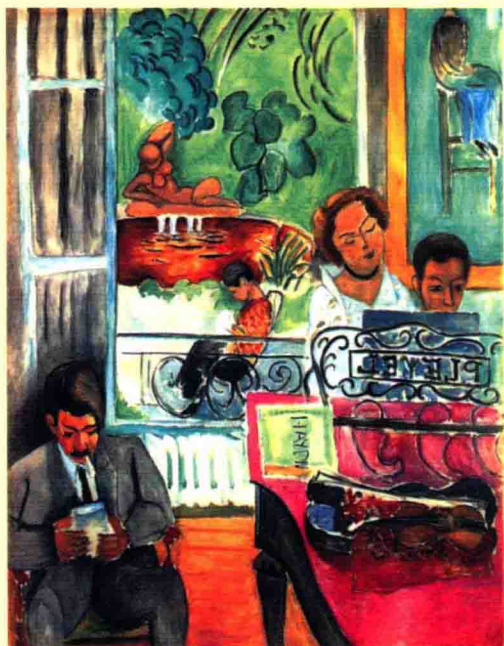


PEARSON

英文版

第19版

心理学与生活



Psychology and life

19 e

【美】理查德·格里格

菲利普·津巴多 著

Richard J. Gerrig

Philip G. Zimbardo



中国工信出版集团



人民邮电出版社
POSTS & TELECOM PRESS

心理学与生活

第 19 版

[美] 理查德·格里格 菲利普·津巴多 著

人民邮电出版社

北 京

图书在版编目 (CIP) 数据

心理学与生活:第19版:英文/(美)格里格,(美)津巴多著.

—北京:人民邮电出版社,2015.12

ISBN 978-7-115-40938-6

I. ①心… II. ①格… ②津… III. ①心理学—通俗读物—英文 IV. ①B84-49

中国版本图书馆CIP数据核字(2015)第262704号

Richard J. Gerrig, Philip G. Zimbardo

Psychology and Life, 19th Edition

ISBN 0-205-68591-9

Copyright © 2010 Pearson Education, Inc.

Posts & Telecom Press is authorized by Pearson Education to publish and distribute exclusively this reprint edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书英文影印版由 Pearson Education 公司授权人民邮电出版社独家出版发行。此版本仅限在中华人民共和国境内(不包括中国香港、澳门特别行政区及中国台湾地区)销售。未经授权的本书出口将被视为违反版权法的行为。

未经出版者预先书面许可,不得以任何方式复制或发行本书的任何部分。

本书封底贴有人民邮电出版社和 Pearson Education 公司防伪标签,无标签者不得销售。

北京市版权局著作权合同登记号:01-2010-6019

版权所有,侵权必究。

心理学与生活 (第19版,英文版)

- ◆ 著 [美] 理查德·格里格 菲利普·津巴多
策 划 刘 力 陆 瑜
责任编辑 刘冰云
装帧设计 陶建胜
- ◆ 人民邮电出版社出版发行 北京市丰台区成寿寺路11号
邮编 100164 电子邮件 315@ptpress.com.cn
网址 <http://www.ptpress.com.cn>
电话(编辑部)010-84937150 (市场部)010-84937152
三河市少明印务有限公司印刷
新华书店经销
- ◆ 开本:850×1092 1/16
印张:44.75
字数:1500千字 2016年1月第1版 2016年1月第1次印刷
著作权合同登记号 图字:01-2010-6019
ISBN 978-7-115-40938-6

定价:128.00元

本书如有印装质量问题,请与本社联系 电话:(010)84937153

用心字里行间
雕刻名著经典

19TH EDITION

PSYCHOLOGY AND LIFE

Richard J. Gerrig

Stony Brook University

WITH

Philip G. Zimbardo

Stanford University

内容提要

《心理学与生活》是一部心理学经典教科书，心理学导论类教材第一品牌书，在美国及许多国家的心理学界都有着极高的知名度。美国 ETS 将《心理学与生活》推荐为 GRE 心理学专项考试的主要参考书。开创这本书的作者菲利普·津巴多是当今世界首屈一指的心理学家，曾因其卓越的斯坦福监狱实验而闻名世界，更因撰写《心理学与生活》和主持电视系列片《探索心理学》而被誉为“当代心理学的声音和面孔”。

我国心理学界有不少教师多年来一直在用本书英文版作为教学用书。怀着对我国心理学基础教育和普及的使命感，北京大学心理学系 20 位教授通力合作，每人根据自己的研究专长和兴趣各选取一部分，精心翻译。正如王垒教授所言：“这部教材的翻译是北大心理学系教授们集体智慧和团队凝聚力的结晶。”《心理学与生活》第 16 版中译本在国内出版的十年来，累计发行 50 余万册，赢得了广大心理学师生及普通读者的喜爱和认可。她不仅伴随着很多心理学专业的学生走上了心理学的学习和职业发展之路，而且也帮助众多普通读者获得了宝贵的心理学知识。

《心理学与生活》首版于 20 世纪 50 年代，半个多世纪以来，不断与时俱进，迄今已修订 19 次。每次修订既力图反映心理学的最新研究进展，也保持其一贯的宗旨，即“心理学是一门科学，同时关注这门科学在生活中的应用”，可谓历久弥坚，历久弥新。本书为《心理学与生活》第 19 版的影印本，较之第 18 版有了大幅的修订，全书精简为 16 章，更新了研究范围和 650 多篇参考文献，新增了“生活中的心理学”与“生活中的批判性思维”及一些教学专栏。

正如作者所言：“心理学是一门与人类幸福密切相关的科学”，本书贴近生活、深入实践的独特风格，使其一直是一般大众了解心理学、更好地理解人性和全面提升自身素质的首选读物。

作者形象地将学习《心理学与生活》的过程比喻成一次“智慧的旅行”，选择她，相信你一定不虚此行。祝您好运！

We dedicate this book to our daughters
Alex, Zara, and Tanya.

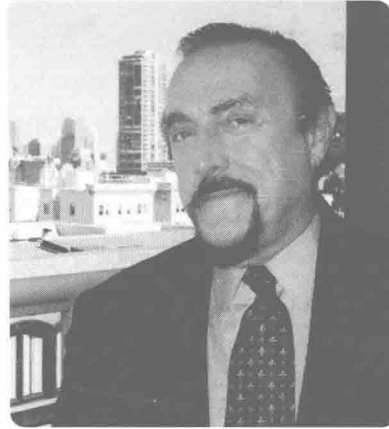
My daughter Alex has become a remarkable young woman. She brings an articulate passion to a broad range of substantial issues. Alex will soon begin her college career with an interest in political science.
I have no doubt that she will continue to excel—R. J. G.

My wonderful daughters, Zara Maria and Tanya Lucia, have been a source of endless delight and personal support over the past three decades. They have always modeled what is best in students, curiosity in knowing why and how things and behavior work, while never settling for the obvious simple answers to complex issues.
I look forward to the unfolding of their careers as teachers, social activists, and Zara as a cultural anthropologist, and Tanya as a museum curator in media arts—P. G. Z.

Meet the Authors



RICHARD J. GERRIG is a professor of psychology at Stony Brook University. Before joining the Stony Brook faculty, Gerrig taught at Yale University, where he was awarded the Lex Hixon Prize for teaching excellence in the social sciences. Gerrig's research on cognitive psychological aspects of language use has been widely published. One line of work examines the mental processes that underlie efficient communication. A second research program considers the cognitive and emotional changes readers experience when they are transported to the worlds of stories. His book *Experiencing Narrative Worlds* was published by Yale University Press. Gerrig is a Fellow of the Society for Text & Discourse, the American Psychological Association, and the Association for Psychological Science. He is also an associate editor of *Psychonomic Bulletin & Review*. Gerrig is the proud father of Alexandra, who at age 18 provides substantial and valuable advice about many aspects of psychology and life. Life on Long Island is greatly enhanced by the guidance and support of Timothy Peterson.



PHILIP G. ZIMBARDO, Stanford University professor emeritus, has taught the introductory psychology course for 50 years and has been writing and coauthoring *Psychology and Life*, as well as the Faculty Guides and Student Workbooks, for the past 38 years. He has been called the "Face and Voice of Psychology" because of his popular PBS-TV series, *Discovering Psychology*, which is used in many high school and university courses both nationally and internationally. Zimbardo also loves to conduct and publish research on a wide variety of subjects, as well as teaching and engaging in public and social service activities. He has published more than 350 professional and popular articles and chapters and 50 books of all kinds. His recent trade book on the psychology of evil, *The Lucifer Effect*, relates his classic Stanford Prison Experiment to the abuses at Iraq's Abu Ghraib Prison. It was a *New York Times* best seller and William James Prize book of the year. Zimbardo has also just published *The Time Paradox*, a summary of research and applications of the psychology of time perspective. He is currently exploring research and developing new educational materials on the topic of the psychology of ordinary heroes. Please see these websites for more information: www.zimbardo.com, www.prisonexp.org, www.lucifereffect.com, and www.everydayheroism.com. Zimbardo now teaches graduate courses at the Pacific Graduate School of Psychology and also at the Naval Postgraduate School in Monterey, CA.

Preface

Teaching introductory psychology is one of the greatest challenges facing any academic psychologist. Indeed, because of the range of our subject matter, it is probably the most difficult course to teach effectively in all of academia. We must cover both the micro-level analyses of nerve cell processes and the macro-level analyses of cultural systems: both the vitality of health psychology and the tragedy of lives blighted by mental illness. Our challenge in writing this text—like your challenge in teaching—is to give form and substance to all this information, to bring it to life for our students.

More often than not, students come into our course filled with misconceptions about psychology that they have picked up from the infusion of “pop psychology” into our society. They also bring with them high expectations about what they want to get out of a course in psychology—they want to learn much that will be personally valuable, that will help them improve their everyday lives. Indeed, that is a tall order for any teacher to fill. But we believe that *Psychology and Life* can help you to fill it.

Our goal has been to design a text that students will enjoy reading as they learn what is so exciting and special about the many fields of psychology. In every chapter, in every sentence, we have tried to make sure that students will want to go on reading. At the same time, we have focused on how our text will work within the syllabi of instructors who value a research-centered, applications-relevant approach to psychology.

This 19th edition of *Psychology and Life* is the fifth collaboration between Richard Gerrig and Philip Zimbardo. Our partnership was forged because we shared a commitment to teaching psychology as a science relevant to human welfare. We both could bring our teaching experience to bear on a text that balances scientific rigor with psychology’s relevance to contemporary life concerns. Furthermore, Richard’s expertise in cognitive psychology provided an important complement to Phil’s expertise in social psychology. With Richard as lead author, *Psychology and Life* has been able to keep pace with rapid changes in psychology, particularly in areas such as cognitive and affective neuroscience. Even so, *Psychology and Life* remains a collaboration of like minds: Together, we celebrate both an

ongoing tradition and a continued vision of bringing the most important psychological insights to bear on your students’ lives. The 19th edition is a product of this fine collaboration.

Text Theme: The Science of Psychology

The aim of *Psychology and Life* is to use solid scientific research to combat psychological misconceptions. In our experience as teachers, one of the most reliable occurrences on the first day of introductory psychology is the throng of students who push forward at the end of class to ask, in essence, “Will this class teach me what I need to know?”:

My mother is taking Prozac: Will we learn what it does?
Are you going to teach us how to study better?
I need to put my son in day care to come back to school.
Is that going to be all right for him?
What should I do if I have a friend talking about suicide?

We take comfort that each of these questions has been addressed by rigorous empirical research. *Psychology and Life* is devoted to providing students with scientific analyses of their foremost concerns. As a result, the features of *Psychology and Life* support a central theme: psychology as a science, with a focus on *applying* that science to your students’ lives.

CRITICAL THINKING IN YOUR LIFE

An important goal of *Psychology and Life* is to teach the scientific basis of psychological reasoning. When our students ask us questions—what they need to know—they quite often have acquired partial answers based on the types of information that are available in the popular media. Some of that information is accurate, but often students do not know how to make sense of it. How do they learn to interpret and evaluate what they hear in the media? How can they become wiser consumers of the

Critical Thinking in Your Life

WHY DO FRIENDSHIPS END?

An important goal of *Psychology and Life* is to improve your ability to think critically about the world around you. We want to help you "reach intelligent decisions about what to do, what to believe, and how to act." (Appendix, 2008, p. B1) Let's consider that aim with respect to a question that has often bothered students: "Why do friendships end?"

To us, the link between the question and the answer is clear. We want to help you understand what goals are in your life. In fact, researchers have studied the types of events that cause friendships to come to an end (Shenka & Legut, 2008). People report many incidents of romantic rejection (I see sleep with my boyfriend), disrespectful behavior (his lack of respect for my "no"), and betrayal of confidence (he told others my secrets). If you understand these different categories, you now have a framework to assess any tensions in your own friendships. The research provides even more specific conclusions. Among about 400 students from the midwestern United States, the most common sources of conflict—the causes of arguments that ended friendships—were romantic

competition and disrespectful behavior. Can you use this information to look more critically at the state of your friendships? The research illustrates how psychology can help you perceive and take appropriate positions for your life experiences.

But there's another aspect of critical thinking you can engage here: the research also illustrates how broadly you should apply the information you learn. For example, we answered that the results about friendship emerged from U.S. students from the Midwest. In this chapter, we've already identified the sociocultural perspective that prompts contemporary researchers always to be mindful of the impact of culture on research results. To assess the cross-cultural generality of their findings, the researchers collected data from a group of students in Russia. Those students collectively reported that the greatest source of conflict with their friends centered on betrayals of confidence. Why might that be the case? The researchers speculated that Russians are more sensitive to these circumstances because of "Russia's traditional values, during which a family's basis of confidence could threaten one's life" (Shenka & Legut, 2008, p. 291). There are a number of noteworthy implications for this cultural difference

between U.S. and Russian college students. First, the result reminds you that an important component of critical thinking is to test a conclusion for its sources and generality. In Chapter 2, we will focus on the scientific method. That discussion will give you an indication of the standards researchers must meet before we report their research in *Psychology and Life*. In addition, throughout the text we will be mindful of how important it is to consider the ways in which culture can affect basic aspects of human existence. The second implication of this difference between U.S. and Russian students refers to how you might behave toward the people around you. Most people now live and work in settings with cultural diversity. Let your education in psychology make you more sensitive to the domain in which culture does and does not matter. Remember, the goal is to have your psychological knowledge help you make more intelligent decisions with respect to your personal experiences.

• In this study, could it matter that the U.S. sample came from the Midwest?

• What aspects of U.S. history might have an impact on the psychology of U.S. citizens?

PSYCHOLOGY IN YOUR LIFE

The questions we cited earlier are real questions from real students, and your students will find the answers throughout the book. These questions represent data we collected from students over the years. We told them, "Tell us what you need to know about psychology," and we have placed those questions—your students' own voices—directly into the text in the form of the popular **Psychology in Your Life** sections. Our hope is that your students will see, in each instance, exactly why psychological knowledge is directly relevant to the decisions they make every day of their lives.

Psychology in Your Life topics, by chapter:

- (NEW!) In What Ways Do Psychologists Participate in the Legal System? (Chapter 1)
- Can Survey Research Affect Your Attitudes? (Chapter 2)
- (NEW!) How Does Your Brain Determine Trust? (Chapter 3)
- Why Is Eating "Hot" Food Painful? (Chapter 4)
- (NEW!) Are You a Morning Type or an Evening Type? (Chapter 5)
- How Does Classical Conditioning Affect Cancer Treatment? (Chapter 6)
- Why Does Alzheimer's Disease Affect Memory? (Chapter 7)
- Why and How Do People Lie? (Chapter 8)
- (NEW!) How Can You Become More Creative? (Chapter 9)
- Will Your Brain Work Differently as You Age? (Chapter 10)
- (NEW!) How Does the Presence of Others Influence Your Eating? (Chapter 11)
- (NEW!) Can You Accurately Predict Your Future Emotions? (Chapter 12)
- Why Are Some People Shy? (Chapter 13)
- How Can We Pinpoint Interactions of Nature and Nurture? (Chapter 14)
- Are Lives Haunted by Repressed Memories? (Chapter 15)
- (NEW!) In What Ways Are You Like a Chameleon? (Chapter 16)

overabundance of research studies and surveys cited? How can they judge the credibility of these sources? To counteract this infusion of so-called reliable research, we provide students with the scientific tools to think critically about the information with which they are surrounded and to draw generalizations appropriate to the goals and methods of research.

With a feature we call **Critical Thinking in Your Life**, we seek to confront students directly with the experimental basis of critical conclusions. Our intention is not to maintain that each of these boxes has the definitive answer to a particular research area, but to invite critical thinking and open the door for further questions.

Critical Thinking in Your Life topics, by chapter:

- Why Do Friendships End? (Chapter 1)
- How Can You Evaluate Psychological Information on the Web? (Chapter 2)
- What Does "It's Genetic" Mean? (Chapter 3)
- (NEW!) Are Drivers Distracted When They Use Their Cell Phones? (Chapter 4)
- (NEW!) What Can We Learn from "the Munchies"? (Chapter 5)
- To Spank or Not to Spank? (Chapter 6)
- How Can Memory Research Help You Prepare for Exams? (Chapter 7)
- Can Political Experts Predict the Future? (Chapter 8)
- Can You Trust Assessment on the Web? (Chapter 9)
- How Does Day Care Affect Children's Development? (Chapter 10)
- How Does Motivation Affect Academic Achievement? (Chapter 11)
- (NEW!) Can Health Psychology Help You Get More Exercise? (Chapter 12)
- (NEW!) How Is Personality Conveyed in Cyberspace? (Chapter 13)
- (NEW!) How Do Disorders Enter DSM? (Chapter 14)
- Does Therapy Affect Brain Activity? (Chapter 15)
- How Can You Get People to Volunteer? (Chapter 16)

Psychology in Your Life

WHY AND HOW DO PEOPLE LIE?

In this section on language use, we have emphasized that people appear to be cooperative conversationalists. For example, we suggested that people follow the principle "Try to make your contribution one that is true." However, we know that people often tell lies. When people were asked to keep track of the lies they told, most averaged one or two a day (DePaulo et al., 2003). But why do people lie? When the lies are relatively mild, more people lie for psychological reasons. For example, they wish to spare themselves embarrassment from personal disclosure (for example, they wish to avoid an unpleasant truth). However, when lies become more serious, the motives for lying shift in the direction of personal advantage. In one study, participants were asked to reveal the most serious lie that they had ever told (DePaulo et al., 2004). People quite frequently committed serious lies to conceal affairs of other relationship forms of social contact. People lied that they were entitled to chess on their parents and to receive that same of entertainment. Thus the lies were for personal advantage.

Let's focus on the matter of processes that people use to lie. Should be easier or harder to tell a lie than to tell the truth? The answer to

Suppose you are asked, "What did you do last night?" If you choose to lie honestly, it might be harder for you to formulate a lie than to tell the truth. However, if you have prepared your lie in advance—because you anticipate that awkward question—you might produce your lie with great fluidity. So, lies are truth or differ from each other in some consistent ways. A study that reviewed the literature on the content of lies reported that lies provide fewer details in their accounts than do people who are telling the truth (DePaulo et al., 2003). In addition, false accounts were consistently less plausible and also flatter than truthful accounts.

These results suggest that speakers try to engage different mental processes to produce their lies. To learn this hypothesis, researchers have begun to analyze patterns of brain activity that underlie truth-telling and lying. In one study, participants were asked to lie or tell the truth about their participation in an incident in which a gun was fired in a hospital (Mohamed et al., 2008). To make the experience of lying as real as possible, participants in the guilty condition actually fired a starter pistol (loaded with blank) in the hearing room. Participants in both the guilty and not-guilty conditions answered a series of questions while undergoing fMRI scans. Participants

in the guilty condition received instructions to lie about their role in the incident. The fMRI scans revealed that several areas of the brain were more active for lying than for truth-telling. For example, brain regions responsible for planning and emotion were harder at work when participants prepared their lies.

Another study looked into the brains of people who qualify as pathological liars—those who lie regularly that lie behavior is considered abnormal. In the hopes of DSM-IV criteria we describe in Chapter 14, the user all structure of brains of the pathological liars were compared using fMRI to the brains of matched controls (Tong et al., 2005). These brain comparisons revealed consistent differences in the prefrontal cortex. The pathological liars, for example, had more of the type of brain tissue that allows neurons to communicate with each other. Prefrontal cortex is a region of the brain that plays an important role in planning—suggesting that the pathological liars' participants were equipped to plan their lies. These results, however, leave open the question of cause and effect: Did pathological liars start the with tissue of this type (which, perhaps, caused or allowed them to lie frequently, or did frequent lying change their brain?

RESEARCH STUDIES

These major studies showcase the *how* and *why* behind key psychological research. These studies have been integrated into the text itself, allowing students to understand their full impact within the context of their reading. Example topics include plasticity in the visual cortex of adult rats, the impact of meditation on brain structure, the impact of culture on judgments of which category members are typical, the impact of mood on people's gullibility, individual differences in intimacy goals, family therapy for children's anxiety disorders, cross-cultural differences in cognitive dissonance, and genetic influences on physical and social aggression. Many of the nearly 140 research studies throughout the text are new or have been revised for this edition.

PEDAGOGICAL FEATURES

Psychology and Life has maintained a reputation for presenting the science of psychology in a way that is challenging, yet accessible, to a broad range of students, and the 19th edition is no exception. To enhance students' experience with the book, we include several pedagogical features:

- **Stop and Review.** This feature appears at the end of every major section and provides students with thought-provoking questions to test their mastery of material before moving on. Answers to these questions can be found in the Answer Appendix at the back of the book. For this edition, we've also included a list of valuable video clips, audio files, and simulations from MyPsychLab at the end of each Stop and Review.
- **Recapping Main Points.** Each chapter concludes with a chapter summary, *Recapping Main Points*, which summarizes the chapter content and is organized according to major section headings.
- **Key Terms.** Key terms are boldfaced in the text as they appear with their definitions at the bottom of each page and are listed, with page references, at the end of each chapter for quick review.
- **Practice Test.** Each chapter concludes with a practice test with 15 multiple choice questions based on the material in both the main text and the boxes. In addition, we've provided sample essay questions that allow students to think more broadly about the content of each chapter. Multiple choice answers can be found in the Answer Appendix, and suggested answers for the essay questions can be found in the Instructor's Manual.

DISCOVERING PSYCHOLOGY VIDEO PROGRAM

We are thrilled to be able to integrate into our textbook the wildly successful video series, *Discovering Psychology: Updated Edition*, produced by WGBH Boston with funding by Annenberg Media. Author Phil Zimbardo narrates the video series, as leading researchers, practitioners, and theorists probe the mysteries of the mind and body and bring psychology to life for introductory students. Each chapter of this textbook ends with a *Discovering Psychology* Viewing Guide that contains program review questions that draw attention to key information presented in the video.

New in the 19th Edition

In addition to the new features mentioned earlier, *Psychology and Life* is fresh with the most up-to-date coverage and brimming with over 650 new references. Our goal is to be the most current, most accurate, and most accessible treatment of our discipline today. The 19th edition of *Psychology and Life* also incorporates new research on the diversity of people's life experiences. We intend our text to have meaning for the whole range of students who enroll in introductory psychology—men and women, members of diverse cultural and racial groups, traditional and nontraditional students. Wherever possible, we have brought new research to bear on cultural issues.

CHAPTER-BY-CHAPTER CHANGES

Chapter 1

- New Psychology in Your Life: In What Ways Do Psychologists Participate in the Legal System?
- Expanded section on women as pioneering researchers
- Updated discussion on psychology's historical foundations—with more information on Plato, Aristotle, John Locke, and Immanuel Kant
- Expanded section on the cognitive perspective—with examples of Noam Chomsky and Jean Piaget

Chapter 2

- New Critical Thinking in Your Life: Why Is Skill with Numbers Important?
- New research studies:
 - “Relational uncertainty and message processing in marriage” (Knobloch et al., 2007)
 - “Memory for ‘mean’ over ‘nice’: The influence of threat on children's face memory” (Kinzler & Shutts, 2008)
 - “The face of success: Inferences from chief executive officers' appearance predict company profits” (Rule & Ambady, 2008)
- Discussion on the process of research expanded to include more information on peer review and the need to disseminate research results
- Updated research included on free will versus determinism
- Discussion of third variable added to section on correlational methods
- New discussion of Dorothy Cheney and Robert Seyfarth and their research on the social intelligence of chacma baboons
- Updated information on ethics of animal rights

Chapter 3

- New Psychology in Your Life: How Does Your Brain Determine Trust?
- New research studies:
 - “Heritability of food preferences in young children” (Breen et al., 2006)
 - “Processing nouns and verbs in the left frontal cortex: A transcranial magnetic stimulation study” (Cappelletti, et al., 2008)
- Expanded discussions on human evolution and genetics
- New discussion on glutamate

- Updated information on glial cells
- New research with EEGs explored

Chapter 4

- New Critical Thinking in Your Life: Are Drivers Distracted When They Use Their Cell Phones?
- New research studies:
 - “Domain specificity in the visual cortex” (Downing et al., 2006)
 - “Attention capture by faces” (Langton et al., 2007)
- New discussion on agnosias and simultanagnosia
- New figure on nearsightedness and farsightedness
- Reorganization of some topics for a more coherent flow of information

Chapter 5

- New Psychology in Your Life: Are You a Morning Type or an Evening Type?
- New Critical Thinking in Your Life: What Can We Learn from the “Munchies”?
- New research studies:
 - “Dare to compare: Fact-based versus simulation-based comparison in daily life” (Summerville & Roese, 2007)
 - “Focused analgesia in waking and hypnosis: Effects on pain, memory, and somatosensory event-related potentials” (De Pascalis et al., 2008)
 - “Acute disinhibiting effects of alcohol as a factor in risky driving behavior” (Fillmore et al., 2008)
- New research investigating the cortical thickness in brains as people grow older (2007)
- Expanded section on unattended information and the cocktail party phenomenon
- Updated sections on moral reasoning, nightmares, and night terrors
- Expanded section on the consequences of sleep deprivation
- Updates made to discussions of cannabinoids, OxyContin, depressants, alcohol, methamphetamine, and MDMA

Chapter 6

- Updated research added to Critical Thinking in Your Life: To Spank or Not to Spank?
- New research study: “Flavor preferences produced by backward pairing with wheel running” (Hughes & Boakes, 2008)
- Updated discussion on comparative cognition
- New information on how certain species of birds use cognitive maps

Chapter 7

- Updated research added to Psychology in Your Life: Why Does Alzheimer’s Disease Affect Memory?
- New research studies:
 - “For whom the mind wanders, and when: An experience-sampling study of working memory and executive control in daily life” (Kane et al., 2007)
 - “Language contexts guides memory content” (Marian & Kaushanskaya, 2007)
 - “Do you remember proposing to the Pepsi machine? False recollections from a campus walk” (Seamon et al., 2006)
 - “Flashbulb memories are special after all; in phenomenology, not accuracy” (Talarico & Rubin, 2003)

- “With a little help from my friends . . .”: The role of co-witness relationship in susceptibility to misinformation” (Hope et al., 2008)
- “Implicit memory for novel conceptual associations in amnesia” (Verfaellie et al., 2006)
- “The spatiotemporal dynamics of autobiographical memory: Neural correlates of recall, emotional intensity, and reliving” (Daselaar et al., 2008)
- New research identifying the specific brain regions that are activated when new memories are formed (Hasson et al., 2008)
- Expanded section on using memory recognitions
- Expanded section on memory disorders

Chapter 8

- New research studies:
 - “Lexical ambiguity in sentence comprehension” (Mason & Just, 2007)
 - “Representational flexibility and specificity following spatial descriptions of real-world environments” (Brunyé et al., 2008)
 - “Framing, intentions, and trust-choice incompatibility” (Keren, 2007)
- New research examining the extent to which members of other species are able to understand the relationship between where people focus their attention and what they can see (Okamoto-Barth et al, 2007)
- New research on linguistic relativity (Kousta et al., 2008)
- Updates made to section on belief-bias effect
- Updated discussion of Heuristics and Judgment

Chapter 9

- New Psychology in Your Life: How Can You Become More Creative?
- New research studies:
 - “Individual differences in attitudes relevant to juror decision making” (Leci & Myers, 2008)
 - “Emotional intelligence and individual performance: Evidence of direct and moderated effects” (Rode et al., 2007)
 - “Longitudinal genetic study of verbal and nonverbal IQ from early childhood to young adulthood” (Hoekstra et al., 2007)
 - “Becoming American: Stereotype threat effects in Afro-Caribbean immigrant groups” (Deaux et al., 2007)
 - “Discernment and creativity: How well can people identify their most creative ideas?” (Silvia, 2008)
- Expanded section on using memory recognitions
- New research cited in section on encoding specificity (Mishra & Backlin, 2007)

Chapter 10

- Updated research in Critical Thinking in Your Life: How Does Day Care Affect Children’s Development?
- New research studies:
 - “Age and flexible thinking: An experimental demonstration of the beneficial effects of increased cognitively stimulating activity on fluid intelligence in healthy older adults” (Tranter & Koutstaal, 2008)
 - “A comparison of high- and low-distress marriages that end in divorce” (Amato & Hohmann-Marriott, 2007)

- “Developmental trajectories of sex-typed behavior in boys and girls: A longitudinal general population study of children aged 2.5–8 years” (Golombok et al., 2008)
- “Moral development in a violent society: Colombian children’s judgments in the context of survival and revenge” (Posada & Wainryb, 2008)
- Reworked section on physical development in the womb
- Added information on how adolescents tend to engage in risky behavior
- New research on infant cognition (Hamlin et al., 2008)
- New research determining what older adults might do to minimize declines with age (“use it or lose it”) (Bielak et al., 2007)
- Updated discussion on how children’s early attachment styles predict later behavior and how parenting styles have an impact on children’s attachment relationships
- Expanded discussion on “storm and stress” in adolescent development
- Updated discussion on intimacy, including new data on societal support of heterosexual and homosexual couples
- Expanded section on the evolutionary perspective of moral development
- Expanded discussion of gender and cultural perspectives on moral reasoning

Chapter 11

- New Psychology in Your Life: How Does the Presence of Others Influence Your Eating?
- New research studies:
 - “Brains of anorexia nervosa patients process self-images differently from non-self-images: An fMRI study” (Sachdev et al., 2008)
 - “A question of belonging: Race, social fit, and achievement” (Walton & Cohen, 2007)
- Expanded discussion on drives and incentives
- Updated discussion on obesity, including genetic mechanisms that may predispose some individuals to obesity (Farooqi & Rahilly, 2007)
- New discussion on binge eating disorder
- New research on genetic factors causing eating disorders
- Updated discussion on gender and cultural difference in eating disorders
- New research on sexual practices of college students
- Updated research on brain differences between homosexuals and heterosexuals (Savic & Lindström, 2008)

Chapter 12

- New Psychology in Your Life: Can You Accurately Predict Your Future Emotions?
- Updated research in Critical Thinking in Your Life: Can Health Psychology Help You Get More Exercise?
- New research studies:
 - “Do infants show distinct negative facial expressions for fear and anger? Emotional expression in 11-month-old European American, Chinese, and Japanese infants” (Camras et al., 2007)
 - “On being happy and gullible: Mood effects on skepticism and detection of deception” (Forgas & East, 2008)
 - “The role of positive and negative emotions in life satisfaction judgment across nations” (Kuppens et al., 2008)
 - “Lending a hand: Social regulation of the neural response to threat” (Coan et al., 2006)

- “Patient and physician attitudes in the health-care context: Attitudinal symmetry predicts patient satisfaction and adherence” (Cvengros et al., 2007)
- Expanded section on positive psychology
- New research on how life events may affect subjective well-being
- Updates made to Social Readjustment Rating Scale (SRRS)
- New research on how daily hassles may be balanced out by daily positive experiences (Jain et al., 2007)
- New research examining the ways in which women cope with the stress of undergoing surgery for breast cancer (Roussi et al., 2007)
- New research exploring the heritability of why people start smoking (Boardman et al., 2008)
- New research on optimism and immune function (Segerstrom, 2006, 2007)

Chapter 13

- New Critical Thinking in Your Life: How Is Personality Conveyed in Cyberspace?
- New research studies:
 - “Genetic and environmental influences on positive traits of the values in action classification, and biometric covariance with normal personality” (Steger et al., 2007)
 - “Verbal intelligence and self-regulatory competencies: Joint predictors of boys’ aggression” (Ayduk et al., 2007)
 - “Using past performance, proxy efficacy, and academic self-efficacy to predict college performance” (Elias & MacDonald, 2007)
 - “She works hard for the money: Valuing effort underlies gender differences in behavioral self-handicapping” (McCrae et al., 2008)
- Extended section on evolutionary perspectives on trait dimensions, with updated research
- New discussion of Rotter’s Expectancy Theory
- Updated research on self-esteem
- New information on the MMPI-2-RF

Chapter 14

- New Critical Thinking in Your Life: How Do Disorders Enter the *DSM*?
- New research studies:
 - “Time course of selective attention in clinically depressed young adults: An eye tracking study” (Kellough et al., 2008)
 - “When does the gender difference in rumination begin? Gender and age differences in the use of rumination by adolescents” (Jose & Brown, 2008)
 - “fMRI in patients with motor conversion symptoms and controls with simulated weakness” (Stone, et al., 2007)
 - “Life events and high-trait reactivity together predict psychotic symptom increases in schizophrenia” (Docherty et al., 2008)
- Section on the concept of insanity added
- Updated section on the biological causes of anxiety disorders
- Updated discussion of gender differences in depression
- Updated section on causes of dissociative disorders
- Gender differences in ADHD explored

Chapter 15

- Updated research in Psychology in Your Life: Are Lives Haunted by Repressed Memories?

- Updated research in Critical Thinking in Your Life: Does Therapy Affect Brain Activity?
- New research studies:
 - “Virtual reality exposure therapy and standard (in vivo) exposure therapy in the treatment of fear of flying” (Rothbaum et al., 2006)
 - “A randomized, controlled trial of group cognitive-behavioral therapy for compulsive buying disorder: Posttreatment and 6-month follow-up results” (Mueller et al., 2008)
- New section on diversity issues in psychotherapy
- New research on how exposure therapy has also been used to combat obsessive-compulsive disorder
- Additional updated research on cognitive behavior therapy, including a study on how it was used to treat women with binge eating disorder (Cassin et al., 2008)
- New discussion on the debate on individuals who take antidepressant drugs and a greater risk for suicide
- Mention of a recent study that evaluated the effectiveness of a cingulotomy (Shields et al., 2008)

Chapter 16

- Two social psychology chapters merged into one chapter for the 19th edition
- New Psychology in Your Life: In What Ways Are You Like a Chameleon?
- New research studies:
 - “Going for the gold: Models of agency in Japanese and American contexts” (Markus et al., 2006)
 - “Attributions, deception, and event-related potentials: An investigation of self-serving bias” (Krusemark et al., 2008)
 - “Asking questions changes behavior: Mere measurement effects on frequency of blood donation” (Godin et al., 2008)
 - “Biased assimilation and attitude polarization in response to learning about biological explanations of homosexuality” (Boysen & Vogel, 2007)
 - “Kinship and altruism: A cross-cultural experimental study” (Madsen et al., 2007)
- Expanded discussion on the long-term consequences of the Stanford Prison Experiment
- New research that examined the types of messages that work most effectively to bring about reductions in people’s energy consumption (Nolan et al., 2007)
- New section on suicide cults
- New research showing the elaboration likelihood model suggests that you’ll often need to expend some effort to avoid being persuaded (Burkley, 2008)

The Psychology and Life Teaching and Learning Program

A good textbook is only one part of the package of educational materials that makes an introductory psychology course valuable for students and effective for instructors. To make the difficult task of teaching introductory psychology easier for you and more interesting for your students, we have

prepared a number of valuable ancillary materials in both electronic and print form.

The **Instructor’s Manual** (ISBN 0-205-75720-0), authored by David Ward (Arkansas Tech University), gives you unparalleled access to a huge selection of classroom-proven assets. First-time instructors will appreciate the detailed introduction to teaching the introductory psychology course, with suggestions for preparing for the course, sample syllabi, and current trends and strategies for successful teaching. Each chapter offers integrated teaching outlines to help instructors seamlessly incorporate all the ancillary materials for this book into their lectures. Instructors will also find an extensive bank of lecture launchers, handouts, activities, crossword puzzles, suggestions for integrating third-party videos and web resources, and cross-references to transparencies and the hundreds of multimedia and video assets found in the MyPsychLab course.

The **Test Bank** (ISBN 0-205-75721-9), authored by Jacqueline Hess (University of Indianapolis), contains, for each chapter, 100 multiple-choice questions, some of which address myths or factoids from the text, along with 20 true/false questions and 5 to 10 fill-in-the-blank questions. Each multiple choice question has an answer justification, and all questions include a page reference, a difficulty rating (easy/medium/difficult), and skill type (conceptual/factual/analytical). Essay questions and MyPsychLab questions, which deal specifically with critical thinking skills, have also been included, along with sample answers for each. A secondary Test Bank authored by Fred Whitford of Montana State University includes item analysis data based on actual student performance on test items.



The test bank is available in a computerized format called **Pearson MyTest** (ISBN 0-205-75015-X). It is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments anytime, anywhere. Instructors can easily access existing questions, edit, create, and store using simple drag and drop and Word-like controls. Data on each question provide information on difficulty level and page number. For more information, go to www.PearsonMyTest.com

We are pleased to offer a unique and comprehensive collection of PowerPoint presentations for use in your classroom. The PowerPoints are available for download at the Instructor’s Resource Center (www.pearsoned.com/IRC) or on the Instructor’s

Resource DVD. A **PowerPoint lecture presentation** by Brian Malley (University of Michigan) highlights major topics from the chapter, pairing them with select art images. A **PowerPoint collection of the complete art files** from the text allows customized lectures with any of the figures from the text. Finally, Pearson has developed a set of **interactive PowerPoints** (available only on the Instructor's Resource DVD) with embedded animations, videos and activities, authored by Derek Borman of Mesa Community College in Arizona. Many of the slides include layered art, allowing instructors the ability to highlight specific aspects of a figure, such as identifying each part of the brain.

For instructors using **Clicker student response systems** in their classroom, we offer a collection of text-specific lecture questions for each chapter of the book. These questions can be used to evaluate students' knowledge of material or to enhance classroom discussions. Many of the clicker questions address specific critical thinking skills from the textbook.

Discovering Psychology Telecourse Videos

Written, designed, and hosted by Philip Zimbardo, this set of 26 half-hour videos is available for class use from the Annenberg/CPB collection. The collection includes two completely new programs and more than 15 new sequences that bring students up to date on some of the latest developments in the field. A perfect complement to *Psychology and Life*, this course supplement has won numerous prizes and is widely used in the United States and internationally. Videos are distributed by Annenberg Media at www.learner.org.

Discovering Psychology Telecourse Faculty Guide (ISBN 0205757073)

The Telecourse Faculty Guide provides guidelines for using *Discovering Psychology* as a resource within your course. Keyed directly to *Psychology and Life*, the faculty guide includes the complete Telecourse Study Guide plus suggested activities; suggested essays; cited studies; instructional resources, including books, articles, films, and websites; video program test questions with answer key; textbook test questions with answer key; and a key term glossary.

Discovering Psychology Telecourse Study Guide (ISBN 0205757081)

In this Telecourse Study Guide, each chapter corresponds to one program, expands on the material covered in the program, specifies appropriate reading assignments, and reviews material covered in the text. In addition, the study guide includes learning objectives; reading assignments; key people and terms; video program summaries and test questions with answer key; textbook test questions with answer key; essay questions; student activities; additional book, article, and film resources; and annotated websites. All vocabulary and review questions are keyed to *Psychology and Life*.



SAVE TIME. IMPROVE RESULTS. PUT SCIENTIFIC THINKING TO THE TEST.

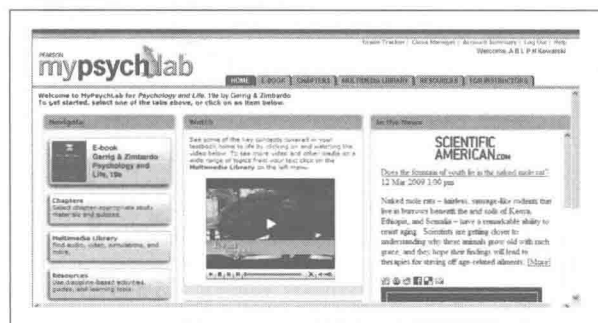
Across the country, from small community colleges to large public universities, a trend is emerging. Introductory psychol-

ogy enrollments are increasing, and available resources can't keep pace; in some instances, they are even decreasing. The result is instructor time stretched to its limit like never before. At the same time, continual feedback is an important component to successful student progress. The APA strongly recommends student self-assessment tools and the use of embedded questions and assignments (see http://www.apa.org/ed/eval_strategies.html for more information). In response to these demands Pearson's MyPsychLab (MPL) offers students useful and engaging self-assessment tools and instructors flexibility in assessing and tracking student progress.

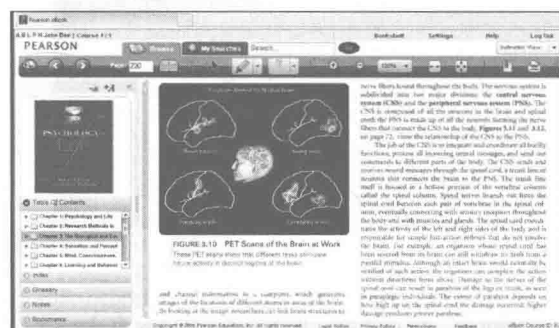
WHAT IS MYPSYCHLAB?

MyPsychLab is a learning and assessment tool that enables instructors to assess student performance and adapt course content—without investing additional time or resources.

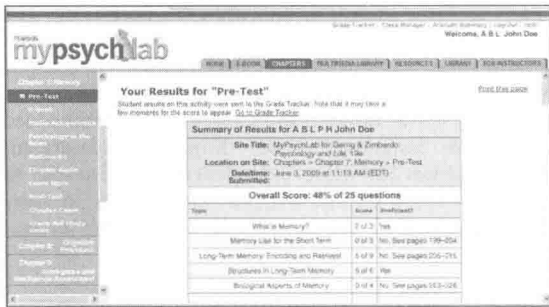
MyPsychLab includes:



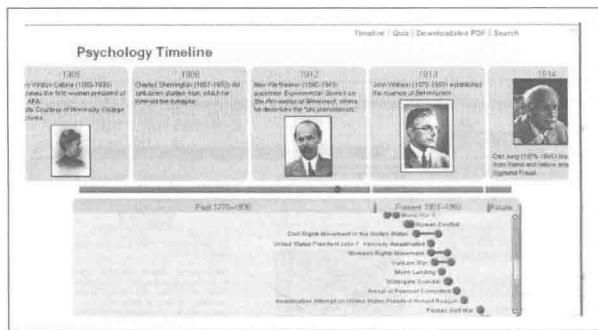
- An interactive eBook that allows students to highlight text and instructors to post their own notes for students to read.



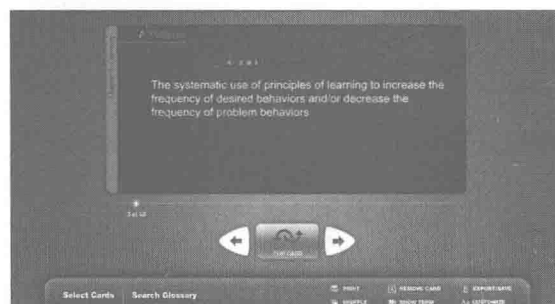
- Customized student Study Plans dynamically generated when students complete the available practice quizzes. Practice quizzes include questions specifically designed to assess students understanding of and ability to use the scientific thinking questions.



- An interactive time line tool that presents the history of psychology.



- Interactive mobile-ready flash cards of the key terms from the text—students can build their own stacks, print the cards, or export their flashcards to their cell phone.



- A Multimedia Library with links to over 200 video clips, animations, and podcasts. Included within each chapter are specific key concepts paired with scientific thinking activities.
- Within each chapter, a **Psychology in the News** activity presents students with a real news story and then asks students to use the six scientific thinking questions to critically about the claims introduced in the story.

- Audio podcasts present a hot topic in the field of psychology and use the scientific thinking framework to critically evaluate the issues.
- A Gradebook for instructors and the availability of full course management capabilities for instructors teaching online or hybrid courses.

Unlimited use of Pearson's MySearchLab™—the easiest way for students to start a research assignment. Complete with extensive help on the research process and four exclusive databases of credible and reliable source material, including the EBSCO Academic Journal and Abstract Database, the New York Times Search by Subject Archive, “Best of the Web” Link Library, and Financial Times Article Archive and Company Financial, MySearchLab helps students quickly and efficiently make the most of their research time.

ASSESSMENT AND ABILITY TO ADAPT

MyPsychLab is designed with instructor flexibility in mind—you decide the extent of integration into your course—from independent self-assessment for students to total course management. By transferring faculty members’ most time-consuming tasks—content delivery, student assessment, and grading—to automated tools, MyPsychLab enables faculty to spend more quality time with students. For sample syllabi with ideas on incorporating MPL, see the Instructor’s Manual as well as on-line at www.mypsychlab.com.

Instructors are provided with the results of the diagnostic tests—by student as well as an aggregate report of their class.

For more information on MyPsychLab go to www.mypsychlab.com

ADDITIONAL SUPPLEMENTS FOR YOUR INTRODUCTORY PSYCHOLOGY COURSE:

- **Allyn and Bacon Transparencies for Introductory Psychology** (ISBN: 0205398626) This set of approximately 200 revised, full-color acetates will enhance classroom lecture and discussion. It includes images from Allyn and Bacon’s major introductory psychology texts.
- **Pearson Teaching Films: Introductory Psychology, Instructor’s Library** (ISBN: 0-13-175432-7) This five-disk DVD series includes 82 segments covering all of the major topics in introductory psychology. All of the segments have been selected from ABC News, Films for Humanities & Sciences, Pearson Education’s own assets, and ScienCentral.
- **Pearson Teaching Films: Introductory Psychology, Instructor’s Library ©2008 UPDATE** (ISBN: 0-205-65280-8) This update to the five-disk DVD series offers a fresh new set of video to illustrate key points and enhance your lectures. In particular, this DVD offers some new segments addressing science versus pseudoscience!
- **Insights into Psychology II** (ISBN II: 0205402909) and **III** (ISBN III: 0205472990) These video programs include two or three short clips per topic, covering such