

# Psychology Applied to Modern Life

ADJUSTMENT IN THE 21<sup>ST</sup> CENTURY

TENTH EDITION



Weiten ▪ Dunn ▪ Hammer

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# Psychology Applied to Modern Life

ADJUSTMENT IN THE 21ST CENTURY

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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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**Psychology Applied to Modern Life:  
Adjustment in the 21st Century, Tenth Edition**  
**Wayne Weiten, Dana S. Dunn, and  
Elizabeth Yost Hammer**

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Illustrator: Carol Zuber-Mallison  
Cover Designer: Cheryl Carrington  
Cover Image: Peter McArthur; inset sky images:  
Getty Images  
Compositor: MPS Content Services

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Library of Congress Control Number: 2010931646

Student Edition:

ISBN-13: 978-1-111-18663-0

ISBN-10: 1-111-18663-4

Loose-leaf Edition:

ISBN-13: 978-1-111-29798-5

ISBN-10: 1-111-29798-3

**Wadsworth**

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Belmont, CA 94002-3098  
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Printed in the United States of America

1 2 3 4 5 6 7 14 13 12 11

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*To two pillars of stability in this era  
of turmoil—my parents  
W.W.*

*For Sarah  
D.S.D.*

*To Pete, Lonnie, and Bill—  
for giving me my start  
E.Y.H.*

## About the Authors

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**WAYNE WEITEN** is a graduate of Bradley University and received his Ph.D. in social psychology from the University of Illinois, Chicago in 1981. He currently teaches at the University of Nevada, Las Vegas. He has received distinguished teaching awards from Division Two of the American Psychological Association (APA) and from the College of DuPage, where he taught until 1991. He is a Fellow of Divisions 1 and 2 of the American Psychological Association. In 1991, he helped chair the APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology and in 1996–1997 he served as President of the Society for the Teaching of Psychology. Weiten has conducted research on a wide range of topics, including educational measurement, jury decision-making, attribution theory, stress, and cerebral specialization. His recent interests have included pressure as a form of stress and the technology of textbooks. He is also the author of *Psychology: Themes & Variations* (Wadsworth, 2010) and the creator of an educational CD-ROM titled *PsykTrek: A Multimedia Introduction to Psychology*.

**DANA S. DUNN** earned his B.A. in psychology from Carnegie Mellon and received his PhD in social psychology from the University of Virginia. He is currently professor of psychology and Director of the Learning in Common Curriculum at Moravian College in Bethlehem, PA. He chaired the Psychology Department at Moravian for six years. A Fellow of the American Psychological Association (APA) and the Association for Psychological Science (APS), Dunn served as President of the Society for the Teaching of Psychology in 2010. A frequent speaker at national and regional disciplinary conferences, Dunn has written numerous articles, chapters, and book reviews concerning his areas of research interest: the teaching of psychology, social psychology, rehabilitation psychology, and educational assessment. He is the author or editor of 13 books, including the *The Practical Researcher* (2010), *Research Methods for Social Psychology* (2009), and *A Short Guide to Writing about Psychology* (2011).

**ELIZABETH YOST HAMMER** earned her B.S. in psychology from Troy State University and received her Ph.D. in social psychology from the Tulane University. She is currently Kellogg Professor in Teaching in the Psychology Department and director of the Center for the Advancement of Teaching at Xavier University of Louisiana in New Orleans. She is a Fellow of Division Two of the American Psychological Association (APA) and is a past President of Psi Chi, the National Honor Society in Psychology. Recently, she was elected as treasurer for the Society for the Teaching of Psychology. She is passionate about teaching and has published on collaborative learning, service learning, the application of social psychological theories to the classroom, and mentoring students. After her experience with Hurricane Katrina, she developed a Psychology of Disasters course.

## To the Instructor

Many students enter adjustment courses with great expectations. They've ambled through their local bookstores, and in the "Psychology" section they've seen numerous self-help books that offer highly touted recipes for achieving happiness for a mere \$12.95. After paying far more money to enroll in a college course that deals with the same issues as the self-help books, many students expect a revelatory experience. However, the majority of us with professional training in psychology or counseling take a rather dim view of self-help books and the pop psychology they represent. Psychologists tend to see this literature as oversimplified, intellectually dishonest, and opportunistic and often summarily dismiss the pop psychology that so many students have embraced. Instructors try to supplant pop psychology with more sophisticated academic psychology, which is more complex and less accessible.

In this textbook, we have tried to come to grips with this problem of differing expectations between student and teacher. Our goal has been to produce a comprehensive, serious, research-oriented treatment of the topic of adjustment that also acknowledges the existence of popular psychology and looks critically at its contributions. Our approach involves the following:

- In Chapter 1 we confront the phenomenon of popular self-help books. We try to take the student beneath the seductive surface of such books and analyze some of their typical flaws. Our goal is to make the student a more critical consumer of this type of literature.

- While encouraging a more critical attitude toward self-help books, we do not suggest that they should all be dismissed. Instead, we acknowledge that some of them offer authentic insights. With this in mind, we highlight some of the better books in Recommended Reading boxes sprinkled throughout the text. These recommended books tie in with the adjacent topical coverage and show the student the interface between academic and popular psychology. Additional Recommended Reading boxes can be found in the Weiten Psychology CourseMate ([www.cengagebrain.com/shop/ISBN/1111186634](http://www.cengagebrain.com/shop/ISBN/1111186634)).

- We try to provide the student with a better appreciation of the merits of the empirical approach. This effort to clarify the role of research, which is rare for an adjustment text, appears in the first chapter.

- Recognizing that adjustment students want to leave the course with concrete, personally useful information, we end each chapter with an application section. The Applications are "how to" discussions that address everyday problems. While they focus on issues that are relevant to the content of the particular chapter, they contain more explicit advice than the text proper.

In summary, we have tried to make this book both challenging and applied. We hope that our approach will help students better appreciate the value of scientific psychology.

### Philosophy

A certain philosophy is inherent in any systematic treatment of the topic of adjustment. Our philosophy can be summarized as follows:

- We believe that an adjustment text should be a resource book for students. We have tried to design this book so that it encourages and facilitates the pursuit of additional information on adjustment-related topics. It should serve as a point of departure for more learning.

- We believe in theoretical eclecticism. This book will not indoctrinate your students along the lines of any single theoretical orientation. The psychodynamic, behavioral, and humanistic schools of thought are all treated with respect, as are cognitive, biological, evolutionary, and other perspectives.

- We believe that effective adjustment requires taking charge of one's own life. Throughout the book we try to promote the notion that active coping efforts are generally superior to passivity and complacency.

### Changes in the Tenth Edition

One of the exciting things about psychology is that it is not a stagnant discipline. It continues to progress at what seems a faster and faster pace. A good textbook must evolve with the discipline. Although the professors and students who used the earlier editions of this book did not clamor for change, we have made countless content changes to keep up with new developments in psychology—adding and deleting some topics, condensing and reorganizing others, and updating everything (there are about 1,400 new references). A brief overview of some of these changes, listed chapter-by-chapter, can be found on pages viii–xii following this preface.

The most significant change in this edition is the addition of an entirely new chapter devoted to the topic of positive psychology. Although we have had coverage of positive psychology sprinkled throughout the text since this movement surfaced around the turn of the 21st century (most of which remains throughout the book), we feel that the area of positive psychology has matured to the point where it merits a full chapter of its own (Chapter 16). The focus and themes of positive psychology seem highly relevant to the issues discussed in the Adjustment course. We are confident that our

greatly expanded coverage of positive psychology will resonate with today's students.

The addition of the new chapter on positive psychology prompted us to reexamine the overall organization of *Psychology Applied to Modern Life*. After some reflection, we decided to shuffle the order of the chapters a bit. We moved the chapter on health psychology (formerly Chapter 14) to follow on the heels of the chapters on stress and coping, so it is now Chapter 5. Similarly, we moved the chapter on sexuality (formerly Chapter 13) so that it follows related chapters on love and intimate relationships, making it Chapter 12. In light of this juggling, 11 of the 15 previously existing chapters have new chapter numbers. We think this reorganization groups related chapters together more effectively. That said, we write our chapters to be largely self-contained so that you can assign them in virtually any order you like.

Yet another significant change is that we have taken the *Personal Explorations Workbook* that has accompanied many previous editions of this text as a separate ancillary and incorporated the vast majority of it into the text itself. You will find the workbook at the very back of this text, after the references and the indexes. Putting it at the end allowed us to print it on special, perforated paper, so you will have the option of having students complete workbook exercises and tear them out for submission as homework. We think the inclusion of the workbook in the text will make it easier to use.

We have also added a new appendix that focuses on the timely issue of sustainability. It explains how sustainability depends on changes in individuals' behavior more than any other single factor. It focuses on the cognitive and behavioral processes that tend to impede environmentally responsible behavior, as well as the alterations in behavior that will be necessary to sustain the world's natural resources for future generations.

## Writing Style

This book has been written with the student in mind. We have tried to integrate the technical jargon of our discipline into a relatively informal and down-to-earth writing style. We use concrete examples extensively to clarify complex concepts and to help maintain student interest. Although we now have three authors, the original author of this book (Wayne Weiten) continues to do the final rewrite of all 16 chapters to ensure stylistic consistency.

## Features

This text contains a number of features intended to stimulate interest and enhance students' learning. These special features include Applications, Recommended

Reading boxes, Web Links, Practice Tests, a didactic illustration program, and cartoons.

## Applications

The Applications should be of special interest to most students. They are tied to chapter content in a way that should show students how practical applications emerge out of theory and research. Although some of the material covered in these sections shows up frequently in adjustment texts, much of it is unique. Some of the Applications include the following:

- Understanding Intimate Violence
- Improving Academic Performance
- Understanding Eating Disorders
- Getting Ahead in the Job Game
- Building Self-Esteem
- Enhancing Sexual Relationships
- Understanding Mixed-Sex Communication

## Recommended Reading Boxes

Recognizing students' interest in self-help books, we have sifted through hundreds of them to identify some that may be especially useful. These books are featured in boxes that briefly review some of the higher-quality books. These Recommended Reading boxes are placed where they are germane to the material being covered in the text. Some of the recommended books are well known, while others are obscure. Although we make it clear that we don't endorse every idea in every book, we think they all have something worthwhile to offer. This feature replaces the conventional suggested readings lists that usually appear at the ends of chapters, where they are almost universally ignored by students.

## Web Links

The Internet is rapidly altering the landscape of modern life, and students clearly need help dealing with the information explosion in cyberspace. To assist them, we recruited web expert Vincent Hevern (Le Moyne College) to evaluate hundreds of psychology- and adjustment-related sites and to come up with some recommendations that appear to provide reasonably accurate, balanced, and empirically sound information. Short descriptions of these recommended websites are dispersed throughout the chapters, adjacent to related topical coverage. Because URLs change frequently, we have not included the URLs for the Web Links in the book. If your students are interested in visiting these sites, we recommend that they do so through the Weiten Psychology CourseMate at [www.cengagebrain.com/shop/ISBN/1111186634](http://www.cengagebrain.com/shop/ISBN/1111186634). Links to all the recommended websites are maintained there. Of course, students can also use search engines such as Google to locate the recommended websites.

## Practice Tests

Each chapter ends with a ten-item multiple-choice Practice Test that should give students a fairly realistic assessment of their mastery of that chapter and valuable practice in taking the type of test that many of them will face in the classroom (if the instructor uses the Test Bank). This feature grew out of some research on students' use of textbook pedagogical devices (see Weiten, Guadagno, & Beck, 1996). This research indicated that students pay scant attention to some standard pedagogical devices. When students were grilled to gain a better understanding of this perplexing finding, it quickly became apparent that students are pragmatic about pedagogy. Essentially, their refrain was, "We want study aids that will help us pass the next test." With this mandate in mind, we added the Practice Tests. They should be very realistic, as many of the items came from the Test Banks for previous editions (these items do not appear in the Test Bank for the current edition). Additional practice tests can be found in the Weiten Psychology CourseMate at [www.cengagebrain.com/shop/ISBN/1111186634](http://www.cengagebrain.com/shop/ISBN/1111186634).

## Didactic Illustration Program

The illustration program is once again in full color, and many new figures have been added along with extensive redrawing of many graphics. Although the illustrations are intended to make the book attractive and to help maintain student interest, they are not merely decorative: They have been carefully selected and crafted for their didactic value to enhance the educational goals of the text.

## Cartoons

A little comic relief usually helps keep a student interested, so we've sprinkled numerous cartoons throughout the book. Like the figures, most of these have been chosen to reinforce ideas in the text.

## Personal Explorations Workbook

As mentioned earlier, the *Personal Explorations Workbook* can be found in the very back of the text. It contains experiential exercises for each text chapter, designed to help your students achieve personal insights. For each chapter, we have included one *Self-Assessment* exercise and one *Self-Reflection* exercise. The self-assessments are psychological tests or scales that your students can take and score for themselves. The self-reflections consist of questions intended to help students think about themselves in relation to issues raised in the text. These exercises can be invaluable homework assignments. To facilitate assigning them as homework, we have printed the workbook section on perforated paper, so students can tear out the relevant pages and turn them in to their instructors. In addition to providing easy-to-use homework assignments, many of these exercises can be used in class to stimulate lively discussion.

## Learning Aids

A number of learning aids have been incorporated into the text to help the reader digest the wealth of material:

- The *outline* at the beginning of each chapter provides the student with a preview and overview of what will be covered.
- *Headings* are used extensively to keep material well organized.
- To help alert your students to key points, *learning objectives* are distributed throughout the chapters, after the level-1 headings.
- *Key terms* are identified with **blue italicized bold-face** type to indicate that these are important vocabulary items that are part of psychology's technical language.
- An *integrated running glossary* provides an on-the-spot definition of each key term as it is introduced in the text. These formal definitions are printed in **blue boldface** type.
- An *alphabetical glossary* is found in the back of the book, as key terms are usually defined in the integrated running glossary only when they are first introduced.
- *Italics* are used liberally throughout the text to emphasize important points.
- A *chapter review* is found at the end of each chapter. Each review includes a concise but thorough summary of the chapter's key ideas, a list of the key terms that were introduced in the chapter, and a list of important theorists and researchers who were discussed in the chapter.

## Supplementary Materials

A complete teaching/learning package has been developed to supplement *Psychology Applied to Modern Life*. These supplementary materials have been carefully coordinated to provide effective support for the text.

## Instructor's Manual

The *Instructor's Manual*, revised by Lenore Frigo of Shasta College, is available as a convenient aid for your educational endeavors. It provides a thorough overview of each chapter and includes a wealth of suggestions for lecture topics, class demonstrations, exercises, and discussion questions, organized around the content of each chapter in the text.

## Test Bank

The *Test Bank*, revised by Joan Thomas-Spiegel of Los Angeles Harbor College, contains an extensive collection of multiple-choice questions for objective tests, all closely tied to the learning objectives found in the text chapters. We're confident that you will find this to be a dependable and usable test bank.

## PowerLecture® with JoinIn® and ExamView®

This one-stop lecture and class preparation tool makes it easy for you to assemble, edit, publish, and present custom lectures for your course, using Microsoft® PowerPoint®. It includes text-specific lecture outlines and art from the text on PowerPoint® slides (written by Elizabeth Garner of Tallahassee Community College), along with video clips and other integrated media. The CD-ROM also contains the full Instructor's Manual and Test Bank in Microsoft® Word® format. Preloaded with all of the questions in the *Test Bank*, ExamView® allows you to create, deliver, and customize tests and study guides (both print and online) in minutes. ExamView® offers both a Quick Test Wizard and an Online Test Wizard that guides 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 onscreen exactly as it will print or display online. JoinIn allows instructors to pose book-specific questions and display students' responses, in conjunction with the clicker hardware and student response system of your choice.

## Study Guide

The *Study Guide*, written by William Addison of Eastern Illinois University, is designed to help students master the information contained in the text. It contains a programmed review of learning objectives, quiz boxes, and a self-test for each chapter. Your students should find it helpful in their study efforts.

## Culture and Modern Life

*Culture and Modern Life* is a small paperback intended to help your students appreciate how cultural factors moderate psychological processes and how the viewpoint of one's own culture can distort one's interpretation of the behavior of people from other cultures. Written by David Matsumoto (San Francisco State University), a leading authority on cross-cultural psychology, this supplementary book should greatly enhance your students' understanding of how culture can influence adjustment. *Culture and Modern Life* can be ordered shrinkwrapped with the text.

## Critical Thinking Exercises

We have developed a set of critical thinking exercises that can be found in the Weiten Psychology CourseMate at [www.cengagebrain.com/shop/ISBN/1111186634](http://www.cengagebrain.com/shop/ISBN/1111186634). Written by Jeffry Ricker (Scottsdale Community College), these exercises are intended to introduce students to specific critical thinking skills, such as recognizing extraneous variables, sampling bias, and fallacies in reasoning. The exercises also challenge students to apply these skills to adjustment-related topics on a chapter-by-chapter basis.

## Highlights of Content Changes in the Tenth Edition

To help professors who have used this book over many editions, we are providing an overview of the content changes in the current edition. The following list is not exhaustive, but it should alert faculty to most of the major changes in the book.

### Chapter 1 Adjusting to Modern Life

New coverage of the tragic sweat lodge deaths that occurred during James Ray's self-realization seminar in Sedona in 2009

New *Living in Today's World* box on adjustment implications of the recent economic meltdown

Added discussion of how self-help books may fuel increased narcissism

New example of naturalistic observation research on the innate basis of facial expressions of emotion

New example of case study research focusing on investigation of suicide victims

New example of survey research profiling cross-cultural study of gender differences in desire for sexual variety

New coverage of associations between culture and happiness

Discussion of marriage and happiness now emphasizes the role of relationship satisfaction rather than marriage per se

New *Recommended Reading* box profiling Daniel Gilbert's *Stumbling on Happiness* (2006)

Revised discussion of the factors that underlie effective reading of textbooks

New discussion of how effective text marking can enhance students' reading

New research on the testing effect, the finding that testing on material enhances retention

New data on how distributed practice can enhance retention of information

### Chapter 2 Theories of Personality

Revised figure providing more detailed information on the five-factor model of personality traits

Expanded description of the Big Five traits

New discussion of how the Big Five traits are predictive of important life outcomes, such as occupational attainment and mortality

Addition of sublimation to the roster of defense mechanisms covered

New discussion in critique of behavioral theories that includes their fragmented approach to personality

New *Recommended Reading* box features Sam Gosling's *Snoop: What Your Stuff Says About You* (2008)

New evaluation of Eysenck's theory regarding the roots of introversion

Includes coverage of Zuckerman's description of sensation seeking as a personality trait

New discussion of the influence of sensation seeking on sports and entertainment preferences and intimate relationships

New discussion of the relations between sensation seeking and various risk-taking behaviors  
New *Living in Today's World* box on escalating narcissism among American college students  
Streamlined discussion of terror management theory  
New information on the trend toward conducting more personality testing over the Internet  
Added coverage of recent concerns about personality testing via the Internet

### **Chapter 3 Stress and Its Effects**

New transition into everyday nature of stress  
New figure on the frequency of various types of daily hassles  
New discussion of negative affect, perceived control, and personality as buffers against the effects of daily hassles  
Expanded discussion of community violence as a source of environmental stress  
Expanded coverage of cultural influences on stress, including new research on diverse samples  
Added discussion of anticipatory stressors  
New data suggesting that stress leads to overreliance on habitual actions  
New discussion of indirect exposure to trauma (e.g., through television) and “virtual” PTSD  
*Living in Today's World* box restructured around traumatic events in the 21st century  
Discussion of how risky behaviors may contribute to the relations between stress and physical health  
New discussion of potential negative aspects of social networks  
Discussion of the debate regarding the drawbacks of unrealistic optimism  
*Monitoring Your Stress* Application moved to the Personal Explorations Workbook (which now appears in the back of the text) as a self-assessment  
New Application on self-modification and self-control (formerly the Application for Chapter 4)

### **Chapter 4 Coping Processes**

New figure reporting data on the worst cities for road rage  
New discussion of factors that make aggressive responses to frustration more likely  
New brain-imaging (fMRI) research on effects of virtual (video game) violence  
Expanded discussion of the fallout of self-blame  
Emphasis shifted from terrorism to traumatic events in general in the *Living in Today's World* box  
Added research on rumination in the *Living in Today's World* box  
New research on different types of humor and the relationship of each to well-being  
New evidence on the mechanisms through which humor promotes wellness  
New research on culture and the tendency to seek social support  
New discussion of coping strategies directly related to emotional intelligence

New study of the stress-reduction benefits of meditation on mental health workers in New Orleans after Hurricane Katrina  
New Application section on coping with loss covering attitudes about death and the process of dying  
New Application coverage of research on bereavement and grieving

### **Chapter 5 Psychology and Physical Health**

Updated material on women and heart disease  
New figure on cardiovascular mortality rates for men and women in the United States  
Clear distinctions drawn between anger and hostility as links to cardiovascular problems  
New material on heart reactivity as a coronary predictor among African Americans  
Broadened discussion of emotion and heart disease, including suppressing emotion and rumination  
Updated discussion of recent evidence associating psychosocial stress factors with cancer  
New material on stress and the onset of the common cold  
Concept of unrealistic optimism introduced in discussion of risk taking and health behavior  
Updated material on the causes, incidence, and consequences of smoking  
New figure categorizing the types of drinkers in the United States  
Additional material on alcohol and traffic accidents  
New section on gastric banding and bypass surgery in the weight loss section  
New example of an HIV prevention program based on people's expectations  
Updated discussion of individuals' sick roles in which illness is ignored in order to not jeopardize work

### **Chapter 6 The Self**

New material on identity motives underlying desired and feared possible selves  
Discussion of self-discrepant thoughts as a risk factor for suicidal ideation  
Broadened coverage of self-affirmation in response to information that threatens the self-concept  
Intriguing new research on the N-effect and social comparison, in which more available competitors reduce the motivation to compete  
New discussion of culture-as-situated cognition linked to individualist and collectivist perspectives  
New evidence that low self-esteem is an independent risk factor for depressive symptoms from young adulthood to old age  
Addition of self-evaluation—domain specific self-esteem—as a third way to construe self-esteem  
Discussion of a recent study on cultural differences in parenting styles, in which permissive parenting in Spain was found to be somewhat more effective than authoritative parenting  
Broader discussion of self-esteem differences between men and women based on recent meta-analytic results

Additional details on self-handicapping and gender  
Discussion of new findings concerning self-regulation, ego-depletion, and self-control

## Chapter 7 Social Thinking and Social Influence

Discussion of multiracial identities as example of appearance as an influence on person perception processes  
New example of how emotion is more often attributed to women's personalities than to men's  
Expanded discussion of the confirmation bias, including its importance in law enforcement and medical decision making  
New examples of possible self-fulfilling prophecies in daily life: the "storm and stress" of adolescence and reactions to popular trends  
New discussion of the potential impact of outgroup homogeneity effect on eyewitness identification  
Added discussion of how people use subtypes to explain individuals who do not conform to their stereotypes  
Broader discussion of research on the attractiveness stereotype  
Exploration of self-control over prejudiced thought by reviewing an experiment in which glucose consumption promotes reduced bias  
A new *Living in Today's World* box on stereotype threat and the "Obama effect"  
New ageism-related example of how stereotypes can be triggered unconsciously and influence subsequent behavior  
New research in which people high in social dominance orientation were found to be more charitable to a minority group after being exposed to morally praiseworthy behavior  
New study of the contact hypothesis and prejudice between white and black college roommates  
New discussion of how people often believe others are conformists but they themselves are not, despite showing the same conformity

## Chapter 8 Interpersonal Communication

New opening vignette illustrating an example of paralanguage  
Discussion of how people interpret communications they receive through their own frame of reference  
New material on how communication is selective, systemic, unique, and follows a process  
New *Living in Today's World* box on maintaining privacy in the digital age  
New research indicating that older individuals are less likely to recall angry facial expressions than younger people  
More detailed discussion concerning when eye contact is likely to be maintained or broken  
Discussion of a new study suggesting that a five-second touch from one person to another can convey a specific emotion  
Added comparison of daily "white" lies with more serious lies  
Discussion of the promise of brain-imaging technology for lie detection purposes

New section regarding what kinds of information people do or do not disclose to others  
New discussion of the significance of disclosure styles for intimate relationships  
Broader discussion of communication apprehension, academic success, and listening skills  
Addition of tactic of "ambushing" to the discussion of barriers to effective communication  
Comparison of Japanese and American negotiation styles, with accompanying figure  
New discussion of how being gracious can be a way to reduce conflict

## Chapter 9 Friendship and Love

New discussion about how proximity affects attraction  
Revised coverage of the role of physical appearance in relation to gender and whether one is interested in a short-term or long-term relationship  
New data from a 2005 BBC Internet survey on important traits in a partner  
Revised section on what makes someone attractive, organized around Cunningham's four categories  
New figure on the top surgical cosmetic procedures  
Updated section on playing hard to get, including new findings  
New research on the benefits of friendship  
New section on friendship repair rituals  
New section on low levels of satisfaction as a factor in romantic breakups  
New section describing Duck's model of processes involved in relationship dissolution  
New *Living in Today's World* box on forming close relationships online  
New figure on the reported uses of social networking sites  
New *Recommended Reading* box on *Loneliness* by Cacioppo & Patrick (2008)

## Chapter 10 Marriage and Intimate Relationships

New section on cultural influences on marriage  
Added cross-cultural perspective in the discussion of polygamy  
New longitudinal study on the link between parents' conflict resolution patterns and their children's marital adjustment  
Recent research on positive emotional expression as a predictor of later marital adjustment  
New section on stressful events as related to marital adjustment  
New mention of the potential benefits of caregiving roles in the family life cycle  
New research showing that maternal employment does not produce "sleepier effects" on children  
Expanded discussion of the significance of communication difficulties in marital relationships  
Added discussion of the potential for positive effects from parental divorce  
Updated discussion of the effects of divorce

New figure depicting a seven-stage model of stepfamily development  
Revised section on gay couples, with new material on sexual prejudice and gay marriage  
Added figure showing 2008 Gallup poll data on attitudes toward homosexuality

### **Chapter 11 Gender and Behavior**

Added 2010 meta-analysis of almost 500,000 participants, finding only small gender differences in mathematical abilities  
Added 2009 meta-analysis of 115 studies that examined gender differences in specific domains of self-esteem, including a new figure summarizing results  
New study demonstrating that playing action video games may contribute to gender differences in mental rotation skills  
Added analysis of 200 best-selling and award-winning children's books that examined gender stereotyping  
Added content analysis of gender stereotyping comparing the major U.S. networks to an African American cable network (BET)  
New evidence on the role of TV in fostering gender stereotypes  
New discussion of the precariousness of manhood as opposed to womanhood  
Revised discussion of the ability-achievement gap in women  
Revised coverage of economic discrimination suffered by women  
New research demonstrating that women who break traditional gender roles in male-dominated organizations are the most likely to be targets of sexual harassment  
New analysis of the contemporary relevance of Bem's sex role inventory  
Major revision of the Application section downplaying Tannen's model of gender communication  
Added section on speaking styles in the Application

### **Chapter 12 Development and Expression of Sexuality**

New material on physical changes in the transition to adolescence  
Inclusion of intersex/hermaphroditism  
New section on religion as a psychosocial influence on sexual identity development, including discussion of abstinence pledges  
Inclusion of a content analysis of the sexual content of over 2,000 television programs  
Expanded description of research on rap music and sexuality  
Inclusion of Salvin-Williams's (2009) components of sexual orientation  
Added section on the relationship between attributions for, and attitudes about, sexual orientation, including racial differences  
Section on sexual identity development changed to focus on disclosing one's sexual orientation and the coming out process

Inclusion of theories of submission fantasies  
Added description of 2009 experimental study on the benefits of kissing  
Inclusion of new research on vibrator use  
Revised material on sex outside committed relationships  
Expanded discussion of "hooking up" and additional material on "friend-with-benefits"  
Expanded section on sex in late adulthood  
New material on individual, interpersonal, and societal reasons individuals engage in unprotected sex  
Added mention of the "down low" syndrome  
New study of sex therapists' beliefs about the optimal length of intercourse  
New material on sexual activities reported by heterosexual couples

### **Chapter 13 Careers and Work**

New opening vignette discussing work as a defining element in most people's lives  
Data on daily routines and the time they require, highlighting the enormous amount of time dedicated to work  
Discussion of the importance of emotional/interpersonal intelligence in the world of work  
Two new entries in the list of essential information regarding occupations  
More nuanced discussion of the links between educational attainment, GPA, and successful job performance  
New material concerning Holland's person-environment fit model  
Updated information concerning Super's developmental model of career choice  
Discussion of "telecommuting" as a means for interfacing with the office while working at home  
Introduction of job sharing as new trend in the workplace  
New figure showing common stressors as more likely to be work-related in older as opposed to younger adults  
Expanded discussion of how the unpredictability of the economy can be source of stress  
New figure listing common symptoms of burnout among workers  
Review of additional consequences of sexual harassment, including lower work satisfaction, possible symptoms of posttraumatic stress, and lowered organizational commitment  
New data linking how many hours women work to their marital satisfaction

### **Chapter 14 Psychological Disorders**

New discussion of the influence of stigmatizing labels on the mentally ill  
New coverage of the debate about categorical versus dimensional approaches to describing disorders  
Added discussion of the controversy about adding everyday problems to the diagnostic system  
New coverage of the socioeconomic costs of mental illness

---

Streamlined coverage of the prevalence of psychological disorders

New discussion of Öhman and Mineka's notion of an evolved module for fear learning in relation to the acquisition of phobias

Expanded discussion of gender differences in depression

New section on the association between mood disorders and suicide

Revised discussion of the role of rumination in depressive and other disorders

Revised discussion of the course and outcome of schizophrenic disorders

New coverage of predictors associated with a favorable prognosis for schizophrenia

Reports new data linking marijuana use to increased vulnerability to schizophrenia

Condensed discussion of brain abnormalities and schizophrenia

New emphasis on the elevated mortality associated with eating disorders

### **Chapter 15 Psychotherapy**

New research on the proportion of individuals seeking therapy who do not meet the criteria for a mental disorder

New data on the extent to which psychiatrists rely on drug treatments to the exclusion of other interventions

Coverage of new findings on the efficacy of psychodynamic therapies

Added section on innovative insight therapies inspired by the positive psychology movement

Streamlined discussion of therapy and the recovered memories controversy

Discussion of how antidepressant medications are not as effective for bipolar patients (in comparison to patients with unipolar depression)

New coverage of serotonin-norepinephrine reuptake inhibitors

Updated coverage of whether antidepressants elevate suicide risk in adolescents

New graphic clarifies the association between suicidal risk and initiating therapy (medication or other treatments)

New *Living in Today's World* box on brain stimulation therapies of TMS and DBS

New graphic illustrating how direct brain stimulation works

New figure showing the distribution of psychologists' theoretical approaches to therapy

Elaborated discussion of eclecticism in the practice of therapy

New evidence on ethnic disparities in mental health care

New discussion on the impact of poverty on psychotherapy

New information on the importance of a strong therapeutic alliance and the value of adapting treatments for ethnic minority clients

### **Chapter 16 Positive Psychology**

Everything is new.

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## Acknowledgments

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This book has been an enormous undertaking, and we want to express our gratitude to the innumerable people who have influenced its evolution. To begin with, we must cite the contribution of our students who have taken the adjustment course. It is trite to say that they have been a continuing inspiration—but they have.

We also want to express our appreciation for the time and effort invested by the authors of various ancillary books and materials: Vinny Hevern (Le Moyne College), Bill Addison (Eastern Illinois University), Britain Scott (University of St. Thomas), Susan Koger (Willamette University), Jeffry Ricker (Scottsdale Community College), David Matsumoto (San Francisco State University), Lenore Frigo (Shasta College), Elizabeth Garner (Tallahassee Community College), and Joan Thomas-Spiegel (Los Angeles Harbor College). In spite of tight schedules, they all did commendable work.

The quality of a textbook depends greatly on the quality of the prepublication reviews by psychology professors around the country. The reviewers listed on pages xiv–xv have contributed to the development of this book by providing constructive reviews of various portions of the manuscript in this or earlier editions. We are grateful to all of them.

We would also like to thank Jon-David Hague, who has served as editor of this edition. He has done a wonderful job following in the footsteps of Claire Verduin, Eileen Murphy, Edith Beard Brady, and Michele Sordi, to whom we remain indebted. We are also grateful to Jackie Estrada, for an excellent job of copyediting and indexing; Joan Keyes, who performed superbly as our production editor; Liz Harasymczuk, who created the new design; Sarah Evertson, who provided outstanding

photo research; and Carol Zuber-Mallison, who created excellent new graphics. Others who have made significant contributions to this project include Pat Waldo (project manager), Kristin Makarewycz and Angela Kao (developmental editors), Paige Leeds (ancillaries editor), Elisabeth Rhoden (marketing), Kelly Miller (editorial assistant), Lauren Keyes (media editor), and Vernon Boes (art director).

In addition, Wayne Weiten would like to thank his wife, Beth Traylor, who has been a steady source of emotional support despite the demands of her medical career, and his son, T. J., who adds a wealth of laughter to his dad's life. Dana Dunn thanks his wife, Sarah, and his children, Jake and Hannah, for their usual support during the writing process. He also thanks two students, Amanda Kostalis and Blake Ritchey, for doing library research, as well as his colleague, Bob Brill, for recommending new references. Dana is also grateful to Wayne and Elizabeth for their camaraderie as authors and friends. Elizabeth Yost Hammer would like to thank Elliott Hammer—her constant source of inspiration, encouragement, and support—for far too much to list here. She is especially grateful to Alycia K. Boutté, Adrienne Glover, Patrick M. Jackson, Whitney Danielle Miller, and Nelanhta K. Riley for their outstanding research assistance. Finally, she is grateful to Bart Everson for challenging her, to Janice Florent for celebrating with her, and to Olivia Crum for getting her out the door. Finally, she wishes to thank Wayne Weiten for inviting her to be part of this project.

*Wayne Weiten*

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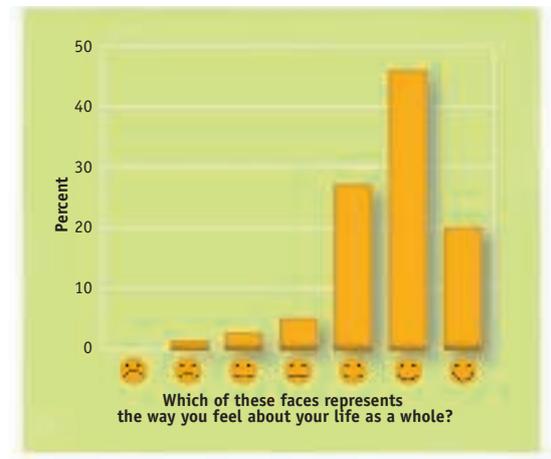
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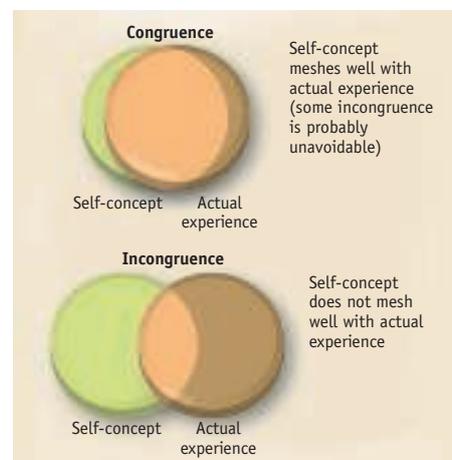
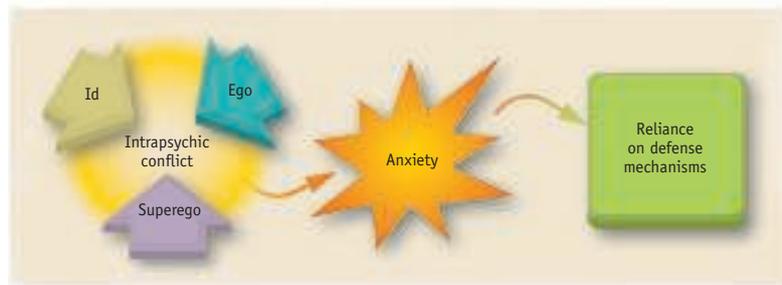
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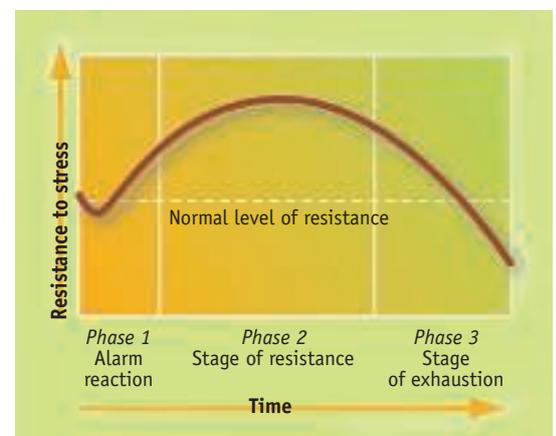
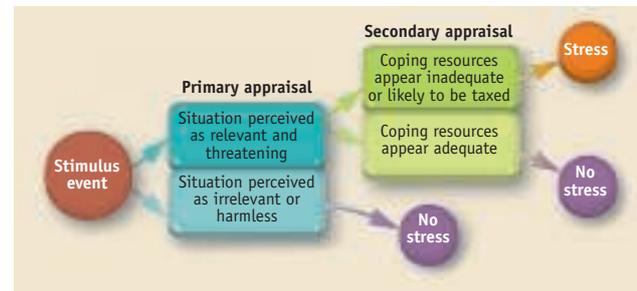
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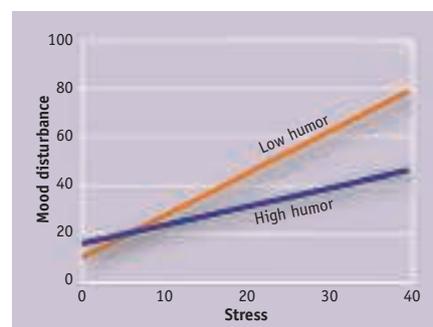
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