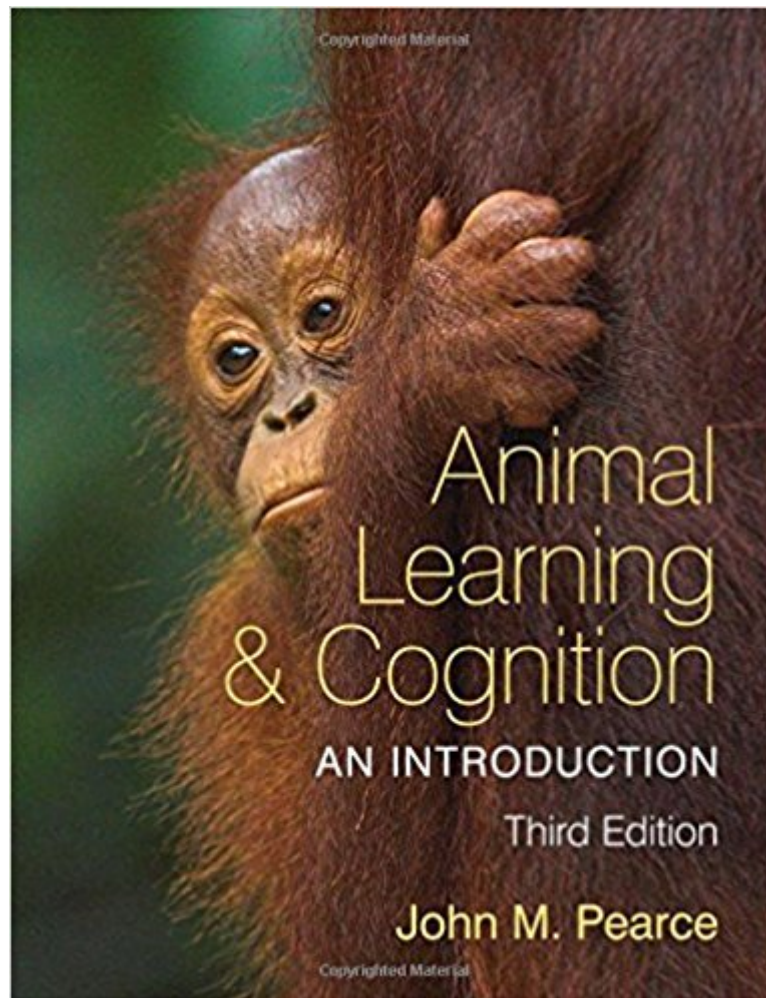




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# Animal Learning And Cognition, 3rd Edition: An Introduction (Volume 4)



## Synopsis

**Animal Learning and Cognition: An Introduction** provides an up-to-date review of the principal findings from more than a century of research into animal intelligence. This new edition has been expanded to take account of the many exciting developments that have occurred over the last ten years. The book opens with a historical survey of the methods that have been used to study animal intelligence, and follows by summarizing the contribution made by learning processes to intelligent behavior. Topics include Pavlovian and instrumental conditioning, discrimination learning, and categorization. The remainder of the book focuses on animal cognition and covers such topics as memory, navigation, social learning, language and communication, and knowledge representation. Expanded areas include extinction (to which an entire chapter is now devoted), navigation in insects, episodic memory in birds, imitation in birds and primates, and the debate about whether primates are aware of mental states in themselves and others. Issues raised throughout the book are reviewed in a concluding chapter that examines how intelligence is distributed throughout the animal kingdom. The broad spectrum of topics covered in this book ensures that it will be of interest to students of psychology, biology, zoology, and neuroscience. Since very little background knowledge is required, the book will be of equal value to anyone simply interested in either animal intelligence, or the animal origins of human intelligence. This textbook is accompanied by online instructor resources which are free of charge to departments who adopt this book as their text. They include chapter-by-chapter lecture slides, an interactive chapter-by-chapter multiple-choice question test bank, and multiple-choice questions in paper and pen format.

## Book Information

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## Customer Reviews

"There are very few instances in which one of the world's leading researchers is willing to write a textbook in his area of expertise, and even fewer where the resulting text is beautifully clear and interesting. Pearce's text is of just this quality; any student fortunate enough to read it will be exposed to a lucid, entertaining, and stimulating introduction to what we know about animal learning and cognition." - Dr. David Lieberman, Department of Psychology, University of Stirling, UK "This new edition of Pearce's text integrates a solid grounding in associative learning theory with an introduction to topics in animal cognition such as memory, spatial behavior, and social cognition. A particularly noteworthy feature is the way in which students are encouraged to think critically but open mindedly about the many intriguing new findings on animal tool using, imitation, theory of mind, and the like. As a basic text that covers the field of animal learning and cognition as it exists in the early 21st century, it has few, if any, competitors." - Professor Sara J. Shettleworth, Department of Psychology, University of Toronto, Canada "The last decade has seen a major revolution in our understanding of animal intelligence, which is elegantly captured in John Pearce's new edition of *Animal Cognition: An Introduction*. Even better than the last two versions, this textbook provides a clear and comprehensive review of our current knowledge of animal learning and cognition, and in a style that is suitable for all undergraduate levels. I heartily recommend it." - Professor Nicky Clayton, Department of Experimental Psychology, University of Cambridge, UK "Pearce has expanded and updated an excellent text that combines traditional learning theory with careful and critical coverage of the latest findings in comparative cognition, social learning, and communication. Students and professionals alike will be able to evaluate claims and plan experiments much more effectively after absorbing its wisdom." - Gordon M. Burghardt, University of Tennessee, USA

John Pearce gained a B.Sc in Psychology from the University of Leeds, and a D. Phil in Experimental Psychology from the University of Sussex. After conducting research at the Universities of York and Cambridge he moved to a lectureship in the Department of Psychology at Cardiff University in 1980, where he is now Professor of Psychology. He was elected as a Fellow of the Royal Society in 2006.

The organization of this book is done poorly. My professor barely knew what he was teaching which means he needed a better book too! no outlines no chapter reviews. Nothing. I would not

recommend this book to anyone, The subject is interesting but this book does not teach it well.

It gets the job done and a lot of the experiments are really fun and interesting to read about. The wording and the wording on the descriptions can be hard to understand at times though.

Is written under the assumption that whoever is reading knows about the topic, so not a good book for beginners. Not a good text book for beginners.

The back of this book rattles off praise for this book by eminent researchers in the field of comparative psychology. But I fear this praise is due more to a "if you scratch my back then I will scratch yours" type of effect. To get to the point quicker here are some of the pros and cons I noted when reading this book for my psych class: Pros:-Book is organized well.-Plenty of coloured pictures.-In paperback Cons:-Descriptions of many of the experiments are too vague in many cases.-Certain major theories are ignored. (e.g. Groves and Thompson Dual-Process Theory of Habituation and Sensitization is not talked about. Also, the precise (and observable) Nobel Prize winning biological processes involved in habituation, sensitization, and classical conditioning, which were demonstrated by Kandel in his experiments with the Aplysia, are not appealed to.)-He misquotes Skinner and as a consequence accuses Operant Theory of being circular when it is in fact not. Operant Theory can only be considered circular when its specific terms are applied incorrectly. Considering Pearce's status in the field this is a very surprising mistake.-He is not up-to-date on hippocampal place cell research.-Emphasis is put on cognitive factors and not on neurological factors, which is unfortunate given the huge amount of neurological research done with animals.-Pearce tends to, whether he is aware of it or not, anthropomorphise, but he hides it behind sophisticated terminology frequently used by cognitive psychologists.-There seems to be a overly strong preference (bias perhaps?) for research by Rescorla, Wagner, and Pearce.-There is no glossary provided at the end of the book.-There is no study guide/workbook (or study questions for that matter) to accompany the text.-The pages are glossy and reflect light. No doubt the 'necessity' for color photography is to blame for this.-The book is too expensive. (I would gladly sacrifice a few color photographs and more fragile paper for a reduced price). All in all I think a better book could have been written and manufactured.

Maybe the author really knows his stuff and just has trouble communicating his knowledge. It's impossible to tell because his writing and explanations are muddled, vague, confusing, and

rambling. This was truly one of the most poorly written texts I've ever had to use for a class and it's a shame because the subject matter is so interesting. Perhaps he should have hired a ghost writer.

Got it for class. It's a tolerable read for now, but I must confess I haven't given this book a fair shake since I am undecided about the course. Depending on my final grade, my final rating can go either way.

This is a great introductory textbook to animal learning. The author uses lots of pictures, graphs, and in-depth discussions to help the reader understand the material. The only thing this book lacks is a chapter on Instrumental learning. If you are a teacher, you should provide an additional book to go over schedules of reinforcement.

Don't let the cover fool you, this is not a good book. The material is bland enough, but together with the terrible writing, you're in for a frustrating time. If you find out you're taking a class that uses this book I would drop it. It seems like it was written while the author was sleep-deprived.

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