

Psychology

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# Psychology

NINTH EDITION

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To Tom Kling, Bill Davis,  
Rory Baruth, and Greg Fallath,  
with gratitude for your supportive friendship across all nine editions.



## About the Author

**D**avid Myers received his psychology Ph.D. from the University of Iowa. He has spent his career at Hope College, 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.”

Myers’ scientific articles have, with support from National Science Foundation grants, appeared in more than two dozen scientific periodicals, including *Science*, *American Scientist*, *Psychological Science*, and the *American Psychologist*. In addition to his scholarly writing and his textbooks for introductory and social psychology, he also digests psychological science for the general public. His writings have appeared in three 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 and community groups. 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](http://hearingloop.org)).

He bikes to work year-round and plays daily pick-up basketball. David and Carol Myers have raised two sons and a daughter.

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# Preface

**W**ith each new edition, I've found myself traveling a familiar path. When it is first published, I am relieved after many months of intense effort, and I am thrilled—sure that it is my best effort yet. But before long, as new research comes out elaborating on concepts that the current edition teaches, and as thoughtful instructors and students begin writing with suggestions for improvement, and then when commissioned reviews and survey results start coming in, I have second thoughts about the current edition's seeming perfection. As my chapter-by-chapter storage cubbies begin fattening with new materials, my eagerness for the next edition grows. By the time the new edition is ready to come out, I grimace when reminded of people using the old edition, which once seemed so perfect!

This new ninth edition of *Psychology* is no exception—it is so much improved over the previous work! I am delighted to offer the following changes:

- some **1300 new research citations** representing the most exciting and important new discoveries in our field,
- **organizational changes** based on changes in the field (for example, in the heavily revised Consciousness chapter, which now follows the Neuroscience chapter and is titled “Consciousness and the Two-Track Mind” to reflect the dual processing and cognitive neuroscience themes),
- **fine-tuned writing** with countless small and large improvements in the way concepts are presented, supported by the input and creative ideas of hundreds of contributing instructors and students, and from my long-time editors,
- a sharp **new art program** and **new pedagogy** that teaches more effectively,
- continually improving coverage of **cultural and gender diversity issues**,
- by popular demand, **fewer chapters**—the former 18 chapters are now 16 streamlined chapters, and
- about **50 fewer pages**.

I find myself fascinated by today's psychology, with its studies of the neuroscience of our moods and memories, the reach of our adaptive unconscious, and the shaping power of the social and cultural context. Psychological science is increasingly attuned to the relative effects of nature and nurture, to gender and cultural diversity, to our conscious and unconscious information processing, and to the biology that underlies our behavior. (See TABLES 1 and 2.)

I am grateful for the privilege of assisting with the teaching of this mind-expanding discipline to so many students, in so many countries, through so many different languages. To be entrusted with discerning and communicating psychology's insights is both an exciting honor and a great responsibility.

The thousands of instructors and millions of students across the globe who have studied this book have contributed immensely to its development. Much of this has occurred spontaneously, through correspondence and conversations. For this edition, we also formally involved over 300 researchers and teaching psychologists, along with many students, in our efforts to gather accurate and up-to-date information about the field of psychology and the content, pedagogy, and supplements needs of instructors and students in the introductory course. We look forward to continuing feedback as we strive, over future editions, to create an ever better book and supplements package.

**TABLE 1** EVOLUTIONARY PSYCHOLOGY AND BEHAVIOR GENETICS

In addition to the coverage found in Chapter 4, the **evolutionary perspective** is covered on the following pages:

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 Anxiety disorders, pp. 606–607  
 Attraction, p. 706  
 Biological predispositions in learning, pp. 299–302, 313  
 Brainstem, pp. 63–64  
 Charles Darwin, pp. 7, 416  
 Consciousness, p. 86  
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In addition to the coverage found in Chapter 4, **behavior genetics** is covered on the following pages:

Abuse, intergenerational transmission of, p. 321  
 Aggression, p. 698  
 Biomedical therapies, pp. 660–668  
 Depth perception, p. 266  
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## What Continues, and What's New?

Throughout its nine editions my overall vision for *Psychology* has not wavered: *to merge rigorous science with a broad human perspective in a book that engages both mind and heart*. My aim has been to create a state-of-the-art introduction to psychology, written with sensitivity to students' needs and interests. I aspire to help students understand and appreciate the wonder of important phenomena in their lives. I also want to convey the inquisitive spirit with which psychologists *do* psychology. The study of psychology, I believe, enhances our abilities to restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.

Believing with Thoreau that "Anything living is easily and naturally expressed in popular language," I seek to communicate psychology's scholarship with crisp narrative and vivid storytelling. Writing as a solo author, I hope to tell psychology's story in a way that is warmly personal as well as rigorously scientific. I love to reflect on connections between psychology and other realms, such as literature, philosophy, history, sports, religion, politics, and popular culture. And I love to provoke thought, to play with words, and to laugh.

## Eight Guiding Principles

Despite all the exciting changes, this new edition does retain its predecessors' voice, as well as much of the content and organization. It also retains the goals—the guiding principles—that have animated the previous eight editions:

- 1. To exemplify the process of inquiry** I strive to show students not just the outcome of research, but how the research process works. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several chapters introduce research stories as mysteries that progressively unravel as one clue after another falls into place. (See, for example, the historical story of research on the brain's processing of language on pages 386–388.)
- 2. To teach critical thinking** By presenting research as intellectual detective work, I exemplify an inquiring, analytical mindset. Whether students are studying development, cognition, or statistics, they will become involved in, and see the rewards of, critical reasoning. Moreover, they will discover how an empirical approach can help them evaluate competing ideas and claims for highly publicized phenomena—ranging from subliminal persuasion, ESP, and alternative therapies to astrology, hypnotic regression, and repressed and recovered memories.
- 3. To put facts in the service of concepts** My intention is not to fill students' intellectual file drawers with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. In each chapter I place emphasis on those concepts I hope students will carry with them long after they complete the course. Always, I try to follow Albert Einstein's dictum that "Everything should be made as simple as possible, but not simpler." "Test Yourself" questions at the end of each main section reinforce the take-home message from that section.
- 4. To be as up-to-date as possible** Few things dampen students' interest as quickly as the sense that they are reading stale news. While retaining psychology's classic studies and concepts, I also present the discipline's most important recent developments. More than 600 references in this edition are dated 2007 or 2008.