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Real World Psychology

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Why did we, the authors of this text, choose to start our Preface with this particular quote from psychologist Albert Bandura? It’s because we strongly agree that having faith in our ability to effect change is all important. We also firmly believe that the field of psychology is the single-best route for gaining some measure of control over our lives, and why we’re so happy to “give psychology away” in this Second Edition of Real World Psychology (RWP)!

In keeping with this focus on change, did you notice the colorful chameleon on the cover of this book? Have you ever wondered why authors or publishers choose certain images for their books? In our case, we chose the chameleon as RWP’s brand image because of its famous ability to change. Our second reason for choosing the chameleon is due to its 360-degree range of vision—making it remarkably adaptive to the environment!

We believe that recognizing and adapting to the world around us is essential to survival and success, as reflected by our text’s focus on real world examples and in the title, Real World Psychology (2e).

In addition to discussing our foundational belief in the power of change and adapting to the real-world environment, we want to explain our text’s central theme and essence—Student Engagement. How can a textbook engage and inspire today’s students? Most would agree that good teaching largely depends on the commitment and excitement of the teacher, and we believe the same can be said about a textbook and its authors. As you’ll see in the next section, we’ve done everything we can in this Second Edition to engage and inspire the reader. Psychology has always been a deep passion and love for both of us. After a combined total of more than 50 years of teaching introductory psychology, we truly believe that understanding ourselves and others can enrich and improve virtually every aspect of our lives—work, play, home, college, national and international affairs.

Unfortunately, studies find that this first class in general psychology is the only formal course in psychology that most students will ever encounter, and the field is so large and complex that it’s a constant juggling act to try to cover all the major concepts and theories. How can one text, Real World Psychology (RWP 2e), capture all the essential content, while still engaging and inspiring you—our readers and professors?

Designed for introductory psychology teachers and their students, this text is concise, comprehensive, and comprehensible (see the following details):

- **Concise** When textbook chapters (or classroom lectures) are too long, attention strays and educational goals are lost. But brevity is more than just fewer words. The true goal of concise writing is clarity. Textbooks and teachers must be as brief and clear as possible because brevity with clarity matters!

- **Comprehensive** Knowing that the overarching goal of all instructors is to present the essentials of our field, this text is dedicated to comprehensive coverage of all the core concepts because content matters! For example, given that the scientific method and its various components is one of the most common learning objectives in psychology, we believe students need more practice and exposure than just the basic introductory material most texts traditionally provide.

People who believe they have the power to exercise some measure of control over their lives are healthier, more effective and more successful than those who lack faith in their ability to effect changes in their lives.

—Albert Bandura
Therefore, we include a special **PsychScience** feature that offers an expanded discussion of the latest research on various “Hot Topics,” such as the impact of distracted driving and whether or not animals have distinct personalities. The detailed example is then followed by a special, interactive **Research Challenge**, which asks the reader to identify the research method, independent variable (IV), dependent variable (DV), and so on. This exercise helps reinforce the core learning objective on research methods, while also building student appreciation and engagement with the latest research. Answers are provided in Appendix B. (See three **PsychScience** boxes below.)

---

**PsychScience**

### Does Wearing Red Increase Your Sex Appeal?

To examine this question, researchers recruited women who had online dating profiles expressing interest in meeting a man, and had posted color photographs (Guéguen & Jacob, 2014). Through the magic of Photoshop, the researchers changed the color of the woman’s shirt in the photograph every 12 weeks: the color rotated on random through red, white, black, yellow, blue, and green. The women were asked to notify the researchers of how many emails they received from men during the eight to nine month period of the study. As hypothesized, women received more contacts from men when they wore red (see photo) as opposed to any of the other five colors. In fact, they received about a five percent increase in emails.

Does the color red also impact a man’s sex appeal? In a related study, researchers showed female college students photographs of a man who was wearing a red, white, blue, or green shirt (Elliott et al., 2010). They then asked the women to rate his attractiveness, as well as their interest in dating, kissing, and engaging in other types of sexual activity with him. As predicted, men who were wear- ing a red shirt seemed more powerful, attractive, and sexually desir- able. This effect was also seen across a variety of cultures, including the United States, England, Germany, and China, suggesting that these links between the color red and perceptions of attractiveness are partially rooted in our biology, not merely social learning.

**Research Challenge**

1. Based on the information provided, did this research (Guéguen & Jacob, 2014; Elliott et al., 2010) use descriptive, correlational, and/or experimental research? (Tip: Be sure to look for two separate answers for the two different studies.)

2. If you chose:  
   - descriptive research, is this a naturalistic observation, survey/interview, case study, and/or archival research?  
   - correlational research, is this a positive, negative, or zero correlation?  
   - experimental research, label the IV, DV, experimental group(s), and control group.  
   - both descriptive and correlational, answer the corresponding questions for both.

---

**PsychScience**

### Can Watching Movies Prevent Divorce?

As we all know, roughly half of all U.S. marriages end in divorce. Numerous similar and religious institutions have attempted to re-duce the rate with various early marriage intervention programs. To examine whether simple self-help strategies, such as watching and discussing movies about relationships, might offer some of the same benefits as these professionally led intervention programs, researchers randomly assigned 174 couples to one of four groups (Rogge et al., 2012):

- Group 1 (control) received no training or instructions.
- Group 2 (conflict management) learned active-listening strategies to help discuss heated issues.
- Group 3 (compassion and acceptance training) learned strate- gies for finding common ground and showing empathy.
- Group 4 (minimal intervention—movie and talk) attended a 10-minute lecture on relationship awareness and how watch- ing couples in movies could help increase awareness of their own behaviors.

Following this initial assignment to groups, Group 1 received no training at all, but members of the group were similar to those in the three other groups in terms of age, education, ethnicity, relationship satisfaction, and other dimensions. Group 2 and 4 each attended weekly lectures, completed homework assignments, and met with a trained therapist periodically. In contrast, Group 1 only attended a 10-minute lecture, watched a romantic comedy, and then discussed 12 questions about the screen couple’s interactions (such as, “Did they try using humor to keep things from getting nasty?”). They were then sent home with a list of 47 relationship-related issues and allowed to choose their favorite one to watch and discuss once a week for the next month.

The researchers followed up with all couples 3 years later to see which of these approaches was most effective for prevent- ing divorce. Much to their surprise, couples in all three of the inter- vention groups were much less likely to get divorced compared to those in the control group. Specifically, 34% of couples in the con- trol group were divorced, compared to only 11% of those in any of the other three groups. Even more surprising, the study shows that a simple self-help strategy of watching and discussing relationship movies over 1 month’s time can be just as effective at reduc- ing the divorce or separation rate as more intensive early-marriage counseling programs led by trained psychologists.

**Research Challenge**

1. Based on the information provided, did this study (Rogge et al., 2012) use descriptive, correlational, and/or experimental research? (Tip: Be sure to look for two separate answers for the two different studies.)

2. If you chose:  
   - descriptive research, is this a naturalistic observation, survey/interview, case study, and/or archival research?  
   - correlational research, is this a positive, negative, or zero correlation?  
   - experimental research, label the IV, DV, experimental group(s), and control group.  
   - both descriptive and correlational, answer the corresponding questions for both.

---

**PsychScience**

### Taking Photos Impair Our Memories?

Researchers interested in this and related questions set up two studies using participants who were led on a guided tour of an art museum (Henkel, 2014). During the tour participants were asked to rate each of the specific artworks they saw. The next day their memory for the specific artworks was tested. As you may have suspected, participants were less accurate in recognizing the objects they had photographed, and weren’t able to answer as many questions about the object’s details, compared to those they had observed only.

However, when participants were asked to zoom in and photograph a specific part of the object, their subsequent recog- nition and detail memory was not impaired. Furthermore, partic- ipants’ memories for features that were NOT zoomed in on were just as strong as memory for features that were zoomed in on. Can you see how this finding suggests that the selective attention and deeper levels of processing engaged by this focused activity improve overall encoding, and may diminish the photo-taking impairment effect?

This research has important implications. Given that it’s dif- ficult to always be paying full focused attention, we need to keep in mind that while we’re mindlessly taking numerous “selfies” and other photos we may encode fewer details. This means that taking photos while we’re on vacation or during a child’s dance recital may not only interfere with our full enjoyment of the event, but our actual memories of these special occasions as well! (Study Tip: While reading this and other college texts and/or listening to lectures, you can improve your learning and memory by consciously directing your brain to pay focused, selective attention to important details.)

**Research Challenge**

1. Based on the information provided, did this study (Henkel, 2014) use descriptive, correlational, and/or experimental research?  

2. If you chose:  
   - descriptive research, is this a naturalistic observation, survey/interview, case study, and/or archival research?  
   - correlational research, is this a positive, negative, or zero correlation?  
   - experimental research, label the IV, DV, experimental group(s), and control group.  
   - both descriptive and correlational, answer the corresponding questions for both.

---

**PsychScience**

### Comprehensible

A good textbook must be more than con- cise and comprehensive. It must organize and present com- plex topics in a manner that is easily read and understood by the reader. However, comprehension and retention of abstract concepts is difficult for many students unless they are clearly linked to their daily lives. Therefore, *RWP* uses nu- merous real world examples and real world applications to scaffold the content of psychology onto the reader’s existing schemas (see the two samples on the next page). This real world focus increases comprehension, while at the same time showing our readers why *studying psychology matters*!
In a recent study, researchers placed 10 volunteers in different rooms with music playing in the background from one of three regions—the United States, China, or India (North et al., 2016). While listening to different types of music, each participant looked at a menu for 5 minutes with 30 dinner options (10 from each country). The scientists then asked them to recall as many dishes from the menu as they could, and then to choose one dish to order as a meal. Perhaps thanks to subliminal stimuli from the music, participants better remembered and chose dishes that reflected the music they had listened to before looking at the menu. For example, those who listened to American music ("California Girls," "Surfin' U.S.A.," and "Good Vibrations" by the Beach Boys) chose foods like hamburgers and hot dogs (see photo).
What’s New in the Second Edition?

Real World Psychology, Second Edition, includes over 1500 new research citations, a fresh new design and layout, new photos, figures, and tables, and some chapter reorganizations. As in the previous edition, numerous integrated cross cultural examples are found throughout the text, along with Think Critically discussion sections generally placed in the “Self-Tests” and sprinkled throughout each chapter.

General Changes—The following list includes the most significant, general changes we incorporated throughout the Second Edition:

- Expanded the Chapter Overview to include a summary of the entire chapter.
- Updated and expanded learning objectives for each chapter.
- Reconfigured some figures and/or created NEW Process Diagrams for each chapter to better illustrate the step-by-step processes of certain key concepts.
- Replaced “minority” and “minorities” with “person of color” and “people of color.”
- Changed references to “African-Americans” and “Caucasians” to “Black” and “White.”
- Due to recent findings, which better reflect the actual response of the autonomic nervous system (ANS), we changed “fight or flight” to “fight-flight-freeze.”
- In response to reviewer suggestions, we deleted the previous Voices from the Classroom, which also allowed us space to include our NEW PositivePsych feature in each chapter.
- Each Self-Test following the major headings has been updated and expanded to include additional and new questions, as well as changes in the Think Critically sections.
- Updated and refined all key term definitions using full sentences.
- Expanded details within each end-of-chapter, narrative Summary.

Specific Changes—Below, you will find a listing of the specific content changes in each chapter of RWP(2e). Note that the top section highlights the changes to the “Things you’ll learn,” as well as providing the titles of the NEW and continuing PositivePsych and PsychScience sections.

Chapter 1 Introduction and Research Methods

Real World Psychology
Things you’ll learn in Chapter 1

[Q1] How does your culture influence what you look for in a romantic partner?

Chapter 2 Neuroscience and Biological Foundations

Real World Psychology
Things you’ll learn in Chapter 2

[Q2] Can a change in posture make you more attractive?
[Q3] Do breast-fed babies have higher IQs?
[Q4] Can a diet high in fats and sugars impair learning and memory?
[Q5] Are older people happier than younger people?
[Q6] What are the two best study techniques for improving your exam performance?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.

PositivePsych What Makes Us Happy?
PsychScience Why Do Men and Women Lie About Sex?

- Expanded discussion of pseudopsychology (p. 2).
- Updated and added new activity to Table 1.1 (p. 5).
- Expanded discussion of evolutionary psychology and added new key term for natural selection (pp. 5-6).
- Expanded coverage of Gender and People of Color section (p. 6).
- Updated and moved Psychology’s Research Ethics (pp. 13-15) from previous Research Methods to the Science of Psychology section.
- Revised Table 1.5 (p. 16) “Psychology’s Three Major Research Methods.”
- Revised two sections, Limits of Correlations and The Value of Correlations (pp. 19–20), including two new key terms—the third-variable problem and illusory correlation. Removed confounding variable as a key term.
- NEW Table 1.6 (p. 20) “Superstitions as Illusory Correlations.”
- NEW example of “texting while driving” in Process Diagram 1.2 (p. 21).
- NEW Figure 1.12 (p. 23) “Can a horse, add, multiply, and divide?”
- Revised drawing of Figure 1.13 (p. 24) to better reflect the single- and double-blind set up.
- Added new key term, placebo effect (p. 24).
- Significantly revised and expanded Strategies for Student Success section (pp. 26–30) to include:
  - NEW Psychology and You (p. 26) “Skills for Student Success Checklist.”
  - NEW Test Yourself (Stroop effect) “The Importance of Focus and Active Reading” (p. 27).
  - NEW section (pp. 29–30) Grade Improvement.
  - NEW section (p. 30) A Final Word About College Success.
Chapter 3  Stress and Health Psychology

Real World Psychology

Things you’ll learn in Chapter 3

[Q1] Does frequent checking of your email and social media increase your stress?
[Q2] How can singing and/or dancing make you feel closer to strangers and also raise your pain threshold?
[Q3] Why does eye contact with your dog make you feel good?
[Q4] How might stem cell injections have saved “Superman”?
[Q5] Are people with stressful jobs at increased risk of experiencing a heart attack?

Throughout the chapter, margin icons for Q1–Q5 indicate where the text addresses these questions.

PositivePsych The Power of Positive Coaching

PsychScience Phineas Gage—Myths Versus Facts

• Due to reviewer suggestions and chapter length, moved section on Our Genetic Inheritance to Chapters 9 and 11, along with these key terms: behavioral genetics, evolutionary psychology, gene, heritability, and natural selection.
• Added NEW and expanded section, Understanding the Neuron (pp. 34–35).
• Added NEW narrative discussion of the three steps of communication within the neuron, and the three steps of communication between neurons (pp. 35, 37).
• Added NEW key term, all-or-nothing principle (p. 37).
• Added glutamate to Table 2.1 (p. 39).
• Added NEW Figure 2.5, “Lou Gehrig’s disease or repeated head trauma?” (p. 43).
• Expanded and moved the previous section on the Cerebral Cortex to the end of the chapter for better chapter coverage and balance.
• Expanded discussion of frontal lobes (pp. 54–56).
• Added NEW Psychology and You—“Testing Your Motor Cortex and Somatosensory Cortex” (p. 58).
• Significantly revised part E of Figure 2.19 (p. 59).
• Created new Applying Real World Psychology feature and photo (p. 61).

[Q6] How might stem cell injections have saved “Superman”?
[Q7] Can playing video games be good for your brain?
[Q8] Why does eye contact with your dog make you feel good?
[Q9] Could thinking about the “silver linings” of a stressful event, or sharing it with others, reduce depression?
[Q10] Are people with stressful jobs at increased risk of experiencing a heart attack?

Throughout the chapter, margin icons for Q1–Q5 indicate where the text addresses these questions.

PositivePsych Mindfulness and Your GPA

PsychScience When Losers Actually Win

• Added NEW Myth Busters feature (p. 63).
• Changed the name of the previous section on Chronic Stress to Acute/Chronic Stress, and added NEW key term, acute stress (p. 64).
• Updated Table 3.1, “Types of Conflict” (p. 66), with new graphics and text.
• Expanded research discussion of cataclysmic events (p. 67).
• Added NEW term of fight-flight-freeze to replace previous fight or flight, and NEW research discussion of gender differences in reaction to stress (p. 68).
• Added NEW Figure 3.3, “Our brain under chronic stress,” and NEW section, Benefits of Stress, and two NEW key terms, distress and eustress (p. 71).
• Added NEW Figure 3.4, “Stress and task complexity,” and discussion of the so-called “advantages” of mass trauma events compared to individual-level trauma (p. 72).
• Removed discussion of Type A and Type B behavior patterns and as key terms from the previous section on Cardiovascular Disorders.
• Expanded discussion of PTSD and added two new tables, “Key Characteristics of PTSD” and “Seven Important Tips for Coping with Crisis” (pp. 75–76).
• Added NEW Real World Psychology feature—“Helping Someone with PTSD” (pp.76–77).
• Added NEW section, Cognitive Appraisal (pp. 78–79).
• Revised previous Figure 3.11 to make it Process Diagram 3.3 (p. 78).
• Added NEW section, Personality and Individual Differences, to include locus of control, positive affect, and optimism (pp. 79-80).
• Added NEW key term, optimism (p. 80).
• Added NEW Real World Psychology feature—“Why Are Optimists Healthier?” (p. 80).
• Added NEW Psychology and You—“Practicing Progressive Relaxation” (p. 82).
• Moved and revised previous section, Health Psychology and Stress Management, to the end of chapter, with NEW sections on Health Psychology at Work and Coping with Job and Technostress (pp. 85-86).
• Added NEW key term for technostress (p. 85).
• Added NEW Psychology and You—“Workplace Stress” (p. 86).
Chapter 4  Sensation and Perception

Real World Psychology
Things you'll learn in Chapter 4

[Q1] Do athletes have a higher pain tolerance than non-athletes?
[Q2] Can looking at a photograph of a loved one lead you to feel less pain?
[Q3] Can using a lower-pitched voice affect your perceived influence and power?
[Q4] How can listening to loud music on headphones damage your hearing?
[Q5] Why do babies (and adults) need skin-to-skin contact?
[Q6] Are Black football players more likely to be penalized for touch-down celebrations than White football players?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.

PositivePsych Can Bumping a Baby Increase Helping?
PsychScience Does Wearing Red Increase Your Sex Appeal?

• Added NEW Figure 4.1, “Sensation and perception” (p. 90).
• Moved discussion of bottom-up and top-down processing from end of chapter to opening as tie-ins and examples of sensation vs. perception (p. 90).
• Slightly revised Table 4.1, “Sensation and Perception” (p. 91).
• Added NEW Figure 4.3, “Why is our difference threshold important?” (p. 92).
• Expanded section on Subliminal Stimuli, and added NEW key term, priming (pp. 93–94).
• Added NEW Real World Psychology feature—“Subliminal Music and Food Choices” (p. 94).
• Added NEW Figure 4.6, “Treating phantom limb pain” (p. 95).
• In response to reviewers, we moved moved Color Vision from the perception section at the end of the chapter to the vision section (pp. 98-100).
• Added NEW Figure 4.9, “Primary colors” (p. 99).
• Removed previous Table 4.3, and added research and discussion on the NEW key term, volley principle for hearing (p. 102).
• Expanded discussion of taste and smell receptors (p. 104).
• Added NEW Figure 4.15, “Infant benefits from kangaroo care” (p. 107).
• Added new discussion of the distinction between sensory adaptation and habituation (p. 110).
• Replaced Figure a. from Figure 4.19, “Form perception and impossible figures” and expanded discussion (p. 110).
• Expanded discussion with NEW research on depth perception, and added NEW Figure 4.23, “Visual cues for depth perception” (p. 112).
• Updated and expanded discussion of Ames room illusion, Figure 4.28 (p. 114).
• Removed discussion of fallacy of positive instances (p. 116).

Chapter 5  States of Consciousness

Real World Psychology
Things you'll learn in Chapter 5

[Q1] Could you fail to notice a clearly visible brutal assault (or a person in a gorilla suit) if you were otherwise distracted?
[Q2] Can using a computer or iPad late at night make it harder to fall asleep?
[Q3] Are you addicted to Facebook?
[Q4] Does binge drinking reduce condom use?
[Q5] Can using marijuana decrease your IQ?
[Q6] Can hypnosis decrease the pain of childbirth?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.

PositivePsych Can Meditation Increase Helping Behaviors?
PsychScience The Very Real Hazards of Distracted Driving

• Added NEW #2 heading, Understanding Consciousness (p. 120).
• Expanded discussion of selective attention (p. 120).
• Added NEW key term, inattentional blindness (p. 120).
• Added NEW section on Levels of Awareness, and two NEW key terms, controlled processes and automatic processes (p. 121).
• Added NEW #2 heading, Understanding Sleep and Dreams (p. 123).
• Rearranged and added NEW Part c. to Figure 5.2 (p. 124).
• In response to NEW research, changed the stages of NREM sleep from 4 stages to 3 stages, and adjusted Figure 5.3 (p. 126).
• Added NEW Think Critically questions to Table 5.1 (p. 129).
• Changed category of “Opiates” to “Opiates/Opiods” in text, key term, and Table 5.3 to reflect current usage (pp. 134, 137).
• Added NEW Figure 5.8, “Alcohol and rape” discussing the controversy over Brock Turner’s light sentence, and added Think Critically questions (p. 136).
• Changed and updated photo of Cory Monteith and “High cost of drug abuse” to photo of Prince (p. 138).
• Expanded discussion on the controversial research on marijuana (p. 138).
• Updated section on Club Drugs (pp. 138–139).
• Updated section on Meditation and Hypnosis (pp. 139–142).
Chapter 6 Learning

Real World Psychology
Things you’ll learn in Chapter 6
[Q1] Why can simply hearing the sound of a drill in a dentist’s office—even if that drill is nowhere near you—make you feel anxious?
[Q2] Can offering cash incentives and gift cards to smokers actually help them to quit?
[Q3] Why do gamblers have such trouble quitting, even when they continue to lose money?
[Q4] Can children learn anti-fat prejudice and math anxiety from their parents?
[Q5] Why can even young children recognize a picture of a snake much faster than a picture of a frog or caterpillar?

Throughout the chapter, margin icons for Q1–Q5 Indicate where the text addresses these questions.

PositivePsych The Impressive Powers of Prosocial Media
PsychScience Can Television Exposure Change Body Size Preference?

• Expanded discussion of the six principles of classical conditioning (pp. 150–152).
• In response to reviewers, removed the word “stimulus” from key terms of generalization and discrimination and added the words “in classical conditioning” to the term (pp. 150–151).
• Expanded discussion of Skinner’s response to Thorndike and his definition of reinforcement and punishment as observable behaviors. Updated Table 6.2, “How Reinforcement Increases (or Strengthens) Behavior” (pp. 154–155).
• Expanded discussion of primary and secondary reinforcers and positive and negative punishment, deleted Premack principle as a key term, and updated Table 6.3, “How Punishment Decreases (or Weakens) Behavior” (pp. 155–157).
• Added NEW Real World Psychology feature (p. 159) discussing the “Effective Use of Reinforcement and Punishment.”
• NEW Table 6.4 (p. 158) “Potential Side Effects of Punishment” with NEW Think Critically questions.
• Reorganized and added six NEW Principles of Operant Conditioning section with NEW key term—acquisition (pp. 158–161).
• Added NEW Figure 6.8, “Shaping in action” (p. 159).
• Added NEW Figure 6.9, “Gambling—partial schedule of reinforcement” and updated Table 6.5, “Four Schedules of Partial (Intermittent) Reinforcement” (p. 160).
• Added NEW Figure 6.10, “Which schedule is best?” (p. 161).
• Updated Part a. of Figure 6.11, “Operant conditioning in everyday life” (p. 161).
• Updated Table 6.6, “Comparing Classical and Operant Conditioning” (p. 162).
• Added and expanded NEW section, Cognitive-Social Learning and Everyday Life (pp. 164–167).
• Added NEW Psychology and You (p. 167) “Using Learning Principles to Succeed in College.”
• Added NEW Figure 6.16 (p. 168) “How our brains respond to reinforcement versus punishment.”
• Added NEW Think Critically questions to Psychology and You (p. 170).

Chapter 7 Memory

Real World Psychology
Things you’ll learn in Chapter 7
[Q1] Do video game players have better working-memory skills?
[Q2] How can taking a nap improve your memory?
[Q3] Why do we remember President Lincoln better than President Truman?
[Q4] How might exposure to pornography interfere with memory?
[Q5] Could someone falsely convince you as an adult that you committed a serious crime as a teenager?

Throughout the chapter, margin icons for Q1–Q5 Indicate where the text addresses these questions.

PositivePsych Memory and Age-Related Happiness
PsychScience Can Taking Photos Impair Our Memories?

• Moved previous Psychology and You personal memory test from end of chapter to first pages to demonstrate constructive nature of memory (p. 175).
• Added NEW key term—levels of processing (p. 176).
• Added NEW discussion regarding infant memories and NEW key term—age-related positivity effect (pp. 180–181).
• Added NEW Psychology and You on “Improving Elaborative Rehearsal” (p. 183).
• Updated previous Psychology and You, which used the “Penny Test” to demonstrate encoding failure, and replaced it with a test of the “Apple Logo” (p. 187).
• Removed sleeper effect as a key term.
• Added NEW Real World Psychology feature—“High Price of Forgetting” (p. 188).
• Added NEW Psychology and You—“Common FBMs” (p. 191).
• Added NEW Real World Psychology feature—“How Emotional Arousal May Threaten Our Survival!” (p. 192).
• Added NEW section on Traumatic Brain Injury (TBI) with a NEW Real World Psychology feature—“Professional Sports and Brain Damage” (p. 193).
• Added expanded section on **Eyewitness Testimony** and a NEW Figure 7.19 (pp. 196-197).
• Expanded section on **False Versus Repressed Memories**, and a NEW Figure 7.20 on brain scans that detect true versus false memories (p. 198).
• Added NEW section **Memory Improvement—Strategies for Student Success**, which summarizes specific tips found throughout the chapter (pp. 199–201).

**Chapter 8 Thinking, Language, and Intelligence**

**Real World Psychology**

**Things you’ll learn in Chapter 8**

[Q1] Why might some medical treatments be judged as more effective than they really are?
[Q2] Can outdoor activities or simply taking a walk improve your creativity?
[Q3] Do babies begin to learn language even before they are born?
[Q4] Does speaking multiple languages make you smarter?
[Q5] Can personal traits and character strengths be better predictors of achievement than IQ?
[Q6] Will watching TV dramas increase your emotional intelligence?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.

**PositivePsych** Why Talk or Read to Babies?

**PsychScience** The Power of Words

• In response to reviewers, removed *concept, artificial concept,* and *mental image* as key terms.
• Added NEW **Psychology and You**—“Problem Solving and Your Career” (p. 206).
• Added NEW Table 8.1, “Three Problem-Solving Heuristics and Your Career” (p. 208).
• Added NEW section, **Strategies for Better Problem Solving** (p. 210).
• In response to reviewers, changed Table 8.2 to use Nikola Tesla versus Thomas Edison as an exemplar for creative thinking (p. 211).
• Added NEW key term—*convergent thinking* (p. 211).
• Updated Table 8.3, “Resources of Creative People” with new resource and applied to Lady Gaga (p. 212).
• Added NEW **Real World Psychology** feature—“Language Distortions” (p. 215).
• Updated Table 8.4, “Language Acquisition,” and in response to reviewers removed *cooing, babbling, overextension, overgeneralization,* and *telegraphic speech* as key terms (p. 216).
• To balance content in the previous **Intelligence** section, we divided it into two sections, **Intelligence and Intelligence Controversies.** We then moved **Measuring Intelligence** up in the first section and Sternberg, Gardner, and Goleman’s EI into the second section.
• Added two NEW key terms—*mental age (MA)* and *normal distribution* (p. 220).
• Removed *savant syndrome* as a key term.
• Added NEW discussion of gender differences in IQ, NEW Figure 8.13, “Brain sex differences,” and NEW Table 8.6, “Problem-Solving Tasks Favoring Women and Men” (pp. 225–226).
• Updated discussion of research on controversial issues in IQ differences (pp. 226–228).
• Added NEW key term—*triarchic theory of intelligence* (p. 229).
• Added NEW **Psychology and You** feature—“Key Traits for Emotional Intelligence (EI)” (p. 230).
• Added NEW **Psychology and You** feature—“Optimizing Your Well-Being” (p. 231).

**Chapter 9 Life Span Development**

**Real World Psychology**

**Things you’ll learn in Chapter 9**

[Q1] Why are young people more supportive of gay marriage than older adults?
[Q2] Does prenatal exposure to smoke increase the risk of obesity later in life?
[Q3] Why do teenagers sleep so much?
[Q4] Do babies learn faster when they’re sitting up than when they’re lying down?
[Q5] Does the taking and posting of self-portraits (“selfies”) increase narcissism?
[Q6] Do today’s college students want women to propose marriage?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.

**PositivePsych** Adults Need Hugs Too!

**PsychScience** Deprivation and Development

• Removed *maturation* as a key term (p. 236).
• Updated Figure 9.1 from Lorenz and geese to cranes (p. 236).
• Updated Figure 9.3, “Cross-sectional versus longitudinal research” (p. 238).
• Added NEW **Psychology and You**—“Want to be Happier? Grow Older!” (pp. 239–240).
• Added NEW section on genetics with NEW key terms, *chromosomes, DNA, gene, behavioral genetics,* and *epigenetics* (pp. 241–242).
Chapter 10  Motivation and Emotion

Real World Psychology

Things you’ll learn in Chapter 10

- [Q1] Is paying students to get good grades a good idea?
- [Q2] How can just looking at pictures of high-fat foods make you feel hungry?
- [Q3] Is motivation a better predictor of success than IQ?
- [Q4] Does sexual frequency predict greater well-being?
- [Q5] Can airport security agents increase their effectiveness by simply talking to passengers?
- [Q6] Are our emotions contagious?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.

Chapter 11  Personality

Real World Psychology

Things you’ll learn in Chapter 11

- [Q1] Are some people with highly negative attitudes toward gay people repressing their own sexual desires?
- [Q2] Which personality traits are most important for your career and academic success?
- [Q3] What parenting skills are also associated with increased marital satisfaction?
- [Q4] Can spending time in a foreign country change your personality?
- [Q5] Do our genes predict how much we will give to charity?
- [Q6] Can social media postings be used to measure your personality?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.
Chapter 12 Psychological Disorders

**Real World Psychology**

**Things you’ll learn in Chapter 12**

[Q1] How can media coverage of mass shootings create negative misperceptions about people with mental illness?
[Q2] What is the most “contagious” psychological disorder?
[Q3] Can internet and cell phone use increase mental health problems?
[Q4] Are children who experience trauma at increased risk of developing schizophrenia later in life?
[Q5] How do changes in the brain help explain severe antisocial personality disorder?
[Q6] Are symptoms of depression in women more distressing, deserving of sympathy, and difficult to treat than the same signs in men?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.

**PositivePsych** Resilience in Children and Adults

**PsychScience** Creativity and Bipolar Disorder

- Updated Table 12.1, “Common Myths About Mental Illness” (p. 333).
- Added NEW Figure 12.2, “Witchcraft or mental illness” (p. 333).

**Chapter 13 Therapy**

**Real World Psychology**

**Things you’ll learn in Chapter 13**

[Q1] Can changing your irrational thoughts and self-talk make you feel better about your body?
[Q2] How might accepting fears and worries rather than trying to eliminate them decrease PTSD?
[Q3] Could therapy help you hold a tarantula?
[Q4] Does simply watching other children play with dogs reduce dog phobias in young children?
[Q5] Do psychedelic drugs cause psychosis?
[Q6] Can therapy that is delivered over the telephone lead to lower levels of depression?

Throughout the chapter, margin icons for Q1–Q6 indicate where the text addresses these questions.

**PositivePsych** Protecting Your Mental Health

**PsychScience** Can Watching Movies Prevent Divorce?

- Expanded discussion of psychotherapy (p. 362).
- Added NEW Figure 13.3, “The five key techniques for psychoanalysis” (p. 364).
- Added NEW Figure 13.3, “Freud’s free association” (p. 364).
- Added NEW Psychology and You—“Overcoming Irrational Misconceptions” (p. 368).
- Updated Table 13.2, “Psychotherapeutic Drug Treatments for Psychological Disorders” (p. 376).
Chapter 14  Social Psychology

Real World Psychology

Things you’ll learn in Chapter 14

Q1 Why do athletes often blame their losses on bad officiating?
Q2 How can taking a pain pill reduce attitude change?
Q3 Can reading books about Harry Potter increase positive feelings toward gay people?
Q4 If popular high-school students are anti-bullying and anti-drinking, does that reduce these behaviors among their peers?
Q5 Why are we so surprised when our preferred presidential candidate loses?
Q6 How does simple nearness (proximity) influence attraction?

PositivePsych Would You Donate a Kidney to a Stranger?
PsychScience Can a 10-Minute Conversation Reduce Prejudice?

- Updated and added three NEW myths to Psychology and You—“How Much Do You Know About the Social World?” (p. 392).
- Added NEW Figure 114.1 “Attribution in action” (p. 393).
- Updated, rearranged, and added NEW Attributional Errors and Biases section (p. 393).
- Added NEW Psychology and You—“Reducing Attributional Biases” (p. 394).
- Expanded discussion of cognitive dissonance (pp. 395–396).
- Change the previous Figure 14.3 to Process Diagram 14.1 and added new “Overall Summary” at the bottom of the figure (p. 397).
- To balance the length of the three major headings and improve the flow of the chapter, we moved the topic of prejudice from the end of the chapter to the first, right after attitudes (pp. 396–402).
- In response to reviewers, removed “discrimination” from the title of “Prejudice and Discrimination” section, but kept the distinction.
- Added NEW Figure 14.8, “The high price of prejudice” with a recent photo of the Orlando, FL massacre in 2016 (p. 399).
- Added NEW section on Empathy Induction as one of the five methods for reducing prejudice (p. 401).
- Added NEW “norm violation” exercise to the Real World Psychology feature on cultural norms for personal space (p. 404).
- Added NEW “Adherence to ideologies” section to the factors that influence obedience (p. 407).
- Added NEW section on how to prevent or minimize group-think (p. 410).
- Updated Real World Psychology feature—“Aggression in Sports” to include Italian soccer player biting another player (p. 411).
- Deleted previous (and outdated) frustration-aggression hypothesis, and expanded section on Reducing Aggression (p. 412).
- Added NEW sections on When and Why Do We Help? and Why Don’t We Help? with discussion of Kitty Genovese case (pp. 412–413).
- Added NEW key term—diffusion of responsibility (p. 414).
- Added expanded discussion on flirting with references to helpful websites (p. 416).
- Added NEW research on oxytocin as a link between proximity and attraction (p. 416).
- Added a NEW “sign off” note to students to close this chapter, this text, and their first course in psychology (p. 419).
- Deleted five previous key terms throughout the chapter—interpersonal attraction, mere-exposure effect, social cognition, social influence, and social relations.

A list of the “What’s NEW?” changes for Chapters 15 and 16 is available upon request.
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