

Preface



Journey of Discovery

My own study of psychology and my career in this scientific discipline have been a true journey of discovery. Growing up in a small town did not offer many opportunities to learn about the social sciences. However, during my first year in college, I was introduced to psychology and became hooked. I spent the following summer reading a stack of psychology books. Since then, I am repeatedly reminded that the science of psychology is a valuable way to understand behavior and the process of living on this planet.

What can I offer you as an enticement to read this book? Well, are you interested in becoming more competent in dealing with future life events? Psychology involves the “study of the mind.” As such, introductory psychology offers you the hope that course material will help you better understand, not only other people, but also yourself. Seeking such knowledge is a distinguishing feature of young adulthood, and the college experience is specifically designed to foster this quest. In writing this text, I sought to bring into these pages that same message of hope and discovery that infuses the entire field of psychology. Does this sort of journey interest you?

I have written this text in a way that introduces you to the science of psychology as a journey of discovery undertaken both by researchers in their search for knowledge over the past century and by students over the course of the term. I explain how psychology has expanded our understanding of how people think, feel, and behave, while it also motivates you to apply this knowledge to better understand yourself and others. By regularly encouraging you to consider how psychological knowledge relates to your own life, I place your learning experience within a personally relevant context that benefits retention of course material, while also fostering self-insights that can be applied to your daily living.

The history of psychology is filled with compelling stories of how researchers’ intense interest in learning about the nature of human and animal behavior led them on a journey of discovery that eventually culminated in important new knowledge. The fundamental difference between our often informal, anecdotally based personal journeys of discovery and the journeys of discovery found in psychology is that the vehicle employed in the latter journeys is the scientific method. Throughout *Psychology*,

I tell selected discovery stories in psychology so that you will appreciate both the human element and the ever-evolving nature of scientific knowledge and insight.

Following Chapter 1’s introduction to psychology, which covers the field’s history and areas of specialization, Chapter 2 is devoted to the vehicle for psychological discovery—research methodology. This chapter provides a solid base for understanding the scientific enterprise of psychology; and it encourages a healthy, scientific skepticism of the many, often contradictory, common-sense truisms we learn from others. Discussion of the science of psychology is further reinforced by Appendix A, “Statistical Reasoning,” at the end of the text.

Encouraging Self-Discovery

While encouraging you to analyze the scientific journey of discovery in psychology, the text also facilitates a personal journey of discovery by including more than 20 Self-Discovery Questionnaires that ask you to consider how the specific text material relates to your life. These self-report questionnaires are those that researchers currently use, and the results of studies employing them are part of the text material. Thus, as you learn about various psychological theories and relevant research findings, you also learn something about yourself. Examples of Self-Discovery Questionnaires include “Who Am I?” (Chapter 4), “Are You a Morning or a Night Person?” (Chapter 6), “Do You Have an Internal or an External Locus of Control?” (Chapter 12), and “Are You Typically an Optimist or a Pessimist?” (Chapter 15).

Applying Psychology to Everyday Experiences

Beyond self-report questionnaires, the text also includes more than 20 Explore It Exercises in which you actively experience how specific psychological processes work. Examples of Explore It Exercises are “Are You Color-Blind?” (Chapter 5), “How Can You Meditate?” (Chapter 6), “Can You Use Your Knowledge of Semantic Networks to ‘Read’ People’s Minds?” (Chapter 8), “Which Side of Your Brain Is More Active During Emotional Situations?” (Chapter 11), and “How Can You Increase Your Chances of Receiving Help in an Emergency?” (Chapter 16). The text also presents a Psychological Applications section

at the end of each chapter that demonstrates how psychology can be applied to your life. In these sections, you learn how the theories and research in a particular chapter can be applied to real-world settings. Topics covered in the Psychological Applications sections include developing critical thinking skills, learning how to exercise self-control in your academic and personal life, improving everyday memory, understanding test anxiety, coping with jealousy, and many others.

Encouraging Critical Thinking

You can develop an understanding of yourself and others by reading astrological predictions, internalizing the varied messages of popular culture, and uncritically accepting the advice and “wisdom” of friends, family, and (yes!) college professors. Yet, what is the value of this understanding if it is not subjected to critical cognitive analysis? Critical evaluation is an important component of *Psychology*. Questions in the main body of the text encourage critical thinking by inviting you to guess a study’s hypotheses, results, or alternative interpretation of findings. In addition, questions that appear in the captions of figures, tables, and photos inspire further analysis of text material. Each chapter also features Journey of Discovery Questions, which require critical analyses of current discussion topics. Possible answers to these questions are provided in Appendix B.

Recognizing the Diversity and Unity of People

Integrated within this book’s journey of discovery theme is the encouragement to recognize the ways in which people are both similar to and different from one another. *Psychology* tells the story of the science of psychology in such a way that you will recognize the “yin-yang” of unity and diversity, whether you are trying to understand the thoughts, emotions, and behavior of your college roommates or those of people from other cultures.

The text not only analyzes how culture and our individual developmental experiences influence the way we think, feel, and behave, but also examines how humans, as a species, often respond similarly to their physical and social surroundings. The “yin” in this diversity-unity analysis is the sociocultural perspective, while the “yang” is the evolutionary perspective. The text explains that the culture of a people is based on their relationship with the environment, and the evolution of our species is a story of how we have adapted to our surroundings. Thus, just as our bodies and brains are products of evolutionary forces, so, too, is our culture. Yet, cultural change occurs much more rapidly than genetic change. This is why the world’s

cultures vary greatly, despite little meaningful genetic variation among cultural groups.

Two belief systems that explain how individuals relate to their groups and that are important to understanding the psychology of human behavior are individualism and collectivism. Individualism is a philosophy of life stressing the priority of personal goals over group goals, a preference for loose-knit social relationships, and a desire to be relatively independent of others’ influence. In contrast, collectivism is a philosophy of life stressing the priority of group needs over individual needs, a preference for tightly knit social relationships, and a willingness to submit to the influence of one’s group. Although we know that cultures differ in their individualist-collectivist orientations, we do not know whether one is better than the other in any ultimate evolutionary sense. Psychology periodically examines how the psychology of people from different cultures differs due to their individualist-collectivist beliefs. For those chapter topics where the individualist-collectivist analysis is not especially relevant, other more relevant cultural factors are highlighted.

New to the Fifth Edition

The fifth edition of *Psychology* has a number of new photos, tables, and figures, as well as more than 400 new references. Other significant changes in this new edition include the following:

Chapter 1

- Expanded coverage of positive psychology
- Expanded coverage of evolutionary psychology

Chapter 3

- Expanded coverage of the specialized abilities of the two hemispheres
- New coverage of sensitive periods in development
- Expanded coverage of the ethics of genetic testing and research

Chapter 4

- Expanded coverage of parenting style
- Expanded coverage of self-esteem
- Expanded coverage of adolescence
- New research on emerging adulthood and Generation Next
- New research covering career and parental conflicts
- New research on the prevalence of the mid-life crisis
- New coverage on culture and ageism
- Expanded coverage of Alzheimer’s disease
- Expanded coverage of wisdom development

Chapter 5

- New discussion of bottom-up versus top-down processing
- Expanded coverage of feature detectors and cortical cells
- New coverage of referred pain

Chapter 6

- New coverage of mindfulness
- Expanded coverage on why we sleep
- Expanded coverage of dream theories

Chapter 7

- New coverage of mirror neurons and observational learning
- Expanded coverage on violence depicted in music lyrics and music videos

Chapter 8

- Reorganized chapter content
- New research on and coverage of Henry Molaison
- Expanded coverage on the neural basis of memory

Chapter 9

- More information on the neural basis of insight

Chapter 10

- Revised chapter-opening story
- Increased coverage of multiple intelligences
- New information on group-based differences in IQ scores

Chapter 11

- New section on how friends and family influence people's body weight
- Increased coverage of sexual scripts and date rape
- Increased coverage of social rejection
- Increased coverage of gender and decoding emotional expressions

Chapter 12

- Expanded coverage of the neuroscience of psychoanalytic theory
- New research of the Five-Factor Model
- New section on the positive psychology and character strengths
- New coverage of the Jungian-based Myers-Briggs Type Indicator
- Increased coverage of the biological basis of personality
- New research on the personality trait of self-monitoring

Chapter 13

- Complete chapter reorganization based on the DSM revision
- New research on prevalence of psychological disorders worldwide
- New research on social anxiety disorder
- Increased coverage of depression
- Increased coverage of suicide risk
- New research on dissociative identity disorder
- Substantial revised coverage of schizophrenia
- Substantial revised coverage of personality disorders

Chapter 14

- New section on deep brain stimulation

Chapter 15

- Increased coverage of stress
- New research on the benefits of stress
- Increased coverage of the psychology of happiness

Chapter 16

- New section on sexism

Pedagogical Aids

Psychology enhances learning with the following pedagogical devices:

1. Each chapter opens with a *chapter outline*.
2. *Short-sentence headings* compactly summarize the content of chapter sections and facilitate recall of text topics.
3. *Preview questions* foreshadow the material to be covered and introduce each major chapter section.
4. Each major chapter section ends with a *Section Review* that presents a bulleted summary of the section's most important concepts that were initially queried in the Preview questions.
5. Beautifully rendered *four-color illustrations* throughout the text clarify and enhance chapter concepts.
6. *Key terms* and concepts are highlighted and defined on first appearance, and are defined in the text margins. They are also listed in alphabetical order with page references at the end of each chapter. The *Glossary* at the end of the text presents all of the definitions alphabetically.
7. *Journey of Discovery Questions* within each chapter require critical analyses of current discussion topics. Possible answers are provided in Appendix B.

8. *Quotes* from famous individuals in other fields illustrate text material.
9. *Self-Discovery Questionnaire* and *Explore It Exercise* sections within the chapters enhance your understanding of a variety of topics. See the list of *Self-Discovery Questionnaire* and *Explore It Exercise* on page xvi.
10. *Psychological Applications* sections help you to apply each chapter's psychological concepts to real-world situations.
11. *Suggested Websites* at the end of each chapter are online sources that you can access to obtain a better understanding of chapter material.
12. *Review Questions* at the end of each chapter allow you to check your comprehension of the chapter's major concepts.

APA Principles for Quality Undergraduate Education in Psychology

The APA Board of Educational Affairs (BEA) has developed a set of principles and recommendations for creating a world-class educational system that provides students:

- the workplace skills needed in the information age;
- a solid academic background that prepares them for advanced study in a wide range of fields; and
- the knowledge, skills and values they will need to enter and succeed in the workforce and thrive in their daily lives.

These principles and recommendations are available at www.apa.org/education/undergrad/principles.aspx. Please visit www.BVTPublishing.com/APA to see how *Psychology*, fifth edition, supports all of these principles.

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And Finally ...

I welcome your comments and feedback. As soon as this text rolls off the press, I will begin collecting ideas for the next edition. The prospect of being able to develop a robust exchange of ideas with current users, both students and faculty, is truly exciting. You can reach me at: stephen.franzoi@marquette.edu.

Very best wishes,
 Steve Franzoi

About the Author

Stephen L. Franzoi is Professor of Psychology at Marquette University in Milwaukee, Wisconsin. Born and raised in Iron Mountain, Michigan, Dr. Franzoi is proud to call himself a “Yuper” (a native of the Upper Peninsula of Michigan, or U.P.). Dr. Franzoi received his BS in both psychology and sociology from Western Michigan University and his MA and PhD from the University of California at Davis; he was also postdoctoral fellow at Indiana University before joining Marquette’s faculty. Dr. Franzoi has served as assistant editor of *Social Psychology Quarterly* and associate editor of *Social Problems*. At Marquette University, Professor Franzoi teaches introductory psychology courses and is also the author of the textbook *Social Psychology* (sixth edition). He is an active researcher in the areas of body esteem and self-awareness. Over the years, Dr. Franzoi has discussed his research in many popular media outlets, including *The New York Times*, *USA Today*, *National Public Radio*, and the *Oprah Winfrey Show*. He and Cheryl Figg are the proud parents of Amelia and Lillian. In his spare time, he enjoys relaxing with his family, bicycling, making wine, and playing bocce ball.

