

# PREFACE

## To the Student

Psychology is the scientific study of behavior and mind. It can be a tough subject, but it can also be fun and even surprising in a number of unexpected ways. You'll find scores of research studies and hundreds of isolated facts scattered throughout this book, but my main goal is to help you understand the value and usefulness of psychology in your life. Toward that end, I'll show you how your behaviors, thoughts, and emotions help you solve important problems every day.

## WHAT DO WE MEAN BY "THE ADAPTIVE MIND"?

I take the view that everything we do is influenced, in part, by our need to solve specific problems in our environment. By "problem" I simply mean the challenges we need to meet, or the demands we need to resolve, as we move through everyday life. We're constantly dipping into our psychological "tool kit" to solve one problem or another. For example, before you can react, your brain needs to communicate with the environment and with the rest of your body. To communicate internally, your body uses the nervous system, the endocrine system, and, to some extent, even the genetic code. We also need to translate messages from the environment, which come in a variety of forms, into the internal language of the nervous system (which is electrochemical). We solve this problem through our various sensory systems, such as vision and audition. Our survival also depends on our ability to communicate. In this case, the solution was the development of language and other nonverbal forms of communication.

You'll soon see that many of our behaviors and thoughts can be viewed as solutions to problems or demands. Each chapter begins with a brief preview section that describes some of the challenges we face, or the challenges that psychologists face, and throughout the chapter I show you how these particular problems are solved. I invite you to browse back through the rest of the preface for a preview of how this book is organized. And I hope you will soon begin applying what you learn to situations in your daily life. The study of psychology may be challenging, but above all else it is relevant to everything we do. Have fun!

## To the Instructor

One of the first hurdles we face as instructors of introductory psychology is convincing students that psychology is more than just the study of abnormal behavior. Introduce yourself as a psychologist and you're likely to get a response like "Don't analyze me!" or "I'd better watch what I say around you!" It takes time for students to realize that psychology is a vast interdisciplinary field that includes all aspects of both normal and abnormal behavior. Even after exposure to its breadth, the topics of psychology can remain mysterious and forbidding. Take a look at a typical chapter on

learning, for example, and its contents seem to bear little resemblance to our everyday understanding of what it means to “learn.” There are extended discussions of drooling dogs and key-pecking pigeons, but little about the connection between conditioning procedures and the learning problems we face on a daily basis.

In *Psychology: The Adaptive Mind, Fourth Edition*, I focus extensively on the function and purpose of psychological processes. Instead of leading with the facts and methods specific to a topic, I introduce each topic as a kind of “solution” to a pressing environmental or conceptual challenge. For example, if you want to understand how we learn about the signaling properties of events (problem), we can look to classical conditioning (solution). Notice the shift in emphasis: Instead of topic followed by function, it’s function followed by topic. This is what I call the adaptive problem-solving approach, and it offers a number of advantages:

1. The student has a reason to follow the discussion.
2. Because the discussion is about an adaptive or conceptual problem, it naturally promotes critical thinking. The student sees the connection between the problem and the solution.
3. The adaptive problem-solving theme extends across chapters.
4. The organization provides an effective learning framework.

Each chapter is organized around a set of adaptive or conceptual problems that (a) focus the discussion on the functional relevance of the material and (b) demonstrate that we think and act for adaptive reasons. For example, classical conditioning is introduced as a solution to an adaptive problem: How do we learn about the signaling properties of events? Similarly, electrochemical transmission in the nervous system is introduced as the solution to the adaptive problem of communicating internally; the experimental method is introduced as a solution to the conceptual problem of determining the causes of behavior, and so on.

When we view behavior as the product of adaptive systems, psychology begins to make more sense. Students learn that behaviors (including the methods of psychologists!) are reactions to particular problems. When we emphasize adaptiveness, we relax our egocentric view of the world and increase our sensitivity to why behavior is so diverse, both within and across species. Our appreciation of individuality and diversity is enhanced by the understanding that differences are natural consequences of adaptations to the environment.

### **CONTENT CHANGES SINCE THE THIRD EDITION**

Below I’ve listed some of the major content changes in the fourth edition. In addition to these specific changes, I’ve improved the clarity of the narrative throughout, rewritten parts that seemed too technical in earlier editions, and updated the science. I’ve added numerous new references although I’ve tried to keep primary and classic references in place where appropriate. Finally, importantly, I’ve placed much greater emphasis in this edition on *culture* and the critical role it plays in determining how we think and act.

## **Chapter 1**

1. New opening
2. New framing of the nature-nurture question
3. Expanded coverage of women in psychology
4. Expanded coverage of culture
5. New practical solutions: Can racial diversity make us think better?

## **Chapter 2**

1. Look for new examples, especially in coverage of statistics
2. New reworked section on zero correlations
3. New coverage of recent APA code of ethics (2002)

## **Chapter 3**

1. New opening
2. Expanded coverage of neuroimaging, particularly fMRI.
3. Added discussion of mirror neurons
4. Expanded coverage of behavioral genetics

## **Chapter 4**

1. Trimmed and reworked opening section
2. New coverage on research designs

## **Chapter 5**

1. New opening
2. Expanded coverage of neuroimaging in higher-order vision
3. New section on cultural effects in perception
4. New work on pheromones in humans

## **Chapter 6**

1. Trimmed and re-worked opening section
2. New work on the effectiveness of subliminal messages
3. Expanded section on dreaming
4. New evidence on genetic predispositions in sleepwalking
5. Expanded section on the neurological effects of alcohol

## **Chapter 7**

1. Trimmed the introductory section
2. More on timing effects in habituation
3. Trimmed the section of acquiring the CS-US connection
4. Re-written section on reinforcement.
5. Trimmed the section on schedules of reinforcement
6. Expanded section on biological constraints, new coverage on taste aversions and survival threats

## **Chapter 8**

1. More on coding and the inner voice
2. Expanded and reworked section on elaboration

3. New coverage of flashbulb memories and 9/11
4. Expanded section on memory illusions
5. New coverage of the reminiscence bump
6. New coverage of simulated "repression" experiments
7. Updated neuroscience section

### **Chapter 9**

1. New coverage of the linguistic relativity hypothesis
2. New section on insight, with examples and some new neuroscience data
3. Reworked section on framing effects in decision-making; new applications

### **Chapter 10**

1. Expanded section on giftedness, including new discussion of savant syndrome
2. Expanded section on the Flynn effect
3. New section on Claude Steele's work relating stereotype threat to intelligence
4. Expanded Practical Solution to include new work on the effect of music lessons on IQ.

### **Chapter 11**

1. New work on culture and achievement motivation
2. Trimmed and simplified section on intrinsic motivation
3. New coverage of leptin as a signal for eating
4. Expanded coverage of eating disorders and their prevalence across cultures

### **Chapter 12**

1. Reworked the section on Eysenck and the Big Five
2. Expanded section on locus of control and self-efficacy
3. Expanded discussion of the person-situation debate

### **Chapter 13**

1. Reworked introduction
2. Expanded section on self-fulfilling prophecies
3. New work on culture and the fundamental attribution error
4. New cautionary notes on Milgram's experiment
5. Expanded coverage on lasting relationships

### **Chapter 14**

1. Updated coverage of DSM-IV to DSM-IV-TR
2. Trimmed and reworked the section on insanity
3. Added four new sections on gender and culture (anxiety, somatoform, mood, and schizophrenia)
4. New coverage of biological determinants of abnormal behavior

### **Chapter 15**

1. Expanded coverage of SSRIs

2. New coverage of transcranial magnetic stimulation

## **Chapter 16**

1. Updated coverage throughout; new examples.

### **CRITICAL FEATURES**

- Learning Goals at the beginning and a Test Yourself review at the end of every section give students regular opportunities to check their understanding.
- Concept Summaries throughout each chapter help students review important themes, approaches, or subject areas.
- Interactive chapter summaries use fill-in-the-blank statements to simultaneously reinforce and summarize important chapter material. The summaries have also been revised to reflect the text as closely as possible. Main and secondary heads reappear so students can't miss the parallels between the summary text and the chapter content.
- Annotated Recommended Readings for every chapter offer brief descriptions of relevant books and articles to steer students toward further investigation.
- InfoTrac College Edition URLs and suggested search terms appear at the end of each chapter.
- **<http://psychology.wadsworth.com>** Students are encouraged to visit our text-specific website, which offers on-line quizzes, web links, and more.

### **TEACHING AND LEARNING SUPPLEMENTS**

*Psychology: The Adaptive Mind* is supported by a state-of-the-art teaching and learning package.

#### **Study Guide**

(0-495-03155-0)

Prepared by Janet Proctor of Purdue University. The Study Guide is completely updated to accompany the fourth edition of the text. All test items have answers with rejoinders.

#### **WebTutor Advantage™**

(Blackboard 0-495-03154-2; WebCt 0-495-03153-4)

#### **WebTutor Advantage™ Plus**

(Blackboard 0-495-03161-5; WebCT 0-495-03160-7)

<http://webtutor.thomsonlearning.com>

Ready to use as soon as you log in, WebTutor Advantage is a complete course management system and communication tool! WebTutor is pre-loaded with text-specific content (including diagrams, illustrations, practice quizzes, and more) organized by chapter for convenient access. Customize this content in any way you choose—from uploading images and text to adding web links and your own practice materials. Then, manage your course by conducting virtual office hours, posting syllabi and other course materials, setting up threaded discussions, tracking student progress with quizzing material, and much more. Robust communication tools—such as a course calendar, asynchronous discussion, real time chat, a whiteboard, and an

integrated e-mail system—make it easy for you to connect with your students, and for your students to stay connected with their course.

Real-time access to tools that take your course beyond the classroom:

- Study tools: Chapter outlines, summaries, learning objectives, “Video Critical Thinking” questions, glossary flashcards (with audio), practice quizzes, InfoTrac College Edition exercises, and web links—as well as a gradebook feature that automatically grades and allows you to track your students’ scores on book-specific study materials.
- Audiovisual aids: Lab simulations, animations, and videos that bring difficult concepts to life.
- Engaging interactive content: Assessments and learning games that encourage mastery, content from the Book Companion Website, and dozens of additional simulations and video clips.

*Also Available:* **WebTutor Advantage™ Plus** features all of the benefits of WebTutor Advantage, plus an electronic version of the complete text!

### **Instructor’s Resource Manual**

(0-534-59953-2)

By Charles Grah of Austin Peay State University and Gregory Robinson-Reigler of the University of St. Thomas at St. Paul.

This edition is in a large three-ring binder for ease of use, and contains the following for each chapter in the text:

- Resource Integration Guide
- Detailed chapter outlines
- Demonstrations and activities
- Student critical thinking journal
- Making connections
- Incorporating diversity
- Focus on research
- Questions for study and review
- Practical Solutions
- Answering critical thinking questions
- Film and video suggestions
- Recommended readings
- What’s on the Web?
- InfoTrac activities.

### **Test Bank**

(0-495-03158-5)

By Shirley-Anne Hensch of the University of Wisconsin Center. This update of the last edition contains approximately 4035 test items. For each chapter of the Test Bank, you will find: (keep bullet) Approximately 200 multiple-choice items, each with key concept, main text page reference, type of question, and correct answer.

- An additional 10 multiple-choice items are repurposed from the Study

Guide.

- Approximately 40 sentence-completion questions.
- Approximately 20 essay questions and 20 true/false questions are also included.
- 20 multiple-choice, 10 sentence completion, 5 essay and 5 true/false questions from each chapter are marked as on-line quiz questions.
- The Test Bank also includes a chapter-opening guide with cross-referencing of items.

### **ExamView® Computerized Testing**

(0-495-03157-7)

Windows®/Macintosh® CD-ROM

Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide you step-by-step through the process of creating tests, while its unique “what you see is what you get” capability allows you to see the test you are creating on the screen exactly as it will print or display online. You can build tests of up to 250 questions using up to 12 question types. Using ExamView’s complete word processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

### **Multimedia Manager Instructor’s Resource CD-ROM**

(0-495-03156-9)

By Michele Miller, Northern Arizona University.

Your one-stop source for preparing lectures, in-class activities, assignments, quizzes, and tests! Available for many of our most popular titles, these CD-ROMs contain an electronic version of the Instructor’s Manual with Test Bank—giving you instant access to chapter outlines, ideas for activities and assignments, quiz and test items (with answers and page references), and more. The CD-ROM also provides a Resource Integration Guide that shows you, at a glance, which resources and elements correspond with the major topics in each chapter of the text.

Multimedia Manager Instructor’s Resource CD-ROMs contain a Multimedia Manager presentation tool, as well. Easily assemble, edit, publish, and present custom lectures for your course with ready-to-use Microsoft® PowerPoint® slides, as well as:

- Dozens of images (art, figures, and tables) from our textbooks
- Video clips from our extensive video collection
- A link to Wadsworth’s Psychology Resource Center
- Clear instructions that make it easy for you to modify these presentations to suit your needs—by importing videos from our Psychology Digital Video Library, or any other elements, into existing lecture presentations.

### **Text Companion Website**

<http://psychology.wadsworth.com/nairne4e/>

The text's website contains online quizzes, Web links and more for every chapter of the text.

### **PsykTrek™ 2.0 CD-ROM**

(0-534-27513-3)

*Maximum content for maximum interactivity—opening new dimensions in psychology*

PsykTrek 2.0 goes far beyond the limits of a simple “study guide on CD.” In its intuitive landscape, students learn what it’s like to experiment and observe as they participate in 62 **Interactive Learning Modules**.

Impressive illustrations, animations, simulations, and video clips create a vivid and lasting picture that helps students commit fundamental concepts to memory. Narration guides your students through the information, accompanying them as they attain their learning goals. And, interactive activities and concept checks help students determine whether or not they’re retaining what they learn.

PsykTrek 2.0 is available packaged with any of our introductory psychology texts, or can be purchased by students as a stand-alone resource. Also available: a *Student Workbook* and an *Instructor’s Manual with Test Item File!*

### **PsychologyNow**

(0-495-03170-4)

A Web-based, intelligent study system, PsychologyNow provides a complete package of diagnostic quizzes written by Steven Elias, Auburn University Montgomery, personalized Study Plans, Integrated Learning Modules, an Instructor Grade Book, and a direct link to vMentor online tutoring. Contact your Wadsworth representative for availability.

*Pre-Tests, Post-Tests, and Personalized Study Plans.*

After reading a text chapter, students take an online Pre-Test to get an initial assessment of what they’ve learned. PsychologyNow then provides a personalized Study Plan based on the automatically graded Pre-Test, which lets them know where they should focus their efforts. After working through their Study Plans (which include PsychologyNow’s Integrated Learning Modules, text pages, web links, videos, and animations), students complete a follow-up Post-Test to assess their mastery of the material. PsychologyNow’s carefully crafted Study Plans help students to prioritize their studies and to effectively use their study time.

*Integrated Learning Modules, with animations and activities.*

A key component of each student’s Study Plan, these visually and pedagogically rich modules begin with clearly stated learning objectives followed by knowledge-building animations with audio that present key concepts. Modules also include discovery activities and self-check quizzes that confirm understanding of module material.

### *Built-in Instructor Grade Book.*

PsychologyNow's Instructor Grade Book assists instructors in tracking grades and monitoring student progress. Student grades can also be exported from PsychologyNow to a WebCT or Blackboard grade book. Whether or not instructors choose to use the grade book, students can benefit from the intelligent study system without any instructor setup or involvement. At any time, students can assess their progress by comparing Pre-Test and Post-Test results.

### *vMentor™*

Available with select Wadsworth psychology titles, vMentor lets your students connect with subject area experts who have been trained on our introductory psychology texts. The vMentor virtual classroom features several ways for students to interact with these experts--two-way audio, an interactive whiteboard for displaying presentation materials, and instant messaging.

### **JoinIn on TurningPoint**

(0-495-03191-7)

JoinIn™ on TurningPoint® For Response Systems Exclusively available in Higher Education from Thomson Wadsworth, in partnership with Turning Technologies.

The easiest way to turn your lecture hall into a personal, fully interactive experience for your students. If you can use Microsoft PowerPoint, you can use JoinIn on TurningPoint. Ask any question, have your students respond with their clickers, and immediately display the results in your PowerPoint presentation--all without switching between programs.

JoinIn on TurningPoint allows you to:

- Take polls, and instantly show results
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- Facilitate peer review, making it easy for students to comment candidly and anonymously
- Facilitate group work—each group can click in their answers
- Create student teams or individual competitions that reinforce content in exciting energizing ways
- Take attendance in seconds
- Invite students to participate in shaping the course—students can give you feedback on any options you present

### **Lecture Outlines for Note Taking**

(0-495-03163-1)

This booklet contains chapter by chapter outlines for your students to take notes while reading the text, or attending lecture. Written by Michelle Miller, Northern Arizona University.

### **The Wadsworth Psychology Digital Video Library 2.0**

(0-534-57671-0)

2 CD-ROMs full of classic and contemporary clips for your classroom. Enliven your lectures using one of more than 100 video clips that cover a broad range of materials—from classic footage of prominent psychologists to demonstrations and simulations of important experiments! An accompanying *Digital Video Handbook* offers detailed descriptions, approximate running times, and references to related media clips. It also offers objective quizzing and critical-thinking questions for each clip, as well as simple instructions on how to embed clips into your presentations.

### **The Wadsworth Media Guide for Introductory Psychology**

(0-534-17585-6)

Russell J. Watson, Editor. Link lecture and discussion to both classic and contemporary media—including popular films, videos, and other media offerings—using the most comprehensive media guide available! This guide provides detailed descriptions of media resources for every major topic in the introductory psychology course.

### **InfoTrac® College Edition**

<http://www.infotrac-college.com>

An exclusive! Turn to InfoTrac College Edition for the latest news and research articles online—updated daily and spanning more than 20 years. New copies of Wadsworth psychology texts can be packaged with 4 months' free access to this easy-to-use online database. InfoTrac College Edition provides full-length articles from thousands of reliable academic journals and popular sources—making it simple to conduct research or to bring the latest news in the field into your classroom. An access code card packaged with the text gets students up and running in minutes. And, references to InfoTrac College Edition are built into the texts so that it's easy to integrate into your course.

*New!* InfoTrac College Edition now features InfoWrite writing and research guides (including a guide to APA style) and InfoMarks—stable URLs that speed up your research by making it easy to link to articles, journals, and searches into virtual coursepaks.

### **Clear Thinking with Psychology: Separating Sense from Nonsense, 2<sup>nd</sup> Edition**

by John Ruscio  
(bundle ISBN?)

This book provides a compelling framework for making the distinction between the true science of human thought and behavior, and pop psychology. Because we are inundated with "scientific" claims, the author does not merely differentiate science and pseudoscience, but goes further to teach the fundamentals of scientific reasoning on which students can base their evaluation of information.

### **Cross-Cultural Perspectives in Introductory Psychology, 3<sup>rd</sup> Edition**

by William F. Price and Richley H. Crapo  
(bundle ISBN?)

Containing 27 articles on cultural groups around the globe, this book is an ideal companion volume to any introductory psychology text. These articles were specifically chosen to increase student understanding of the similarities and differences among the peoples of the world as they relate to psychological principles, concepts, and issues.

### **ACKNOWLEDGMENTS**

My publisher deserves enormous credit for organizing the team and for helping me carry out my original plan for this book. I've had the opportunity to work with a number of talented individuals during the past decade. My original editor, Jim Brace-Thompson, was quite influential in shaping the first edition and deserves enormous thanks (and credit). My second editor, Stacey Purviance, took over from JBT with vigor and an astonishing amount of intelligence and savvy. My current editor, Marianne Taflinger, has been a friend and supporter for a long time and is a constant source of fresh ideas. This edition also benefited greatly from the work of a fine developmental editor, Kirk Bomont.

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—*James S. Nairne*