* * *

The day this book went to press was the day we started gathering information and ideas for the next edition. Your input will influence how this book continues to evolve. So, please, do share your thoughts.

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You will see in the chapters to come that some things—including our temperament, body type, sexual orientation, and basic personality traits—can be checked with willpower, yet are largely beyond our power to change. In such ways it's better to accept than to fight who we are.

In other ways, we *can* change and become the person we aspire to be. Consider four life areas where we can use psychology to live our best life: self-care and self-improvement, time management and study tips, social life, and finding meaning and pursuing goals.

Self-Care and Self-Improvement

In order to care for others, we first need to care for ourselves. With family, work, and school commitments, it can be difficult to make time to achieve our goals, sustain our health, and have fun. Although you will experience occasional disappointment, failure is part of growth. No one gets everything right all of the time.

SELF-CONTROL

To care for ourselves and work on self-improvement takes **self-control**—the ability to monitor impulses and delay short-term gratification for greater long-term rewards. What's your level of self-control? On a scale from **1 (not at all like me) to 5 (very much like me),** indicate how much each of the following statements reflects how you typically are (Tangney et al., 2004):

1. ___ I am good at resisting temptation.
2. ___ I have a hard time breaking bad habits.
3. ___ I am lazy.
4. ___ I say inappropriate things.
5. ___ I do certain things that are bad for me, if they are fun.
6. ___ I refuse things that are bad for me.
7. ___ I wish I had more self-discipline.
8. ___ People would say that I have iron self-discipline.
9. ___ Pleasure and fun sometimes keep me from getting work done.
10. ___ I have trouble concentrating.
11. ___ I am able to work effectively toward long-term goals.
12. ___ Sometimes I can't stop myself from doing something, even if I know it is wrong.
13. ___ I often act without thinking through all the alternatives.

Here's how to tally your total score:

- *Reverse* your rating for items 2, 3, 4, 5, 7, 9, 10, 12, and 13 (1=5, 2=4, 3=3, 4=2, 5=1).
- Now *add* your ratings for all items to establish your **total score.**
- Total scores range from 13 to 65, with an average score of 39 in two studies of college students (Tangney et al., 2004). Higher scores indicate a greater degree of self-control.

> **LaunchPad** Alternatively, you can engage online (and have your score automatically calculated) with this self-assessment in the activity *Assess Your Strengths: How Much Self-Control Do You Have, and Why Is This Worth Working to Increase?*

Consider research-based strategies for improving your self-control by watching my [ND's] Video: Self-Control—Our Greatest Inner Strength, available in LaunchPad or at tinyurl.com/DeWallSelf-Control.

SELF-IMPROVEMENT

Here are some tips for improving your self-care:

- **Set and announce your goals.** Specific and realistic goals—such as "draft that paper by next Friday"—direct attention, promote effort, and motivate persistence (see Appendix B, Psychology at Work). Moreover, after letting friends or family know our goal, we're more likely to follow through.

- **Develop an action plan.** Create a strategy that specifies how you will progress toward your goals (more about this in Appendix B). People who flesh out goals with detailed plans become more focused, and are more likely to finish on time. Fantasizing your ultimate success (a great paper in on time, a good course grade, a sports victory) helps. But imagining the step-by-step details of actually getting there helps more.

- **Form beneficial habits.** Is there some behavior, such as exercising, that you would like to make automatic? Make yourself do it every day for two months and you will have transformed a hard-to-do behavior into a must-do habit. (More on this in Chapter 6, Learning.) If you struggle, try not to get discouraged. It's better to begin again after failure than to fail to set any goal.

- **Plan for a full night's sleep.** Want to be gloomy, fatigued, unfocused, and at risk for sickness? Sleep deprivation can take you there. Sometimes it is difficult—or even impossible—to get adequate sleep. Work commitments, family stresses, and other challenges can interfere. As the father of two small children, I [ND] sometimes struggle to get enough sleep. Screen

time and social time can also get in the way. The first step in changing your sleep routine starts with a question, "Do I want to increase my happiness, energy, focus, and health?" If so, try to find a way to give your body more of the sleep it craves. (More on this in Chapter 2, The Biology of Behavior and Consciousness.)

- **Create a supportive environment.** It's easier to eat healthy when you don't have junk food around. At meals, control portion size by using smaller plates and bowls. To focus on a project, remove distractions. At night, stash your phone so you can sleep undisturbed. Spend time with friends who bring out the best rather than the worst in you.

- **Control substance use.** Many psychoactive drugs, such as nicotine, are highly addictive and can readily hijack our daily lives, long-term goals, and good health. Although some drugs, such as caffeine, may be safely consumed in moderation, many others will seriously disrupt our best life unless avoided entirely. (More on this in Chapter 13, Psychological Disorders.)

- **Make time for exercise.** Daily or every-other-day aerobic exercise is a great time investment. Even in small amounts, aerobic exercise boosts health, increases energy, lifts mood, improves memory, and calms anxiety. (More on this in Chapter 10, Stress, Health, and Human Flourishing, and Chapter 14, Therapy.)

- **Incorporate mindfulness meditation.** Practicing mindfulness can help you achieve a better life balance by managing your stress and regulating your emotions more healthfully. (More on this in Chapter 10.)

- **Build resilience, coping skills, and a better lifestyle.** If we become more resilient and learn to manage our emotions, we will be better able to get through stressful times. There are also a number of lifestyle changes we can make to improve our mental

health. (For more information, see Chapter 10, and "Thinking Critically About: Therapeutic Lifestyle Change" in Chapter 14.)

> **LaunchPad** Consider ways to build your resilience by engaging online with *Assess Your Strengths: How Resilient Are You, and Why Should You Build More Resilience?*

Time Management and Study Tips

Some students fail. Some survive. And some thrive. So, what choices can you make to thrive?

Success begins with a plan for how you will manage your time and maximize your studying efforts. As legendary basketball coach John Wooden (1977) said, "When you fail to prepare, you're preparing to fail."

The first step in improving your time management and study skills is recognizing how you're currently operating.

It may seem as if there are not enough hours in the week to get everything done. That may be true, or it may be that you are not using your time as efficiently as you could. To assess your need for study skills and time management techniques, complete the survey below by answering YES or NO:[1]

1. ____Have you estimated how many hours you will need to study each week?

2. ____Do you tend to complete your assignments on time?

3. ____Have you estimated how long it takes to read one chapter in each of your textbooks?

4. ____Do you begin to work on long-term assignments at the beginning of the term?

5. ____Do you make lists of things to do in your head rather than on paper or a digital scheduling program?

---
[1] Source: Van Blerkom, D. L. (2012). *Orientation to learning* (7th ed.). Boston: Wadsworth.

6. ____Do you participate in social activities even when you know you should be studying?

7. ____Do you schedule time to study for exams?

8. ____Do you have a job that requires more than 20 hours a week?

9. ____Do you know exactly what tasks you are going to do when you sit down to study?

10. ____Do you attempt the assignments from your most difficult class first?

Give yourself one point for each NO answer to questions 5, 6, and 8, and one point for each YES answer to all the other questions. How many total points did you earn? People who score higher than 7 tend already to have good time management and study skills; people who score below 5 benefit most from learning how to improve. We can all use a reminder of best practices. Here are a few tips:

Manage your time. Your time is your most precious resource. Managing your time requires intentionally planning *when* you will progress toward your goals. Start by creating a "time budget" that mirrors your goals so that you can enjoy life, be energized, and complete your study, work, and family tasks. You need to plan time for recreation and friends; social media; sleep, eating, and personal care; class time and study; and any employment or home obligations. And precisely when will you do each? *Create weekly and daily schedules that make guilt-free space for each activity.* To become the person you wish to be, live intentionally, day by day.

Manage your mental energy. Some tasks are more mentally demanding than others. Plan your day to make space for such tasks when you have the most energy. Allow time to rest and recover before engaging the next demanding task. By becoming a better mental energy accountant, you will know when to spend your limited energy and when to save it.

Play offense. Car troubles, family problems, and work challenges happen. Sometimes we have to play "defense" against

Time for success Making a realistic, day-to-day schedule will allow you time for what you *need* to do as well as time for what you *want* to do.

stock_colors/Getty Images

life's demands and problems, leaving us stressed and short of our goals. The solution: When possible, play "offense" against your environment. Rather than just letting the day happen to you, start each day with a plan. Control how you spend your time. Establishing routines and making decisions in advance conserves energy by reducing daily decision making. If you know you are going to study two hours in the morning before class, you won't waste time weighing what to do.

Study smart. To remember what you read, use the SQ3R (Survey, Question, Read, Retrieve, Review) system: Survey the chapter organization; identify Questions your reading should answer; Read actively, seeking answers; Retrieve and rehearse key ideas; and finally, Review the chapter's organization and concepts. Those last two "R's" are especially important: You will retain information best through repeated self-testing and rehearsal of previously studied material. Getting *immediate feedback* makes this *testing effect* even stronger. This was the idea behind our effective online adaptive quizzing system, LearningCurve, and the frequent self-testing opportunities throughout the text. *Distributing* your study time, rather than cramming, will also help. Establishing a schedule, and sticking to it, will spread the load out across the term. For more information, see "Use Psychology to Improve Your Life and Become a Better Student" at the end of Chapter 1 and "Improving Memory" in Chapter 7, and view my

[DM's] 5-minute animation at tinyurl .com/HowToRemember.

Social Life

Living your best life requires social support—not trying to manage everything on your own, and not just relying on social media for contact with friends and family. Here are some tips for forming and maintaining healthy, supportive relationships:

- **Prioritize people.** We humans are social animals. We need to belong. (See Chapter 9, Motivation and Emotion.) We are happier and healthier when supported by, and giving support to, our friends. So, make the effort to make friends, such as by joining a club, sports team, or fellowship group. Get to know your instructors by visiting during their office hours. And do not take your friends and loved ones for granted. Attend to them. Affirm them. Share your daily experiences and feelings with them.

- **Enjoy social media and your phone without letting them control you.** Use social media and your phone to stay connected with friends and family, but without displacing the face-to-face relationships for which we are made, or hijacking your time and other priorities. (More on this in Chapter 9.) And when posting on social media, remember that someday a potential

employer may be Googling your name. (For tips on thinking smarter about your social media newsfeed, see my [DM's] new tutorial animation, "Thinking Critically in Our Post-Truth World" in LaunchPad, and also at tinyurl.com/PostTruthMyers.)

- **Embrace a speak-up culture rather than a call-out culture.** To disagree is to be human. You will disagree with others, and others will disagree with you. Indeed, we often learn by exploring these other perspectives. (This is why it is so important for psychological scientists to practice humility. See Chapter 1.) When you disagree, avoid *calling out* others (publicly shaming those with whom you disagree). Instead, try to *speak up*: Approach the person and express your disagreement calmly. We have a natural tendency to explain others' behaviors based on their personality traits ("He's a selfish jerk") rather than their situation ("He's sleep-deprived and stressed"). Resist this tendency by taking the other person's perspective. (See Chapter 11 for more on persuasive strategies.)

- **It's time to be the adult in the room.** As we age, we pass through different stages of development. (See Chapter 3, Developing Through the Life Span.) Most adolescents seek social acceptance while still depending on family. The transition from adolescence to adulthood requires becoming more independent. As adults, we need to own our goals, attitudes, values, and beliefs, and to make our own decisions and solve our own problems. We need to move on to having healthy adult relationships with family and friends.

LaunchPad To assess and nurture your feelings of belonging and your relationship strength, engage online with these two activities (1) *Assess Your Strengths: How Strong Is Your Need to Belong, and How Can you Strengthen Your Feelings of Belonging?* and (2) *Assess Your Strengths: How Strong Is Your Relationship, and How Might You Increase Its Strength?*

Finding Meaning and Pursuing Goals

To have meaning is to have a life filled with purpose, coherence, and significance. Most people want a meaningful life, but they report feeling unfulfilled in some area of their lives. They may not be fully engaged in their work (see Appendix B). Or they may feel stuck in a daily routine that brings money without meaning. To live your best life, take the following steps to promote meaning and pursue goals:

- **Imagine your possible self.** Who is the person you wish to be? Who is the "possible self" (see Chapter 12, Personality) you dream of becoming? "The first step to better times is to imagine them," a fortune cookie once reminded me [DM]. Thus, your first step is to *define who you hope to be and what you aim to achieve*. With that vision in mind, you can then lay out specific goals and strategies that will take you where you want to go.

- **Live your dream daily.** Here's a good rule for success: Whatever you hope to achieve, do *something toward that every day*. Do you want to be kinder, more educated, more assertive? Then, every day, do a kind act, learn something new, or practice asserting yourself. Although many days you may accomplish less than you'd hoped, even small daily steps toward a goal can, over time, take you to your destination—transforming your possible self into your actual self.

- **Adopt a "growth mindset."** It's surprisingly powerful to believe that our abilities are changeable through energy and effort. Some things we

Social success Nurturing relationships is an important part of a successful life. Make time and energy for important others, and you will have better physical and psychological health.

should accept, but many things we have the power to change. If you see your math or writing ability as like a muscle—something that gets stronger with training and practice—you will, in fact, develop more skill. (More on this in Chapter 8, Thinking, Language, and Intelligence.) Your mindset matters.

- **Find your calling.** No need to rush it. Most students change their vocational plans along the way, and you likely will, too. But notice what sorts of activities absorb you and make time fly. Is it being with people? Working with your hands? Solving problems with your mind? Watch for work and activities that will enable you to do what you love and to love what you do, and pursue those paths.

> **LaunchPad** To further develop your goal-setting ability, engage online with the activity *Assess Your Strengths: How Might Your Willingness to Think of the Future Affect Your Ability to Achieve Long-Term Goals?*

* * * * *

Throughout this book you will encounter additional pointers to a flourishing life—counting your blessings, expressing gratitude, finding *flow*, acting happy, training your willpower, becoming mindful, opting for optimism, and more. In such ways, you can not only survive, you can thrive. Don't be too hard on yourself if you experience setbacks. If you try to do a little better each day, you can, over time, accomplish goals that might seem impossible at the outset. As Reinhold Niebuhr suggested, seek the serenity to accept things you cannot change, but also feel empowered to change the things you can.

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Psychology's Roots, Critical Thinking, and Self-Improvement Tools

H oping to understand themselves and others, millions turn to psychology, as you now do. What do psychologists really know? You might think that psychologists analyze personality, examine crime scenes, testify in court, and offer advice about parenting, love, happiness, and overcoming personal problems. Do psychologists do all these things? *Yes,* and much more. Consider some of the questions psychologists study that you may also wonder about:

- Have you ever found yourself reacting to something as one of your biological parents would — perhaps in a way you vowed you *never* would — and then wondered how much of your personality you inherited? *How much are we shaped by our genes, and how much by our home and community environments?*

- Have you ever worried about how to act among people of a different culture, race, gender identity, or sexual orientation, or among people with differing abilities? *How are we alike as members of the human family? How do we differ?*

- Have you ever awakened from a nightmare and wondered why you had such a crazy dream? *Why do we dream?*

1

- Have you ever played peekaboo with a 6-month-old and wondered why the baby finds your disappearing/reappearing act so delightful? *What do babies actually perceive and think?*

- Have you ever wondered what leads to success in life? *Does the intelligence we are born with explain why some people get richer, think more creatively, or relate more sensitively? Or does gritty effort, and a belief that we can grow smarter, matter more?*

- Have you ever become depressed or anxious and wondered whether you'll ever feel "normal"? *What triggers our bad moods—and our good ones? What's the line between a routine mood swing and a psychological disorder?*

As you will see, psychological science has produced some fascinating and sometimes surprising answers to these questions. Psychology's roots are broad, reaching back into philosophy and biology, and its branches now spread out across the world.

Psychology Is a Science

How is psychology a science? How does critical thinking feed a scientific attitude, and smarter thinking for everyday life?[1]

Once upon a time, on a planet in our neighborhood of the universe, there came to be people. These creatures became intensely interested in themselves and one another. They wondered, "Who are we? Why do we think and feel and act as we do? And how are we to understand—and to manage—those around us?"

To be human is to be curious about ourselves and the world around us. The ancient Greek naturalist and philosopher

Aristotle (384–322 B.C.E.) wondered about learning and memory, motivation and emotion, perception and personality. We may chuckle at some of his guesses, like his suggestion that a meal makes us sleepy by causing gas and heat to collect around what he thought was the source of our personality, the heart. But credit Aristotle with asking the right questions.

CRITICAL THINKING AND THE SCIENTIFIC ATTITUDE

Psychology asks similar questions. But today's psychologists search for answers differently, by scientifically studying how we act, think, and feel. They do so with critical thinking and the scientific attitude.

Critical thinking[2] is smart thinking. Whether reading a research report or an online opinion, critical thinkers ask questions. *How do they know that? Who benefits? Is the conclusion based on a personal story and gut feelings or on scientific evidence? How do we know one event caused the other? How else could we explain things?*

Critical thinkers wince when people say something is true based on gut feelings: "I *feel like* climate change is [or isn't] happening." "I *feel like* self-driving cars are more [or less] dangerous." "I *feel like* my candidate is more honest." Such beliefs (commonly mislabeled as feelings) may or may not be true. Critical thinkers are open to the possibility that they (or you) might be wrong. Sometimes the best evidence confirms what we believe to be true. Sometimes it challenges these claims and leads us to a different way of thinking. To believe everything—or to reject everything—is to be a fool.

Some deeply religious people may view critical thinking and scientific inquiry, including psychology's, as a threat. Yet many of the leaders of the scientific revolution, including Copernicus and Newton, were deeply religious people acting on the idea that "in order

to love and honor God, it is necessary to fully appreciate the wonders of his handiwork" (Stark, 2003a,b).[3]

> From a humorous Twitter feed:
> "The problem with quotes on the internet is that you never know if they're true."
> —Abraham Lincoln

In psychology, critical thinking has led to some surprising findings. Believe it or not . . .

- massive losses of brain tissue early in life may have few long-term effects (see Chapter 2).

- within days, newborns can recognize their mother's odor (Chapter 3).

- after brain damage, some people can learn new skills, yet at the mind's conscious level be unaware that they have these skills (Chapter 7).

- most of us—male and female, old and young, wealthy and not wealthy, with and without disabilities—report roughly the same levels of personal happiness (Chapter 10).

- an electric shock delivered to the brain (*electroconvulsive therapy*) may relieve severe depression when all else has failed (Chapter 14).

The more people use critical thinking, the better they separate fiction from fact (Bensley et al., 2014). In psychology, this same critical inquiry has also overturned some popular beliefs. When we let the evidence speak for itself, we learn that . . .

- sleepwalkers are *not* acting out their dreams (Chapter 2).

- our past experiences are *not* recorded word for word in our brain. Neither brain stimulation nor hypnosis will let us replay and relive long-buried memories (Chapter 7).

- most of us do *not* suffer from low self-esteem, and high self-esteem is not all good (Chapter 12).

- opposites do *not* generally attract (Chapter 11).

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[1] To assist your learning of psychology, numbered Learning Objective Questions appear at the beginning of major sections. You can test your understanding by trying to answer the question before, and then again after, you read the section.

[2] Throughout the text, the most important concepts are **boldfaced.** As you study, you can find these terms defined nearby, and all together in the Glossary and Glosario.

[3] This book's information sources are cited in parentheses, with name and date. Every citation can be found in the end-of-book References, with complete documentation.

In later chapters, you'll see many more examples in which psychology's critical thinking has challenged old beliefs and led us onto new paths. All of science, including psychology, lets the facts speak for themselves.

Science-aided thinking is smart thinking. No matter how sensible-seeming or wild an idea, the smart thinker asks: *Does it work?* A scientific attitude prepares us to think smarter. (See Thinking Critically About: The Scientific Attitude.)

IN YOUR EVERYDAY LIFE

Were you surprised to learn that psychology is a science? How would you explain that now if someone asked you about it?[4]

RETRIEVE & REMEMBER

ANSWERS IN APPENDIX E

▶ 1. Describe what's involved in critical thinking.

▶ 2. Describe the three parts of the scientific attitude.

PSYCHOLOGICAL SCIENCE'S BIRTH AND DEVELOPMENT

LOQ 1-3 How has psychology's focus changed over time?

Psychology as we know it was born on a December day in 1879, in a small, third-floor room at a German university. There, Wilhelm Wundt and his assistants created a machine to measure how long it took people to press a telegraph key after hearing a ball hit a platform (Hunt, 1993). (Most hit the key in about one-tenth of a second.) Wundt's attempt to measure "atoms of the mind"—the fastest and simplest mental processes—was psychology's first experiment. And that modest third-floor room took its place in history as the first psychological laboratory.

(a)

(b)

Caption credit (a): 1964 meeting of the Society of Experimental Psychologists in Berkeley, California. Reprinted by permission of the Society of Experimental Psychologists. http://www.sepsych.org/1964.php

Caption credit (b): Gordon B. Moskowitz, professor in Lehigh's Department of Psychology

Yesterday's lack of diversity At this 1964 meeting of the Society of Experimental Psychologists (a), Eleanor Gibson was easy to spot among the many male members, all in a sea of White faces. By contrast, women now are 55 percent of Association for Psychological Science members and 75 percent of psychology graduate students, as is clear in this photo of graduate students from Lehigh University (b). People of color have made enormous contributions to the field (see, for example, coverage of Kenneth Clark and Mamie Phipps Clark later in this chapter), and psychology's diversity continues to grow. For more on the history of these changes, see the Historical Timeline at the end of this text and in LaunchPad (LaunchPadWorks.com).

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[4] Thinking about these *In Your Everyday Life* questions and *Improve* Your Everyday Life questions—and how they relate to your own life—will help you make psychology's concepts more personally meaningful, and therefore more memorable.

Psychology's earliest explorers— "Magellans of the mind," Morton Hunt (1993) called them—came from many disciplines and countries. Wundt was both a philosopher and a physiologist. Charles Darwin, whose thinking on species variation in the natural world led to *evolutionary psychology*, was an English naturalist. Ivan Pavlov, who taught us much about learning, was a Russian physiologist. Sigmund Freud, a famous personality theorist and therapist, was an Austrian physician. Jean Piaget, who explored children's developing minds, was a Swiss biologist. William James, who shared his love of psychology in his 1890 textbook, was an American philosopher.

Few of psychology's early pioneers were women. In the late 1800s, psychology, like most fields, was a man's world.

William James helped break that mold when he chose to mentor Mary Whiton Calkins, by accepting her into his graduate seminar. Although Calkins went on to outscore all the male students on the Ph.D. exams, Harvard University denied her the degree she had earned. In its place, she was told, she could have a degree from Radcliffe College, Harvard's undergraduate "sister" school for women. Calkins resisted the unequal treatment and turned down the offer. But she continued her research on memory, which her colleagues honored in 1905

critical thinking thinking that does not blindly accept arguments and conclusions. Rather, it examines assumptions, assesses the source, uncovers hidden values, weighs evidence, and assesses conclusions.

The Scientific Attitude

LOQ 1-2 What are the three key elements of the scientific attitude, and how do they support scientific inquiry?

Three basic attitudes helped make modern science possible.

1 CURIOSITY:

Does it work?

When put to the test, can its predictions be confirmed?

Can some people read minds? •
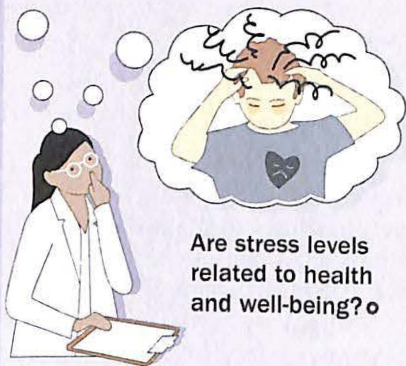
Are stress levels related to health and well-being? ○

• *No one has yet been able to demonstrate extrasensory mind-reading.*

○ *Many studies have found that higher stress relates to poorer health.*

2 SKEPTICISM:

What do you mean?

How do you know?

Sifting reality from fantasy requires a healthy skepticism—an attitude that is not cynical (doubting everything), but also not gullible (believing everything).

Do our facial expressions and body postures affect how we actually feel? •

Do parental behaviors determine their children's sexual orientation? ○

• *Our facial expressions and body postures can affect how we feel.*

○ *Chapter 4 explains that there is not a relationship between parental behaviors and their children's sexual orientation.*

3 HUMILITY:

That was unexpected! Let's explore further.

Researchers must be willing to be surprised and follow new ideas. People and other animals don't always behave as our ideas and beliefs would predict.

One of psychology's mottos: The rat is always right.
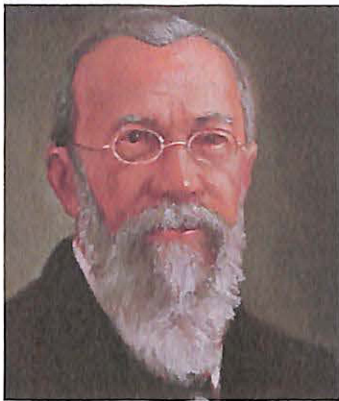
Wilhelm Wundt (1832–1920) Wundt established the first psychology laboratory at the University of Leipzig, Germany.
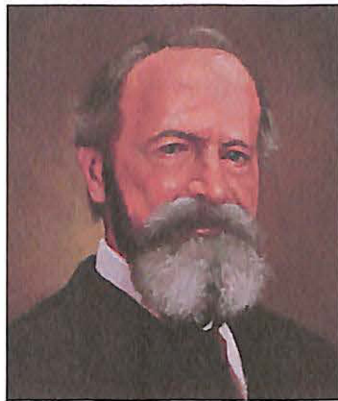
William James (1842–1910) and Mary Whiton Calkins (1863–1930) James was a legendary teacher-writer who authored an important 1890 psychology text. He mentored Calkins, who became famous for her memory research and for being the first woman to be president of the American Psychological Association.

Margaret Floy Washburn (1871–1939) After Harvard refused to grant Calkins the degree she had earned, Washburn became the first woman to receive a psychology Ph.D. She focused on animal behavior research in *The Animal Mind*.

by electing her the first female president of the American Psychological Association (APA). Animal behavior researcher Margaret Floy Washburn became the first woman to officially receive a psychology Ph.D. and the second, in 1921, to become an APA president. (Between 1997 and 2019, more than half of the elected presidents of the science-focused Association for Psychological Science were women.)

The rest of the story of psychology—the story this book tells—develops at many levels, in the hands of many people, with interests ranging from therapy to the study of nerve cell activity. As you might expect, agreeing on a definition of psychology has not been easy.

For the early pioneers, *psychology* was defined as "the science of mental life"—inner sensations, images, thoughts, and emotions. As it developed, psychology became organized into different branches. **Structuralism** (promoted by Wundt) focused on the structure of the mind, and **functionalism** (promoted by James) focused on how the mind functions.

And so it continued until the 1920s, when the first of two larger-than-life American psychologists challenged the idea of studying internal, mental processes. John B. Watson, and later B. F. Skinner, insisted that *psychology* must be "the scientific study of observable *behavior*." After all, they said, science is rooted in observation. What you cannot observe and measure, you cannot scientifically study. You cannot observe a sensation, a feeling, or a thought, but you *can* observe and record people's *behavior* as they are *conditioned*—as they respond to and learn in different situations. Many agreed, and **behaviorism** was one of psychology's two major forces well into the 1960s.

The other major force was Sigmund Freud's *psychoanalytic psychology*, which emphasized the ways our unconscious mind and childhood experiences affect our behavior. Some students wonder: Is psychology mainly about Freud's teachings on unconscious sexual conflicts and the mind's defenses against its own wishes and impulses? No. Today's psychological science does not support Freud's theory of sexuality. It does, however, agree that much of the human mind operates outside our conscious awareness. (In chapters to come, we'll look more closely at Freud and others mentioned here.)

As the behaviorists had rejected the early 1900s definition of *psychology*, other groups in the 1960s rejected the behaviorists' definition. In the 1960s, **humanistic psychologists,** led by Carl Rogers and Abraham Maslow, found both behaviorism and Freudian psychology too limiting. Rather than focusing on conditioned responses or childhood memories, Rogers and Maslow drew attention to our growth potential, to our needs for love and acceptance, and to environments that nurture or limit personal growth.

Another group searching for a new path in the 1960s pioneered a *cognitive revolution*, which led the field back to its early interest in how our mind processes and retains information. **Cognitive psychology** today continues its scientific exploration of how we perceive, process, and remember information, and of how thinking and emotion

structuralism an early school of thought promoted by Wundt that focused on the structure of the human mind.

functionalism an early school of thought promoted by James and influenced by Darwin that focused on how the mind functions.

behaviorism the view that psychology (1) should be an objective science that (2) studies behavior without reference to mental processes. Most psychologists today agree with (1) but not with (2).

humanistic psychology a historically important perspective that emphasized human growth potential.

cognitive psychology the study of mental processes, such as occur when we perceive, learn, remember, think, communicate, and solve problems.

John B. Watson (1878–1958) and Rosalie Rayner (1898–1935) Working with Rayner, Watson championed psychology as the scientific study of behavior. In a controversial study on a baby who became famous as "Little Albert," he and Rayner showed that fear could be learned. (More about this in Chapter 6.)

B. F. Skinner (1904–1990) This leading behaviorist rejected the idea of studying inner thoughts and feelings. He believed psychology should study how consequences shape behavior.

Sigmund Freud (1856–1939) The controversial ideas of this famous personality theorist and therapist have influenced humanity's self-understanding.

interact in anxiety, depression, and other disorders. The marriage of cognitive psychology (the science of the mind) and neuroscience (the science of the brain) gave birth to **cognitive neuroscience.** This specialty, with researchers in many disciplines, studies the brain activity underlying mental activity.

Today's psychology builds upon the work of many earlier scientists and schools of thought. To include psychology's concern with observable behavior *and* with inner thoughts and feelings, we now define **psychology** as the *science of behavior and mental processes.*

Let's unpack this definition. *Behavior* is anything a human or nonhuman animal *does* — any action we can observe and record. Yelling, smiling, blinking, sweating, talking, and questionnaire marking are all observable behaviors. *Mental processes* are our internal, subjective experiences — sensations, perceptions, dreams, thoughts, beliefs, and feelings.

By now you've learned that the key word in today's psychology is *science.* Psychology is less a set of findings than a way of asking and answering questions. Our aim, then, is not merely to report results but also to show you how psychologists play their game. You will see how researchers evaluate conflicting opinions and ideas. And you will learn more about how you, whether as a beginner scientist or simply a curious person, can think harder and smarter when explaining events and making choices in your own life.

IN YOUR EVERYDAY LIFE

How would you have defined psychology before taking this class? How do you think psychology might change in the future as more women, and others from historically excluded groups, contribute their ideas to the field?

RETRIEVE & REMEMBER

ANSWERS IN APPENDIX E

▶ 3. What event defined the start of scientific psychology?

▶ 4. From the 1920s through the 1960s, the two major forces in psychology were _____ and _____ psychology.

▶ 5. How did the cognitive revolution affect the field of psychology?

LaunchPad Our online learning tools will help you excel in this course. Take advantage of the LearningCurve adaptive quizzing that adjusts to your individual needs, "Assess Your Strengths" personal self-assessments, interactive simulations, and "How Would You Know?" research activities. For more information, see LaunchPadWorks.com. And for an excellent tour of psychology's roots, view the 9.5-minute *Video: The History of Psychology.*

TODAY'S PSYCHOLOGY

LOQ 1-4 What are psychology's current perspectives, and what are some of its subfields?

Today there are more than 1 million psychologists around the world (Zoma & Gielen, 2015). The International Union of Psychological Science has 82 member nations, from Albania to Zimbabwe. Psychology is *growing* and it is *globalizing.* The story of psychology is being written in many places, with studies ranging from the exploration of nerve cell activity to international conflicts. Modern psychology is shaped by many forces.

Psychologists' wide-ranging interests make it hard to picture a psychologist at work. You might start by imagining a neuroscientist probing an animal's brain, an intelligence researcher studying how quickly infants become bored with a familiar scene, or a therapist listening closely to a client's anxieties. Psychologists examine behavior and mental processes from many viewpoints, which are described in **TABLE 1.1**. These perspectives range from the biological to the social-cultural, and their settings range from the laboratory to the clinic. But all share a common goal: *describing and explaining behavior and the mind underlying it.*

Psychology also relates to many other fields. You'll find psychologists teaching

TABLE 1.1 Psychology's Current Perspectives

Perspective	Focus	Sample Questions	Examples of Subfields Using This Perspective
Neuroscience	How the body and brain enable emotions, memories, and sensory experiences	How do pain messages travel from the hand to the brain? How is blood chemistry linked with moods and motives?	Biological; cognitive; clinical
Evolutionary	How the natural selection of traits passed down from one generation to the next has promoted the survival of genes	How has our evolutionary past influenced our modern-day mating preferences? Why do humans learn some fears so much more easily than others?	Biological; developmental; social
Behavior genetics	How our genes and our environment influence our individual differences	To what extent are psychological traits such as intelligence, personality, sexual orientation, and vulnerability to depression products of our genes? Of our environment?	Personality; developmental; legal/ forensic
Psychodynamic	How behavior springs from unconscious drives and conflicts	How can someone's personality traits and disorders be explained in terms of their childhood relationships?	Clinical; counseling; personality
Behavioral	How we learn observable responses	How do we learn to fear particular objects or situations? What is the most effective way to alter our behavior, say, to lose weight or stop smoking?	Clinical; counseling; industrial-organizational
Cognitive	How we encode, process, store, and retrieve information	How do we use information in remembering? Reasoning? Solving problems?	Cognitive neuroscience; clinical; counseling; industrial-organizational
Social-cultural	How behavior and thinking vary across situations and cultures	How are we affected by the people around us, and by our surrounding culture?	Developmental; social; clinical; counseling
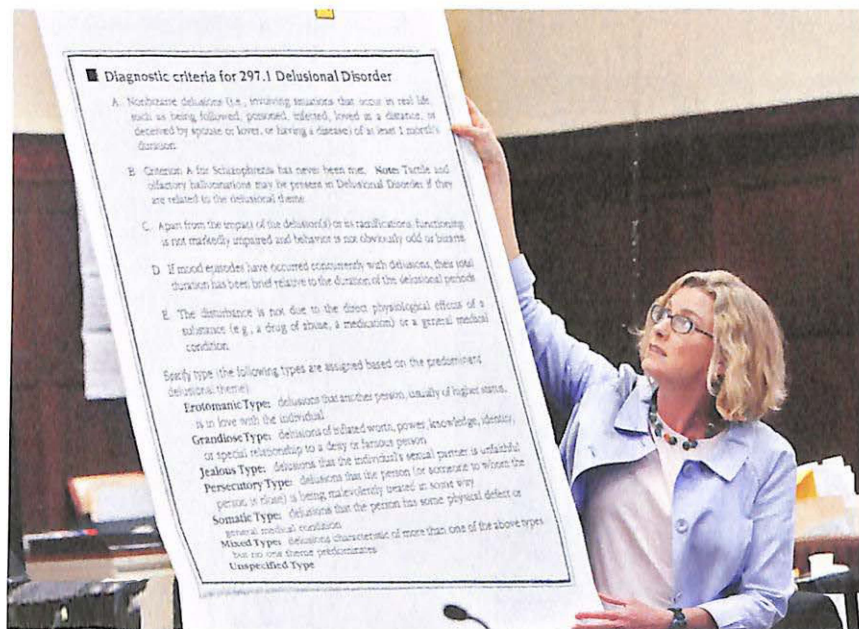
Psychology in court *Forensic psychologists* apply psychology's principles and methods in the criminal justice system. They may assess witnesses or testify in court about a defendant's state of mind and future risk.

in psychology departments, medical schools, law schools, business schools, and theological seminaries. You'll see them working in hospitals, factories, and corporate offices.

In this course, you will hear about

- *biological psychologists* exploring the links between brain and mind.
- *developmental psychologists* studying our changing abilities from womb to tomb.
- *cognitive psychologists* experimenting with how we perceive, think, and solve problems.

**cognitive neuroscience** the interdisciplinary study of the brain activity linked with mental activity (including perception, thinking, memory, and language).

psychology the science of behavior and mental processes.

- *personality psychologists* investigating our persistent traits.
- *social psychologists* exploring how we view and affect one another.
- *health psychologists* investigating the psychological, biological, and behavioral factors that promote or impair our health.
- *industrial-organizational psychologists* studying and advising on workplace-related behaviors and system and product designs.

Psychology is both a science and a profession. Some psychologists conduct *basic research*, to build the field's knowledge base. Others conduct *applied research*, tackling practical problems. Many do both.

Psychology also influences modern cultures. Knowledge transforms us. After learning about psychology's findings, people less often judge psychological disorders as moral failures. They less often regard women as men's inferiors. They less often view children as ignorant, willful beasts in need of taming. And as thinking changes, so do actions. "In each case," noted Hunt (1990, p. 206), "knowledge has modified attitudes, and, through them, behavior." Once aware of psychology's well-researched ideas—about how body and mind connect, how we construct our perceptions, how we learn and remember, how people across the world are alike and

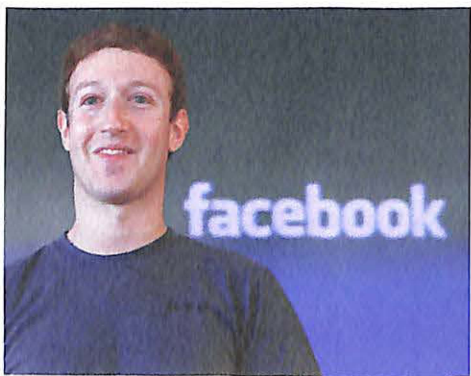*The New Yorker Collection, 1986, J.B. Handelsman from cartoonbank.com*
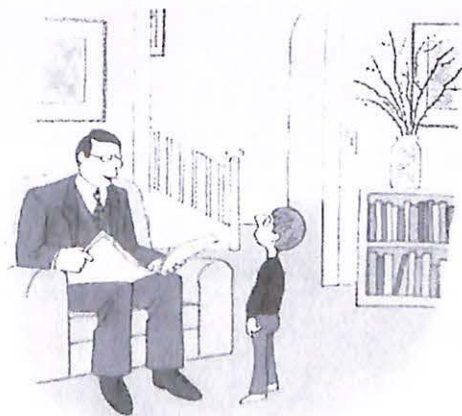
"I'm a social scientist, Michael. That means I can't explain electricity or anything like that, but if you ever want to know about people I'm your man."

different—your own mind may never be quite the same.

Now let's consider some of modern psychology's big ideas, which you will find woven throughout this book: the *biopsychosocial approach* to understanding our behavior and mental processes, the surprising *dual processing* in our two-track mind, and the way psychology explores human challenges (*clinical psychology*) as well as strengths (*positive psychology*).

IN YOUR EVERYDAY LIFE

Which of psychology's theoretical perspectives is most interesting to you? Why?

6. The _____-_____ perspective in psychology focuses on how behavior and thought differ from situation to situation and from culture to culture, while the _____ perspective emphasizes observation of how we respond to and learn in different situations.

The Biopsychosocial Approach

LOQ 1-5 How do psychologists use the biopsychosocial approach, and how can it help us understand our diverse world?

Each of us is part of a larger social system—a family, ethnic group, culture, and *socioeconomic* class (level of income). But we also define ourselves individually by gender, physical ability, and sexual orientation. We share a biologically rooted human nature. Yet many biological, psychological, and social-cultural influences fine-tune our assumptions, values, and behaviors. The **biopsychosocial approach** integrates these three *levels of analysis*—the biological, psychological, and social-cultural. Each level's viewpoint gives us insight into a behavior or mental process. Each asks different questions and has limits, but together they offer the most complete picture.

Suppose we want to study gender differences. Although early psychological research focused mostly on men, federal research agencies now expect researchers to examine gender differences. You will see throughout this book (and especially in Chapter 4) that *gender* is not the same as *sex*. *Gender* refers to the behavioral characteristics that people associate with *boy*, *girl*, *man*, or *woman* in a specific culture. *Sex* refers to the biologically influenced characteristics, which people inherit thanks to their genes. To study gender similarities and differences, we would want to know about biological influences. But we would also want to understand how the group's **culture**—the shared ideas and behaviors that one generation passes on to the

Paul Sakuma/AP Images

Photo 12/Alamy

Life after studying psychology The study of psychology, and its critical thinking strategies, have helped prepare people for varied occupations. Facebook founder Mark Zuckerberg studied psychology and computer science while in college. Actor and film producer Natalie Portman majored in psychology and co-authored a scientific article in college—and on one of her summer breaks filmed *Star Wars: Episode I*.

A smile is a smile the world around Throughout this book, you will see examples not only of our incredible diversity but also of the similarities that define our shared human nature. People vary in when and how often they smile, but a naturally happy smile *means* the same thing to all of us everywhere.

next—views gender. Critical thinking has taught psychologists to be careful about making statements about people in general if the evidence comes from studies done in only one time and place. Participants in many studies have come from the WEIRD cultures—Western, Educated, Industrial, Rich, and Democratic (Henrich et al., 2010). We are also increasingly aware that the categories we use to divide people are socially constructed. In terms of gender and sex, we will see that many individuals' *gender identity* differs from their sex.

If we knew about a group's culturally influenced gender expectations, our view would still be incomplete. We would also need some understanding of how the group's *individuals* differ from one another because of their personal abilities and learning.

Studying all these influences in various people around the world, researchers have found some gender differences—in what we dream, in how we express and detect emotion, and in our risk for alcohol use disorder, eating disorders, and depression. Psychologically as well as biologically, we differ. But research shows we are also alike. Whether female or male, we learn to walk at about the same age. We experience the same sensations of light and sound. We remember vivid emotional events and forget everyday

details. We feel the same pangs of hunger, desire, and fear. We exhibit similar overall intelligence and well-being.

We are each in certain respects like all others, like some others, and like no other. Studying all kinds of people helps us see our similarities and our differences, our human kinship and our diversity.

Psychologists have used the biopsychosocial approach to study many of the field's big questions. One of the biggest and most persistent is the **nature-nurture issue:** How do we judge the contributions of *nature* (biology) and *nurture* (experience)? Today's psychologists explore this age-old question by asking, for example:

- How are intelligence and personality differences influenced by heredity and by environment?
- Is our *sexual orientation* written in our genes?
- Can life experiences affect the expression of the genes we inherit?
- Should we treat depression as a disorder of the brain or a disorder of thought—or both?

In most cases, *nurture works on what nature provides.* However, in Chapter 3, you'll also learn about *epigenetics*—how experience in turn influences genetic expression. And in Chapter 2 you will see that our species has been graced with the great biological gift of brain *plasticity:* an enormous ability to learn and adapt. Every psychological event—every thought,

Culture and kissing Kissing crosses cultures. Yet how we do it varies. Imagine yourself kissing someone on the lips. Do you tilt your head right or left? In Western cultures, in which people read from left to right, about two-thirds of couples kiss right, as in Prince Harry and Meghan's wedding kiss, and in Auguste Rodin's sculpture, *The Kiss.* People reading Hebrew and Arabic read from right to left, and in one study 77 percent of those readers kissed tilting left (Shaki, 2013).

biopsychosocial approach an approach that integrates different but complementary views from biological, psychological, and social-cultural viewpoints.

culture the enduring behaviors, ideas, attitudes, values, and traditions shared by a group of people and handed down from one generation to the next.

nature-nurture issue the age-old controversy over the relative influence of genes and experience in the development of psychological traits and behaviors. Today's psychological science sees traits and behaviors arising from the interaction of nature and nurture.