

Preface



W

hy do I describe psychology as a discovery experience? Much of my reasoning is very personal: My own study of psychology, including my career in this scientific discipline, has 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. After my sophomore year I began conducting research. As you will learn when reading Chapter 1, one of my more interesting undergraduate research projects involved studying the followers of a religious cult. 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 to 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 also motivating 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 will help you remember course material, while also fostering self-insights that can be applied to your daily living.

The history of psychology is infused 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 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 *Essentials of Psychology*, I present discovery stories in psychology so that you 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, areas of specialization, and research methodology—we examine the subject matter spanning the entire field of psychology. Each chapter also includes boxes that discuss selected studies in detail. This emphasis on the scientific enterprise encourages a healthy, scientific skepticism of the many, often contradictory, commonsense truisms we learn from others.

One last thing I would like to mention about the stories you will read in this book is that some of them involve personal disclosures about me and my friends and family. Because I am asking you to take this discovery journey with me, I think it is only fair that I share some of my life experiences as they relate to chapter topics. I hope you enjoy these stories and that, in turn, you begin to consider how psychological knowledge can help you understand some of your own past and unfolding life stories.

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 30 Self-Discovery questionnaires that ask you to consider how the specific text material relates to your life. Many of these “Self-Discovery” questionnaires include self-report surveys that researchers currently use to study the selected self-discovery topic, 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.

Applying Psychology to Everyday Experiences

Beyond self-report questionnaires, I also present 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 Application” sections include: developing critical thinking skills, learning how to exercise self-control in your academic and personal life, improving everyday memory, encouraging your creativity, 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 *Essentials of Psychology*. Throughout the text, critical thinking is facilitated by numerous Closer Look boxes that examine specific chapter topics in greater detail and encourage you to ponder and analyze the research and theory underlying each topic. Each chapter also features Journey of Discovery questions, which require critical analyses of current discussion topics. Possible answers to these questions are provided in the appendix of the print version of the text and are “clickable” in the online version. Strategically placed Info-bits in each chapter provide additional information on selected topics. Critical thinking is also encouraged by the questions frequently posed in the main body of the text, inviting you to guess a study’s hypotheses, results, or alternative interpretations of findings. Questions that appear in the captions of figures, tables, and photos inspire further analysis of text material. Last, but certainly not least, are the end-of-chapter Practice Quiz questions. These questions test your knowledge of various topics and the end-of-text answers provide immediate feedback on the extent of your understanding.

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. *Essentials of 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. This emphasis on diversity can be seen most clearly in the numerous Exploring Culture & Diversity boxes found throughout the book.

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. *Essentials of 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 *Essentials of Psychology* has a great deal of new content, including many new photos, figures, and cartoons, as well as more than 400 new references. Other significant changes in this new edition include:

Chapter 1

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

Chapter 2

- Expanded coverage of the specialized abilities of the two hemispheres
- New coverage of sensitive periods in development

Chapter 3

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

Chapter 4

- New discussion of bottom-up versus top-down processing

Chapter 5

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

Chapter 6

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

Chapter 7

- Reorganized chapter content
- Expanded coverage of the neural basis of memory

Chapter 8

- More information on the neural basis of insight
- Increased coverage of multiple intelligences
- New information on group-based differences in IQ scores

Chapter 9

- 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 10

- Expanded coverage of the neuroscience of psychoanalytic theory
- New research on the Five-Factor Model
- New section on 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 11

- Complete chapter re-organization 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
- Substantially revised coverage of schizophrenia
- Substantially revised coverage of personality disorders

Chapter 12

- New section on deep brain stimulation

Chapter 13

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

Chapter 14

- New research on cognitive dissonance

Pedagogical Aids

Essentials of 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. A bulleted summary at the end of each major chapter section reviews the section's most important concepts.

4. Beautifully rendered, four-color illustrations throughout the text clarify and enhance chapter concepts.
5. Key terms and concepts are highlighted and defined on first appearance. Key terms are also defined in the text margins and listed in alphabetical order with page references at the end of each chapter. A glossary at the end of the book presents all of the definitions alphabetically.
6. Journey of Discovery Questions within each chapter require critical analyses of current discussion topics. Possible answers are found online, as well as in the appendix at the end of the book.
7. Info-bits briefly describe the results from psychological studies that enhance text material.
8. Quotes from famous individuals in other fields illustrate text material.
9. Self-Discovery questionnaires, Exploring Culture & Diversity boxes, and Closer Look vignettes enhance your understanding of a variety of topics. See the List of Vignettes on page xiii.
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 provide 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 with

- the workplace skills needed in the information age
- a solid academic background that prepares them for advanced study in a wide range of fields
- 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 *Essentials of Psychology*, fifth edition, supports all of these principles.

Acknowledgments

While writing this text, many people provided me with invaluable assistance and understanding. I first want to thank my family for not only supporting my writing efforts and forgiving my memory lapses during this time, but also providing me with wonderful examples of psychological principles that I have used throughout the text. I also apologize to my daughters, Amelia and Lillian, for any future embarrassment I may cause them by retelling some of their life experiences in the book!

I owe a big debt of gratitude to the students in my introductory psychology courses at Marquette University, who are the first ones exposed to my new stories of the psychological journey of discovery. I would also like to thank the numerous family members, friends, acquaintances, and strangers who allowed me to take their photos for use in the book.

There are a number of people I would like to warmly thank at BVT Publishing. First, I would like to thank Publisher and Marketing Manager Richard Schofield for seeing the value of this project and providing the necessary resources to bring it to fruition. While completing this fifth edition, I worked with Managing Editor Joyce Bianchini, Project Research and Development Manager Jenefer Winchell, Production Manager Janai Bryand, Cover and Interior Design Manager Esther Scannell, Typesetting Manager Rhonda Minnema, Proofreader Anne Schofield, and Pre-Production Coordinator Tommi Morgenthal. All seven of these talented people did a great job coordinating and organizing numerous book tasks, of which many I wasn't even aware!

Numerous reviewers, who obviously care very much about psychology and the art and craft of teaching, generously provided feedback during the writing of this text. I would like to thank:

Paul Bell, Colorado State University
 Wayne Briner, University of Nebraska at Kearney
 Sheila Brownlow, Catawba College
 Trey Buchanan, Wheaton College
 Adam Butler, University of Northern Iowa
 Robert Caldwell, Michigan State University
 Jorge Conesa, Everett Community College
 James R. Cook, University of North Carolina—Charlotte
 Tom Copeland, Hardin Simmons University
 Wendy Domjan, University of Texas—Austin
 Natalie Dove, Purdue University
 Carol Edwards, Purdue University North Central
 Ron Faulk, St. Gregory's University
 Gary D. Fisk, Georgia Southwestern State University

Donelson R. Forsyth, Virginia Commonwealth University
 Susan M. Frantz, Highline Community College
 Traci Giuliano, Southwestern University
 Wind Goodfriend, Purdue University
 Judith Harackiewicz, University of Wisconsin–Madison
 Robert M. Hessling, University of Wisconsin–Milwaukee
 Deborah E. Horn, Blinn College
 Neil Levens, Indiana University of Pennsylvania
 Scott F. Madey, Shippensburg University
 Michael Major, Loyola University of New Orleans
 Michael S. Ofsowitz, University of Maryland, European Division
 Daniel Osherton, Rice University
 Maria Pagano, New York City College of Technology
 Debra L. Palmer, University of Wisconsin–Stevens Point
 Ellen Peters, University of Oregon

Laura Richardson, University of Guam
 Alan Searleman, St. Lawrence University
 Robert R. Sinclair, Portland State University
 Jason S. Spiegelman, Community College of Baltimore County
 Leland Swenson, Loyola Marymount University
 Alan Swinkels, St. Edward's University
 Kris Vasquez, Alverno College
 Lona Whitmarsh, Fairleigh Dickinson University
 Bob Wildblood, Indiana University, Kokomo
 Brian T. Yates, American University

And Finally ...

I welcome your comments and feedback. 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 a Professor of Psychology at Marquette University in Milwaukee, Wisconsin. Born and raised in Iron Mountain, Michigan, Dr. Franzoi is proud to call himself a “Yooper” (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 a 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*. Professor Franzoi has taught introductory psychology courses for more than 30 years, and in 2013 was honored with the Marquette University Teaching Excellence Award. He is an active researcher in the area of physical appearance and body esteem. 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.

