

# Preface



**W**e live in an age in which science and technology have revolutionized the way we view the world, yet many students fail to realize that scientific methods can also be applied to the study of human behavior. While many students have no difficulty mastering numerous facts and principles, their behavior appears to be little changed by this experience. That is, there is little evidence that a first course in psychology has changed the way they interpret behavioral events. Perhaps this is because it is so difficult to remain objective about our behavior—and perhaps that is due, in part, to the ways in which texts present and support principles of psychology.

If psychology is a science, then it should be presented as a science. Throughout this text we have attempted to involve students actively in the discovery process by inviting them to question assumptions and to participate in the scientific process of supporting or refuting ideas. Although the text is rich with content, it endeavors to bring students, and their own behavior, closer to the scientific process of observation and control.

The major goals for this textbook are to demonstrate to students how the science of psychology has evolved and how it continues to develop. We wanted to create a textbook that engages students in the scientific process by asking stimulating questions and demonstrates how scientific research proceeds in order to answer them. In addition, we wanted to introduce students to several contemporary and influential psychologists in order to show them how researchers think about important issues as well as to illustrate how controversy still surrounds much of this important discipline. These introductions are presented as dialogs between the author and influential researchers at the end of several chapters. We believe that it is important to show students how we know what we know by discussing principles of psychology in terms of the scientific context in which they are demonstrated. More importantly, we discuss the methods of research throughout the text as we present hundreds of classic and contemporary experiments in detail. There are more than two thousand references to published research in this text, much of it published since 2005. While we strive to present and interpret the most recent research available, we also discuss many older classic studies where they remain relevant.

Not all psychologists agree with a single approach to studying human behavior. Throughout this text behavioral phenomena are discussed from different and sometimes competing perspectives. In cases where the preponderance of evidence supports a particular perspective, we discuss the evidence for a stronger point of view. Psychology is a dynamic science, and other disciplines are continually adding to and changing our understanding. This is particularly evident in the rapidly evolving neural and biological sciences. Throughout this text we present the most compelling biological perspectives when they are relevant.

## New to this Edition ● ● ● ●

*The 4th Edition of Psychology: The Science of Behavior* is the most current introductory textbook available. It continues to present contrasting theoretical perspectives throughout while maintaining a strong scientific orientation to the study of psychology. For instance, while the text emphasizes a strong scientific perspective, it presents competing points of view on most important topics including language learning, development, personality, the behavioral disorders and their treatment, and

issues in social psychology. Some of the most noticeable changes to the 4th edition include updates to our understanding of drugs and behavior in Chapter 3, expanded coverage of inattention blindness and synesthesia in Chapter 4, expanded coverage of the biology of memory and Schacter's Seven Sins of Memory in Chapter 7, recent research on how Botox treatment supports the Facial Feedback Theory of emotion in Chapter 9, an added Research Perspectives debate on chimp language in Chapter 10, expanded coverage of the Five-Factor Model of personality in Chapter 14, updated diagnostic criteria and biological perspectives on psychological disorders in Chapter 15, expanded coverage of the biological treatments for disorders including new research on ECT for depression in Chapter 16, and expanded coverage of research on implicit attitudes in Chapter 17. Over one hundred research citations published between 2006 and 2011 were included in this revision.

## Special Features ● ● ● ●

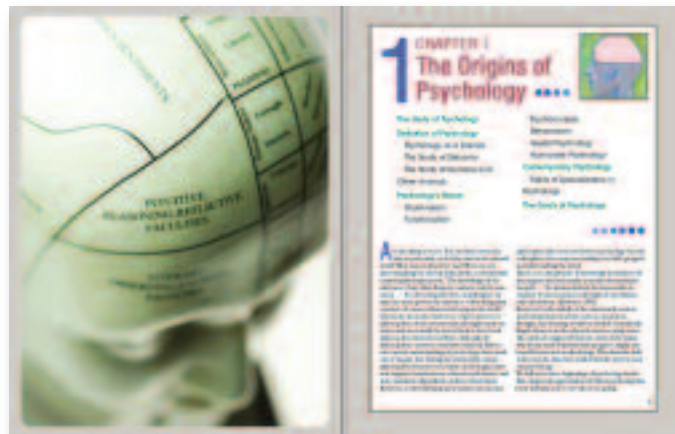
What makes this text different from others that are also well grounded in current research is the way in which research is presented. We attempt to demonstrate how research evolves from simple questions about behavior, often by asking readers to think about how answers to questions might be found. We then show how research, using a variety of methods, answers these questions and how theories of psychology develop from research. In many cases we discuss how both the questions and the research are influenced by individual personalities and the political climate of the time. Psychology, like any other science, is a dynamic, social process within which our knowledge continually changes.

Throughout each chapter there are numerous questions that students are asked to consider and attempt to answer. Immediately following many of these questions are descriptions of research designed to answer them. Students are thus led through the research process so that they become accustomed to how questions lead to research and how research provides answers. In many cases research does not lead to clear answers, and we discuss how to evaluate both sides of an issue critically. Because psychology can be presented from different theoretical perspectives, we have included several end-of-chapter interviews with prominent psychologists to demonstrate these differences.

## Pedagogical Features ● ● ● ●

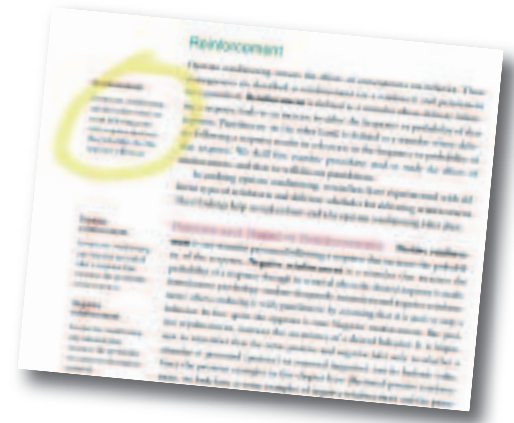
### Chapter Openers

Chapters open with a few brief paragraphs that stage the importance of the chapter topic and make the content relevant to students. These openers often reveal how chapter content can be, and is, applied to contemporary issues affecting all of our lives. The author finds these openings, and others similar to them, valuable ways to begin a lecture. They capture student's attention and make leading into content more interesting for students.



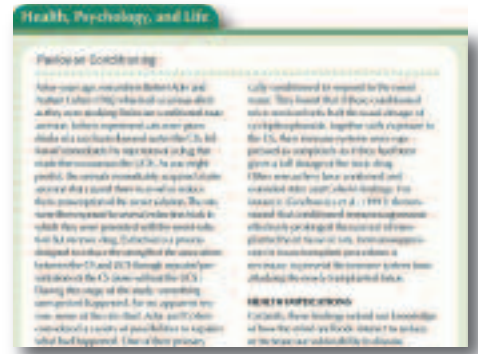
## Key Terms

Key terms within each chapter are highlighted in the text and pulled out to the page margin boxes where they are further defined. These terms are also listed again at the end of each chapter and in the glossary at the end of the text. Identifying important terms and concepts in this way enhances student learning because they see terms and concept applied within a context in the text, and then again carefully defined in page margins.



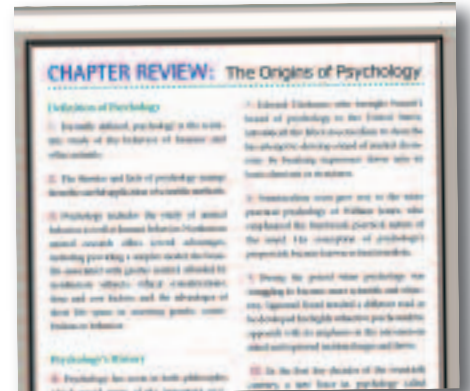
## “Health, Psychology, and Life” Vignettes

A number of chapters end with realistic applications of chapter content to our health and psychological wellbeing. These segments make it clear to students how psychology can contribute to, and benefit, their lives. Seeing how important concepts and research findings can be directly applied makes the content of their psychology course much more relevant.



## Chapter Review

Each chapter ends with a summary of key concepts and research findings. These summaries provide students with a review that can prompt further study where needed or a confirmation of their present understanding. These summaries can also be used by instructors to facilitate test development and to prompt student discussions.



## Supplements ●●●●

### Supplements for Instructors

- 1. Instructor’s Manual** The Instructor’s Manual includes sections on how to teach students critical thinking skills and how to conduct in-class poster sessions. Each of the seventeen chapters corresponds to a chapter of *Psychology: The Science of Behavior 4/e*, and contains learning objectives and lecture and discussion suggestions.

**2. Test Bank** A test bank is available to instructors in both hard copy and electronic forms. Each chapter consists of a variety of multiple choice, true/false, and essay questions.

**3. Distance Learning Solutions** BVT Publishing is committed to providing the ability to administer tests and quizzes over the Internet. We have a strong relationship with Respondus, whose Course Management Software allows for the creation of randomly-generated tests and quizzes that can be downloaded directly into a wide variety of course management environments, such as Blackboard, Web CT, Desire 2 Learn, Angel, E Learning, and others.

**4. PowerPoint** These slides, developed by the author, provide an outline of learning objectives/topics for the chapter. We have crafted the slides to avoid being “busy” with an overabundance of information; instead, they provide a template for lectures and discussions in an “eye-pleasing” format.

**5. Customize This Book** If you have additional material you’d like to add (handouts, lecture notes, syllabus, etc.), or if you would like to simply rearrange and delete content, BVT Publishing’s custom publishing division can help you modify this book’s content to produce a book that satisfies your specific instructional needs. BVT Publishing has the only custom publishing division that puts your material exactly where you want it to go, easily and seamlessly. Please visit [www.bvtpublishing.com](http://www.bvtpublishing.com) or call us at **1-800-646-7782** for more information on BVT Publishing’s Custom Publishing Program.

## Supplements for Students

BVT Publishing is pleased to provide students with a comprehensive online tutorial that can be found at [www.bvtstudents.com](http://www.bvtstudents.com). This website offers the following:

**1. Study Guide** Each chapter consists of learning objectives, a chapter summary, matching exercises, true/false statements, multiple choice questions, and review diagrams and charts. Additionally, the study guide contains application exercises which challenge students to apply chapter content to 'real life' situations and/or problems, and critical thinking exercises that encourage students to analyze and evaluate psychological research and concepts.

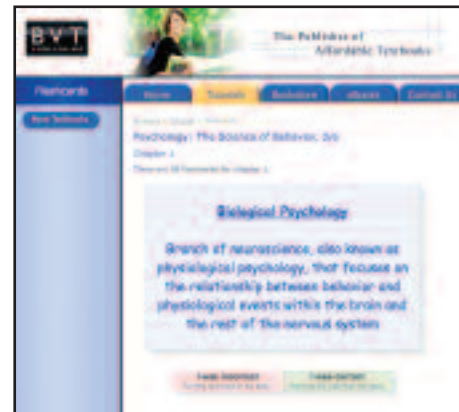
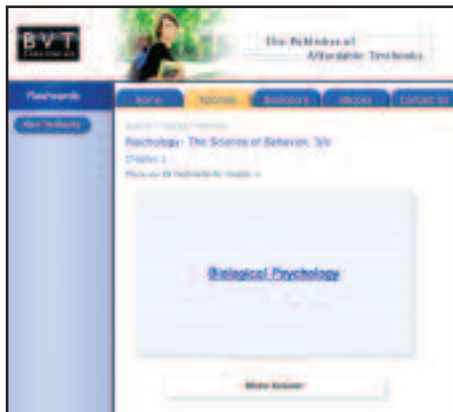
**2. eBook editions** Save time, money, and paper by purchasing an eBook version of this text directly from our convenient online store, located on our student website.

**3. Shop Online** For the student's convenience and pocketbook, students have the added option of purchasing the traditional paper textbook directly from the publisher if preferred.

**4. Self Tests** Students can test their knowledge of this book’s content using the Self Tests on the student website. The Self Test questions are designed to help improve students’ mastery of the information in the book.



**5. Flashcards** We also feature flashcards on our student website. The Flashcards are an easy way for students to spot-check their understanding of common and important psychology terms, as well as effectively retain the information.



**6. Chapter Summaries** The Chapter Summaries are another tool designed to give the students an overview of each chapter’s content, further aiding the students in content comprehension and retention.



## About the Author ● ● ● ●

Richard Ettinger is a professor of psychology at Eastern Oregon University where he has served as Department Chair and as Director of Sponsored Research. Before his position at EOU he studied neuroscience as an NIH postdoctoral fellow at Duke University. He earned his doctorate in Experimental Psychology from Washington State University and his bachelor's degree in chemistry from Oregon State University. He has published research articles on a variety of topics, including the biochemical control of feeding, the role of conditioning in drug tolerance, and the development of an anti-cocaine antibody that blunts the effects of cocaine. His research has been funded by the National Institutes for Health, the National Science Foundation, and numerous university research grants. He has also authored several books including earlier editions of this textbook, a textbook on animal learning, and more recently a textbook on psychopharmacology.