

HIGH LEVEL TEXTBOOKS

Gerrig, R. J., & Zimbardo, P. G. (2005). *Psychology and life* (17th ed.). Needham Heights, MA: Allyn & Bacon.

ISBN: 0-205-41799-X

Publisher Contact Information:

Allyn & Bacon, 75 Arlington St., Suite 300, Boston, MA 02116

Phone: 800-852-8024

Web Site: www.ablongman.com

Briefer version available.

Goals, Organization, and Content

The major goals of this 606 page, two-column format, 17-chapter, high level text are to design a text that students will enjoy reading as they learn what is so exciting and special about the many fields of psychology, to balance scientific rigor with psychology's relevance to contemporary life concerns, and to use solid scientific research to combat psychological misconceptions.

The text includes a separate research methods chapter, a separate motivation chapter (combining the topics of emotion, stress, and health psychology in a single chapter), and two social psychology chapters. The text does not include an appendix on statistics. Rather, this information is presented as a supplement at the end of the methods discussion in Chapter 2.

The text contains the following chapters:

- 1 Psychology and Life
- 2 Research Methods in Psychology
- 3 The Biological and Evolutionary Bases of Behavior
- 4 Sensation and Perception
- 5 Mind, Consciousness, and Alternate States
- 6 Learning and Behavior Analysis
- 7 Memory
- 8 Cognitive Processes
- 9 Intelligence and Intelligence Assessment
- 10 Human Development Across the Life Span
- 11 Motivation
- 12 Emotion, Stress, and Health
- 13 Understanding Human Personality
- 14 Psychological Disorders
- 15 Therapies for Psychological Disorders
- 16 Social Cognition and Relationships
- 17 Social Processes, Society, and Culture

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Special Features

The text contains regularly-appearing featured discussions related to methodology and applications of psychology. These discussions include (a) Psychology in the 21st Century, demonstrating the flexibility with which psychological research tackles new issues and creates new applications (e.g., Can Technology Restore Sight?), (b) Psychology in Your Life, helping students to see why psychological knowledge is directly relevant to the decisions they make every day of their lives (e.g., Spare the Rod, Spoil the Child?), and (c) Putting Ideas to the Test, confronting students directly with the experimental basis of critical conclusions and opening the door for further questions (e.g., Some Consequences of Hippocampal Damage). Each chapter ends with a list of page-referenced key terms.

Changes in This Edition

Changes made in the 17th edition include renaming the previous “How We Know” feature as “Putting Ideas to the Test,” combining the sensation and perception material into a single chapter, and following each major chapter section with a set of questions for students to test their mastery of material before moving on to subsequent sections.

Review

Authorship and Edition: *Zimbardo, P. G. (1992). Psychology and life (13th ed.).*
Review: *Nash, P. W., & Madden, M. E. (1995). Two views of introductory psychology texts. Contemporary Psychology, 40, 563-566.*

Briefer Version

Zimbardo, P. G., Johnson, R. L., & Weber, A. L. (2006). *Psychology: Core concepts* (5th ed.). Needham Heights, MA: Allyn & Bacon.

ISBN: 0-205-42428-7

Because this briefer text contains a variety of features that are not included in the full-length version of *Psychology and Life*, the format of this description parallels those for full-length texts rather than other briefer versions.

Goals, Organization, and Content

The major goal of this 606 page, single-column format, 14-chapter briefer text is to help students take the first steps toward becoming more expert psychologists by revealing to them meaningful patterns that occur throughout the field of psychology.

Material on language and thought is not combined. Rather, the material on language is covered in the developmental chapter.

The text contains the following chapters:

- 1 Mind, Behavior, and Psychological Science
- 2 Biopsychology and the Foundations of Neuroscience
- 3 States of Consciousness
- 4 Psychological Development

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- 5 Sensation and Perception
- 6 Learning
- 7 Memory
- 8 Thinking and Intelligence
- 9 Emotion and Motivation
- 10 Stress, Health, and Well-Being
- 11 Personality
- 12 Psychological Disorders
- 13 Therapies for Psychological Disorders
- 14 Social Psychology

Special Features

This text includes three regularly appearing features: (a) Psychology in Your Life reveals the impact of psychology in everyday life (e.g., The Last Developmental Challenges You Will Face), (b) Using Psychology to Learn Psychology shows how psychology can be used to help students learn (e.g., Your Academic Locus of Control), and (c) State of the Art, a section at the end of the chapter, briefly characterizes and reviews what is known and also points to unknowns ripe for research. Each chapter ends with a list of supplementary readings and videos related to chapter content and page-referenced key terms.

Changes in This Edition

The State of the Art feature is new to this edition.

Reviews

There have been no reviews as of December, 2005.

High Level Textbooks Continued—

Gleitman, H., Fridlund, A. J., & Reisberg, D. (2004). *Psychology* (6th ed.). New York: Norton.

ISBN: 0-393-97767-6

Publisher Contact Information:

W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10010

Phone: 800-353-9909

Web Site: www.wwnorton.com

Goals, Organization, and Content

The major goal of this 718 page, single-column format, 17-chapter, high level text is to present the field in all its diversity while conveying the sense in which it is a coherent intellectual enterprise. The text is organized around five main themes relating to how humans act, know, interact, develop, and differ from each other.

The text does not have a separate research methods chapter, but has added a new appendix on this topic. The text includes separate sensation and perception chapters, separate language and thought chapters, a separate motivation chapter (combining the topic of emotion with the topic of biology and social behavior in a single chapter), two developmental chapters, and two social psychology chapters. It does not contain a separate consciousness chapter or a separate health psychology chapter.

This text is organized into five parts:

1 Introduction

Part 1 - *Action*

2 Biological Bases of Behavior

3 Motivation

4 Learning

Part 2 - *Cognition*

5 Sensory Processes

6 Perception

7 Memory

8 Thought and Knowledge

9 Language

Part 3 - *Social Behavior*

10 Cognition and Social Behavior

11 Biology, Emotion, and Social Behavior

Part 4 - *Development*

12 Physical and Cognitive Development

13 Social Development

Part 5 - *Individual Differences*

14 Intelligence: Its Nature and Measurement

15 Personality

16 Psychopathology

17 Treatment of Psychopathology

High Level Textbooks Continued—

Special Features

This text does not include any special features.

Changes in This Edition

The 6th edition is 132 pages shorter than the previous edition. The reduction in length has primarily been accomplished by reducing the coverage of social psychology from three to two chapters and the coverage of personality from two to one chapter. In addition the authors have shortened the text by employing a “case study” strategy in approaching some topics in order to convey broader messages rather than covering all possible details.

Reviews

Authorship and Edition: Gleitman, H. (1991). *Psychology* (3rd ed.). Review: Marshall-Goodell, B. (1993). Psychology: Beyond the basics. *Contemporary Psychology*, 38, 693-694.

Authorship and Edition: Gleitman, H. (1991). *Psychology* (4th ed.). Review: Nallan, G. B. (1996). Introductory psychology textbooks: Two encyclopedic volumes. *Contemporary Psychology*, 41, 690-691.

High Level Textbooks Continued—

Gray, P. (2002). *Psychology* (4th ed.). New York: Worth.

ISBN: 1-57259-414-4

Publisher Contact Information:

Worth Publishers, 41 Madison Avenue, New York, NY 10010

Phone: 800-446-8923

Web Site: www.worthpublishers.com

Goals, Organization, and Content

The major goals of this 694 page, single-column format, 17-chapter, high level text are to introduce the main ideas of psychology, and the evidence behind them, in as logically coherent and intellectually stimulating a manner as possible; to depict the science of psychology as a human endeavor in which progress comes through the work of thoughtful, if fallible, people who make observations, conduct experiments, reason and argue about behavior; and to achieve a personal touch with respect to the writing style. A major theme is rationalism, thinking about findings in relation to larger ideas, complemented by functionalism, why people (or animals) behave the way they do.

The text contains a separate methods chapter, two developmental chapters, two social psychology chapters, one nontraditional chapter: Genetic and Evolutionary Foundations of Behavior, and combines the topic of intelligence with the topics of thinking and language in a single chapter. Coverage of sensation and perception is somewhat atypical, with the topics of vision and perception combined into a single chapter and coverage of the remaining sensory processes and psychophysics combined to produce a separate chapter. The text does not contain a separate health psychology chapter or a separate consciousness chapter (combining consciousness-related topics with either memory or motivation and emotion).

The text is organized into seven parts:

Part I - *Background to the Study of Psychology*

1 The History and Scope of Psychology

2 Methods of Psychology

Part II - *The Adaptiveness of Behavior*

3 Genetic and Evolutionary Foundations of Behavior

4 Basic Processes of Learning

Part III - *Physiological Mechanisms of Behavior*

5 The Nervous System

6 Mechanisms of Motivation, Sleep, and Emotion

7 Smell, Taste, Pain, Hearing, and Psychophysics

8 Vision

Part IV - *The Human Intellect*

9 Memory and Consciousness

10 Intelligence and Reasoning

Part V - *Growth of the Mind and Person*

11 The Development of Thought and Language

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- 12 Social Development
- Part VI - *The Person in a World of People*
- 13 Social Perception and Attitudes
- 14 Social Influences on Behavior
- Part VII - *Personality and Disorders*
- 15 Personality
- 16 Mental Disorders
- 17 Treatment

Special Features

This text does not contain regularly-appearing featured discussions.

Focus Questions, located in the margins, direct students' attention to the main idea, argument, or evidence addressed in the adjacent paragraphs of text. Each chapter concludes with a Concluding Thoughts section that expands on the broad themes of the chapter linking ideas to those discussed in other chapters and offering a new idea or two for students to consider, a listing of supplementary readings, and a Looking Ahead section that gives a brief glimpse into the chapter that follows and its relationship to the chapter just read.

Changes in This Edition

Changes made in the 4th edition include reorganization of the sensation and perception content. Other changes include extending the evolutionary theme more fully through the book, increasing the emphasis on cultural diversity, making the book more accessible and intellectually engaging to the typical student, and keeping the book current and accurate. The chapter summaries of the previous edition have been replaced by a new pedagogical device, Section Summary, that briefly restates the main ideas discussed in the chapter sections.

Reviews

Authorship and Edition: Gray, P. (1991). *Psychology*. Review: Nallan, G. B. (1992). Introductory psychology textbooks: Quantity does not equal quality. *Contemporary Psychology*, 37, 483-485.

Authorship and Edition: Gray, P. (1994). *Psychology* (2nd ed.). Review: Steele, K. M. (1995). Real differences exist: Two views of introductory psychology texts. *Contemporary Psychology*, 40, 561-563.

High Level Textbooks Continued—

Smith, E. E., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G. R. (2003). *Atkinson & Hilgard's introduction to psychology* (14th ed.). Belmont, CA: Wadsworth.

ISBN: 0-534-505069-9

Publisher Contact Information:

Wadsworth/Thomson Learning, 10 Davis Drive, Belmont, CA 94002

Phone: 800-423-0563

Web Site: www.wadsworth.com

Goals, Organization, and Content

The major goals of this 678 page, two-column format, 18-chapter, high level text are to continue to cover both the classic studies that are the foundation of psychology and the most promising new contemporary work in psychology. Three themes woven throughout the text are biology, evolution, and culture.

The text includes separate sensation and perception chapters, separate motivation and emotion chapters, and two social psychology chapters.

The text contains the following chapters:

- 1 The Nature of Psychology
- 2 Biological Foundations of Psychology
- 3 Psychological Development
- 4 Sensory Processes
- 5 Perception
- 6 Consciousness
- 7 Learning and Conditioning
- 8 Memory
- 9 Language and Thought
- 10 Motivation
- 11 Emotion
- 12 Intelligence
- 13 Personality
- 14 Stress, Health, and Coping
- 15 Psychological Disorders
- 16 Treatment of Psychological Disorders
- 17 Social Influence
- 18 Social Cognition

High Level Textbooks Continued—

Special Features

The text contains regularly-appearing featured discussions related to controversial/cutting edge issues and critical thinking. These include (a) Seeing Both Sides, boxed essays in which leading researchers argue their findings on controversial issues (e.g., Are Phobias Conditioned or Innate?), (b) Cutting Edge Research, boxed inserts that examine current research topics (e.g., The Biology of Suicide), (c) The Neural Basis of Behavior, highlighting concepts related to the biological basis of behavior (e.g., The Integration of Hunger Signals), and (d) Critical Thinking questions, located at the end of each major section. In addition, each chapter concludes with a listing of core concepts and a list of websites relevant to chapter topics.

Changes in This Edition

In this 14th edition of the text, Atkinson, Atkinson, and Bem are no longer authors and two new authors, Geoffrey Loftus and Barbara Fredrickson, have been added. Changes made in the 14th edition include the addition of a new regularly-appearing featured discussion, The Neural Basis of Behavior, and renaming the Contemporary Voices in Psychology and Frontiers of Psychological Research features (which are now called Seeing Both Sides and Cutting Edge Research, respectively). New pedagogical features include Concept Review Tables and Interim Summaries.

Reviews

Authorship and Edition: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. (1990). *Introduction to psychology* (10th ed.). Review: Halonen, J. S., Reedy, M. J., & Smith, P. C. (1992). Introductory psychology: The adventure begins. *Contemporary Psychology*, 37, 1143-1146.

Authorship and Edition: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1996). *Hilgard's introduction to psychology* (12th ed.). (1990). Review: Nallan, G. B. (1997). Introductory psychology textbooks: Four encyclopedic tomes. *Contemporary Psychology*, 42, 445-446.

High Level Textbooks Continued—

Sternberg, R. J. (2004). *Psychology* (4th ed.). Belmont, CA: Wadsworth.

ISBN: 0-534-61812-X

Publisher Contact Information:

Wadsworth/Thomson Learning, 10 Davis Drive, Belmont, CA 94002

Phone: 800-423-0563

Web Site: www.wadsworth.com

Goals, Organization, and Content

The major goals of this 667 page, two-column format, 18-chapter, high level text are to teach students to understand and think about psychology the way psychologists do – learning its processes as well as its content. To demonstrate this relationship, biological, cognitive, developmental, social-psychological, and clinical approaches are discussed throughout the text both independently and in terms of their interactions. The main theme of this edition is that psychology as a discipline unites many diverse perspectives and specialties, thus promoting the unity of psychology as a whole.

The text includes a separate methods chapter, two developmental chapters, and two social psychology chapters.

The text contains the following chapters:

- 1 What is Psychology?
- 2 Research Methods
- 3 Biological Bases of Behavior
- 4 Sensation and Perception
- 5 Consciousness
- 6 Learning
- 7 Memory
- 8 Language and Thought
- 9 Intelligence
- 10 Physical and Cognitive Development
- 11 Social Development
- 12 Motivation and Emotion
- 13 Social Psychology: Personal Perspectives
- 14 Social Psychology: Interpersonal and Group Perspectives
- 15 Personality
- 16 Psychological Disorders
- 17 Therapy
- 18 Health, Stress, and Coping

Special Features

The text contains regularly-appearing features related to critical thinking and methodology. These include: (a) In the Lab of... boxes written by key investigators in psychology describing current research (e.g., Watching the Brain Process Language), (b)

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Psychology in Every Day Life boxes showing the link between higher order thinking and laboratory work, on one hand, and the everyday world, on the other (e.g., Seeing Inside the Brain), (c) Think About It questions (along with responses) appearing at the end of each chapter to help students process and reflect critically and creatively on chapter content, and (d) Unifying Psychology boxes showing how psychologists from various disciplines approach the same topic (e.g., The Effects of Sleep Deprivation). Each chapter also concludes with a list of page-referenced key terms and a list of chapter-relevant Internet resources.

Changes in This Edition

Changes made in the 4th edition include adding three features: the Unifying Psychology box, concept checks following main sections with answers at the end of the chapter, and a Knowledge Check of 10 multiple choice questions at the end of each chapter.

Reviews

Authorship and Edition: Sternberg, R. J. (1995). *In search of the human mind*.

Review: Nallan, G. B. (1996). Introductory psychology textbooks: Two encyclopedic volumes. *Contemporary Psychology, 41*, 690-691.

Authorship and Edition: Sternberg, R. J. (1995). *In search of the human mind*.

Review: (separate segments for reviewer and author): Kasschau, R. A., & Sternberg, R. J. (1997). Three views of.... *Teaching of Psychology, 24*, 139-140.