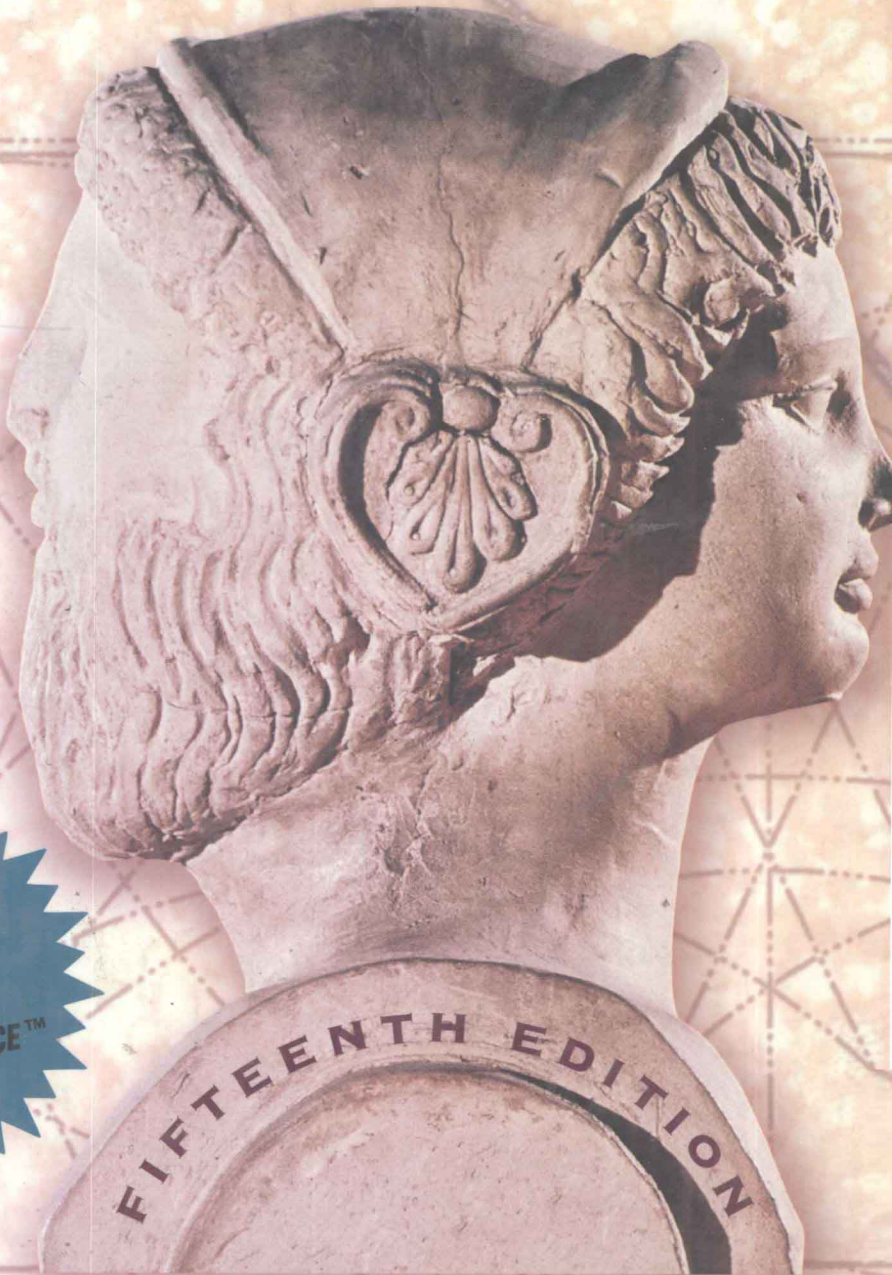


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FIFTEENTH EDITION

PHILIP G. ZIMBARDO
RICHARD J. GERRIG

Psychology and Life

FIFTEENTH EDITION



PHILIP G. ZIMBARDO

STANFORD UNIVERSITY

RICHARD J. GERRIG

STATE UNIVERSITY OF NEW YORK AT STONY BROOK



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*We dedicate this book
to the memory
of Amos Tversky—
our friend, colleague,
and mentor.*

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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.

In this fifteenth edition, we are celebrating three decades of *Psychology and Life* as a survey text of contemporary psychology. While it's true that Floyd Ruch created the book in 1937—62 years ago—this edition marks the 30th anniversary of our leap into the modern era when Philip Zimbardo took over as author in 1969. Under Ruch's stewardship, *Psychology and Life* was the first text written for students rather than primarily for professional psychologists; it was the first book to present a theoretically unbiased, eclectic overview of all the major fields of psychology. Under Phil's authorship, he assumed the challenge of integrating new theories and research with classic knowledge. For the past three decades, Phil has brought his great teaching experience to bear on a text that balances scientific rigor with psychology's relevance to contemporary life concerns. Richard Gerrig joined the text as co-author in its fourteenth edition because he shared the same commitment to teaching psychology as a science relevant to human welfare. 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 fifteenth edition is a product of this fine collaboration.

TEXT THEMES

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 daycare 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 two central themes: psychology as a science and psychology in your students' lives.

Psychology as a Science

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 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 scrutinize effectively the information with which they are surrounded and to draw generalizations appropriate to the goals and methods of research.

- ***How We Know.*** It is quite easy for pundits—and textbooks—to draw broad generalizations about human behavior and life experiences. *Psychology and Life* reflects our belief that it is critical for students to understand the basis of those generalizations. With a feature we call *How We Know*, we seek several times in each chapter to confront students directly with the experimental basis of critical conclusions. We give each *How We Know* study a title—"The Effects of Bereavement on Immune Function," "Taste Aversions in Breast Cancer Patients," "Possible Selves across the Life Span"—so that students can access them easily. Over 200 *How We Know* studies appear throughout the text. Our intention is not to maintain that each of these studies is the definitive answer to a particular research area, but rather, to open the door for further questions. Our mission is to reinvent the use of primary research in psychology and describe methodologies clearly, in language accessible to your students. In this way, your students have repeated opportunities to understand how progress is made in psychological research.

We also developed the *How We Know* feature to give your students extra opportunities to engage in critical thinking. As such, some of the *How We Knows* are accompanied by the *In the Lab* feature. Each *In the Lab* poses a question about experimental design, such as "What do the researchers learn by including the control rabbits in this study?" Model answers to the questions are given at the back of the book. Other *How We Knows* are accompanied by the *In Your Life* feature. This feature gives students an opportunity to see how research results can be applied to their day-to-day life. In Chapter 6, for example, we suggest how the Premack principle can be applied to the students' own study habits. We hope that these extra features will engage students' interest both in the process and applications of research.

- ***Experience Breaks.*** We also believe it is important for students to get a feel for psychological research by experiencing informal types of data col-

lection. At one or two points in each chapter, we encourage students to take *Experience Breaks*. These are activities designed to enable students to perform mini-experiments on their own or with others. Some of these activities are classics, such as perceptual illusions and insight problems. Others, such as solving problems in your dreams and plotting developmental achievements, we created to fill niches in contemporary psychology. Class testing of these *Experience Breaks* has demonstrated the value of these interactive activities.

Psychology in Students' Lives

A second theme of *Psychology and Life* is to make the field of psychology relevant to students' everyday lives. This fifteenth edition incorporates a number of features that were intended to make the book directly relevant to your students' lives.

- **Psychology in Your Life boxes.** 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 asked 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 *Psychology in Your Life* boxes.

Each chapter includes a box that addresses questions such as "Why Study Psychology?" (Chapter 1), "When Do Children Acquire Consciousness?" (Chapter 5), and "Why Do People Join Cults?" (Chapter 18). 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. As mentioned earlier, the *In Your Life* feature also gives your students an opportunity to see how research results can be applied to their lives.

- **Psychology, Society, and Culture.** Almost all students are concerned about societal problems. The dismantling of affirmative action programs and the pressure to conform in a new environment are issues that they typically grapple with early on in their college careers. They frequently want to know, "What role does psychology play in society and culture?" To answer this question, this edition of *Psychology and Life* includes a new chapter called "Social Psychology, Society, and Culture." We have seen growing student interest in the potential for psychological knowledge to inform public policy. We have fashioned this new chapter to address that interest. It is particularly important to us to demonstrate how psychologists responsibly participate in the public life of our society. This new chapter will complement the existing chapter—Chapter 17—on social processes and relationships, which continues to look at conformity and social cognition, but has added new material on attitudes and attitude change. Chapter 18 includes cutting-edge research on prosocial behavior, aggression, prejudice, authority influence, and peace psychology, giving our coverage of social psychology a powerful one-two punch.

- **Issues your students will face across the life span.** Our commitment to relevance has also been the driving force behind *Psychology and Life's* excellent coverage of life-span development. Many introductory psychology texts discuss development only for the first dozen or so years of a person's life. We believe it to be very important to inform the students not only of what lies behind them, but what lies ahead of them as well. We devote two chapters to development processes (Chapters 9 and 10) to allow your students to contemplate the forces that shape their whole life spans. This extra attention allows us to cover such important topics as intellectual changes in adulthood (Chapter 9), ageism (Chapter 10), and intimacy and generativity (Chapter 10).

LEARNING FROM *PSYCHOLOGY AND LIFE*

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 fifteenth edition is no exception. To enhance students' experience with the book, we include several pedagogical features:

- **Chapter-opening vignettes.** Each chapter opens with a brief vignette designed to draw students into the chapter content. We have drawn from sources as diverse as Helen Keller's, *The Story of My Life*, for the cognitive chapter, and Colin Turnbull's observations in the African plains for the perception chapter.
- **Summing Up.** In each chapter, *Summing Up* sections are located at the end of each major section. These summaries provide students with a quick check of the main points as they read, and help students locate key ideas in later 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 and are listed, with page references, at the end of each chapter for quick review.
- **Glossary.** Our end-of-text glossary is a minipsychology dictionary, providing students with a comprehensive resource they can use now and in future courses.

Also, your students can learn how to get the most out of their text by consulting the *Student Preface: How to Use this Book*, which begins of page xxxi.

NEW IN THE FIFTEENTH EDITION

In addition to the new features mentioned earlier, *Psychology and Life* is fresh with the most up-to-date coverage and brimming with hundreds of new references. Our goal is to be the most current, most accurate, and most accessible treatment of our discipline today. To do that, we have incorporated many new organizational and content changes.

Chapter Organization

Those familiar with previous editions of *Psychology and Life* will notice several organizational changes. In response to feedback from many of you who have used *Psychology and Life*, we have moved the chapter on cognitive processes so that it now comes *before* the chapter on cognitive development. We also moved up the chapters on sensation and perception so that they are addressed earlier in the book and immediately follow the biology chapter. Within this framework, the “hard science” chapters now appear consecutively. To complement the text's scientific theme, we have recast Chapter 1 so that students can delve quickly—after a brief historical tour of the field—into psychological measurement and methods. Measurement is highlighted further by a statistical supplement on “Understanding Statistics: Analyzing Data and Forming Conclusions” that now follows Chapter 1. This allows instructors the flexibility of discussing statistics within the context of research, or skipping it altogether.

Expanded Coverage of Cultural Issues

Like previous editions, the fifteenth edition of *Psychology and Life* calls students' attention to the diversity of people's life experiences. We believe this is important because the students you teach embody that diversity. We intend our book 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. In this edition, however, we enhance our coverage of culture, making it a more prominent inclusion in the text. Instead of relying on 30-year-old anthropological studies to address cultural issues in psychology, *Psychology and Life* emphasizes current issues and research in cultural psychology. Our goal is to bring empirical research—classic and contemporary—to bear on cultural issues. For example, in Chapter 5, we discuss Barbara Tedlock’s research on non-Western dream interpretation. In later chapters, we take up such issues as the universality of cognitive developmental stages across cultures (Chapter 9), sex and racial differences in suicide rates (Chapter 15), and a cross-cultural focus on aggression (Chapter 18).

Specific Content Changes

Instructors who are familiar with prior editions of *Psychology and Life* will find new material incorporated into almost every paragraph of the text, but the following are a few of the most important additions you will find:

- In Chapter 1, we introduce the **cultural perspective** as an important force in contemporary psychology. In later chapters, we employ the cultural perspective to enrich students’ understanding of psychological theories. For example, Chapter 8 discusses the sometimes controversial topic of whether the languages that people speak affect their thought and cultural practices. Chapter 9 evaluates Jean Piaget’s classic theory of cognitive development from a cross-cultural perspective. Chapter 12 explores cultural influences on emotional experiences.
- In several places in the book, we have added new research on the consequences of people’s membership in **individualist** versus **collectivist** cultures. For example, in Chapter 10, we describe the impact of this distinction on moral reasoning. Chapter 13 explores the different **construals of self** that are associated with membership in each type of culture. Chapter 17 suggests that foundational theories of social psychology developed for individualistic cultures, such as the theory of cognitive dissonance, may not accurately characterize the behavior of members of collectivist cultures.
- Chapter 10, on social development, includes an expanded section on **gender development**. We pay particular attention to the acquisition of gender roles. We also expand our coverage of women’s personality development in Chapter 13.
- Chapter 11, on motivation, includes a discussion of the cutting edge theory known as **reversal theory**. We describe empirical evidence that supports this new approach. We have also updated and enhanced the section on **work and organizational psychology**. We believe this section will help your students anticipate important features of the world of work.
- Chapters 15 and 16, on psychopathology and treatment, feature additional information on the related topics of the **stigma of mental illness** and the psychological forces that may affect people’s decisions to **seek mental health treatment**. Both sections feature *Experience Breaks* that provide students with an opportunity to assess their own attitudes.
- Our coverage of social psychology has been expanded to two chapters. Chapter 17, on social processes and relationships, covers classic and contemporary social psychological research on situational forces that control behavior. We have also expanded our coverage of **attitude change** and the **link between attitudes and action**. Students have several opportunities to learn how to protect themselves from people who make a profession of bringing about persuasion and undesirable compliance.

- Chapter 18, on social psychology, society, and culture, provides several new sections in which the insights of social psychological research are applied to compelling societal and cultural concerns. We have expanded our coverage of **altruistic and prosocial behavior** to embed classic research on bystander intervention in a broader theoretical context. Our new section on **aggression** traces the origins of aggression to both biological and situational forces. We also discuss the effect of culture on people's willingness to perform aggressive behaviors. Finally, in a section unique to *Psychology and Life*, we provide coverage of the psychological forces that lead to **genocide and war** and the contributions that psychological research has made to the pursuit of **peace**.

THE TOTAL PSYCHOLOGY AND LIFE TEACHING PROGRAM

A good text book 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.

INSTRUCTOR'S RESOURCE KIT. For new teachers and others interested in improving their teaching effectiveness, this unique instructor's manual offers both general teaching strategies and specific tactics that have been class-tested and are known to succeed. For each chapter of the text, you will find a detailed learning objectives and outlines; innovative lecture ideas and discussion topics; biographical profiles; comprehensive timelines; suggestions for further reading; and a complete media resource section. This new edition of the Instructor's Resource Kit (ISBN 0-321-03504-6) is authored by John Boyd, in consultation with Phil Zimbardo.

TEST BANK. Expertly authored by Victor Duarte at North Idaho College, and completely revised and reviewed by the parent text authors; the test bank includes more than 2,000 multiple-choice and essay items. Each question is page-referenced; keyed according to chapter, type, topic, and skill level (factual, applied, or conceptual); and crossed-referenced to the Study Guide. Thorough and authoritative, this test bank (ISBN 0-321-03506-2) is a must for adopters.

TESTGEN-EQ WITH QUIZMASTER-EQ. This test generation software is available in Windows (ISBN 0-321-03507-0) and Macintosh (ISBN 0-321-03511-9) versions and is fully networkable. TestGen-EQ's friendly graphical interface enables instructors to easily view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts and forms. Search and sort features let the instructor quickly locate questions and arrange them in a preferred order. Six question formats are available, including short-answer, true-false, multiple-choice, essay, matching, and bimodal formats. A built-in question editor gives the user power to create graphs, import graphics, insert mathematical symbols and templates, and insert variable numbers or text. Computerized testbanks include algorithmically defined problems organized according to each textbook.

QuizMaster-EQ enables instructors to create and save tests using TestGen-EQ so students can take them for practice or a grade on a computer network. Instructors can set preferences for how and when tests are administered. QuizMaster-EQ automatically grades the exams, stores results on disk, and allows the instructor to view or print a variety of reports for individual students, classes, or courses.

TRANSPARENCY RESOURCE PACKAGE. Class lectures can be enhanced by this robust set of approximately 200 overhead transparencies that accompanies *Psychology and Life* (ISBN 0-321-04042-2). Updated for 1999, these transparencies include color graphs, tables, diagrams, and illustrations.

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. A perfect complement to *Psychology and Life*, this course supplement has won numerous prizes and is widely used in the United States and internationally. A free preview cassette with two programs can be obtained by calling 1-800-LEARNER; in Canada, the number is 416-675-1155 or 800-263-1717.

DISCOVERING PSYCHOLOGY TELECOURSE GUIDES. In consultation with Phil Zimbardo, author Nancy Franklin of the State University of New York at Stony Brook authors the fully revised telecourse Faculty Guide and Telecourse Study Guide. Designed to coordinate the video programs with *Psychology and Life*, Fifteenth Edition, these guides are available to adopters by calling 1-800-LEARNER.

STUDENT STUDY GUIDE AND PRACTICE TESTS. Authored by Richard Gerrig and Victor Duarte, this innovative workbook (ISBN 0-321-03505-4) provides students with a variety of dynamic activities designed to strengthen the learning experience. Each chapter begins with an outline and “what you need to know” questions for each major topic. Next, a *Guided Study* section directs the students’ learning by providing a variety of questions and exercises. Each chapter also makes suggestions *For Group Study* in which students are encouraged to master and extend course material with the help of their classmates. Finally, the Study Guide provides students with two practice multiple-choice tests and answers for each chapter.

LONGMAN MIND MATTERS CD-ROM. Developed by James Hilton, University of Michigan, and Charles Perdue, West Virginia State College, *Longman Mind Matters* provides an in-depth, interactive experience in psychology that will enhance students’ success in the introductory course. This engaging CD-ROM presents and integrates concepts in ways that invite students to explore the “science of the mind” in an environment that combines text, graphics, humor, and interactivity. Rather than rewarding memorization, *Longman Mind Matters* nurtures exploration and integration by means of a series of self-contained units. Flexibly organized, it can be used in conjunction with any introductory text.

THE PSYCHOLOGY PLACE.TM Customized and organized by chapter of *Psychology and Life*, Fifteenth Edition, this web site is created by a team of psychology teachers in concert with Peregrine Publishers. It provides a vast array of interactive activities for students, animations and demonstration ideas to enhance lectures, hundreds of links organized by topic, practice tests, and much more. Register at <http://www.psychplace.com/zimbardo> for a free trial month.

MEDIA PORTFOLIO. (Mac/Windows Hybrid CD-ROM) Designed as a digital alternative to overhead transparencies, *MediaPortfolio* is a CD-ROM compilation of line art from *Discovering Psychology* and several Addison Wesley Longman Introductory Psychology texts. All imagery is in standard graphic file format that can be imported into commonly used presentation software programs. *MediaPortfolio* also features the *LectureActiveTM* presentation software, a tool to link imagery to class lecture notes for custom presentations. *LectureActive* is preprogrammed with the caption and book-reference information for *Laserdisc* and *MediaPortfolio* CD-ROM. Still and motion imagery can be played back on a TV monitor, LCD panel, or computer screen.

STUDYWIZARD COMPUTERIZED STUDY GUIDE. Prepared and on CD-ROM by Michael Caruso, this interactive software for Windows and Macintosh computers helps students learn and review major concepts and facts through drill and practice exercises with diagnostic feedback. The program provides immediate reinforcement of correct answers and provides answer explanations with textbook page references. Other useful features include chapter summaries, vocabulary drill and pronunciation guide, practice tests, glossary, and electronic notebook.

Windows: 0-321-03515-1

Macintosh: 0-321-03516-X

CD-ROM (Windows and Macintosh): 0-321-05449-0

PSYCHOLOGY ENCYCLOPEDIA IV LASERDISC. The *Laserdisc* includes approximately 60 minutes of video and animation from *PsychInteractive*, the modified textbook art from *MediaPortfolio*, plus selected other still images. *LectureActive* software is packaged with the *Laserdisc* on 3½-inch diskettes for Macintosh and Windows.

JOURNEY II INTERACTIVE SOFTWARE. This unique software provides students with full-color graphic modules on experimental research, the nervous system, learning, development, and psychological assessment. It is available for IBM and Macintosh computers.

For more information on our unique media supplements package, please contact your local Addison Wesley Longman sales representative. A full array of student and instructor presentation media items is available to qualified adopters.

INEXPENSIVE SUPPLEMENTAL TEXTS FOR STUDENTS

The Handbook of Psychology, by Drew C. Appleby of Marian College.

This brief ancillary is an invaluable resource for anyone considering a degree or career in psychology. It provides tips and strategies for use in everything from graduate school to job hunting.

How To Think Like a Social Scientist, (1997), by Thomas F. Pettigrew of the University of Santa Cruz.

With examples drawn from the behavioral sciences, this text fosters critical thinking about psychology and the social sciences. It encourages readers to consider the nature of theory, comparisons and control, cause and change, sampling and selection, varying levels of analysis, and systems thinking in the social sciences.

Studying for Psychology, (1995), by Donna L. Mealey, Louisiana State University, William D. McIntosh, Georgia Southern University, and Brenda D. Smith, Series Editor, Georgia State University.

This guide introduces students to the study of psychology while helping them achieve success in their introductory psychology course. *Studying for Psychology* delves into what psychologists know about memory to show readers how to apply that knowledge to their own learning. It focuses on effective reading, note-taking, test preparation, and study strategies; clarifies difficult psychological concepts; and provides sample multiple-choice and essay questions.

How to Think Straight About Psychology, Fifth Edition, (1998), by Keith E. Stanovich of the University of Toronto.

This international bestseller puts psychology into perspective for the introductory student. The author shows students how to question what

they hear and use critical thinking to differentiate between “pop psychology” and the facts.

How to Write Psychology Papers, Second Edition, (1999), by Les Parrott III of the Seattle Pacific University.

An ideal supplement for any psychology course in which writing is an important component, this concise, easy-to-use reference guide covers everything from overcoming paper panic and using the Internet to APA Style and inclusive language.

Thinking Critically about Research on Sex and Gender, (1999) Second Edition by Paula J. Caplan of Brown University and Jeremy B. Caplan of Brandeis University.

This supplement encourages students to evaluate the massive and diverse research that has appeared on sex and gender in recent decades. After demonstrating that much of the existing research is not as well-established as one would think, the book provides readers with the critical tools necessary to assess the huge body of literature and to constantly question the conclusions developed by researchers.

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To the Student

How to Use This Book

You are about to embark with us on an intellectual journey through the many areas of modern psychology. Before we start, we want to share with you some important information that will help guide your adventures. “The journey” is a metaphor used throughout *Psychology and Life*; your teacher serves as the tour director, the text as your tour book, and we, your authors, as your personal tour guides. The goal of this journey is for you to discover what is known about the most incredible phenomena in the entire universe: the brain, the human mind, and the behavior of all living creatures. *Psychology is about understanding the seemingly mysterious processes that give rise to your thoughts, feelings, and actions.*

This guide offers general strategies and specific suggestions about how to use this book to get the quality grade you deserve for your performance and to get the most from your introduction to psychology.

STUDY STRATEGIES

1. **Set aside sufficient time** for your reading assignments and review of class notes. This text contains much new technical information, many principles to learn, and a new glossary of terms to memorize. To master this material, you will need at least three hours reading time per chapter.
2. **Keep a record of your study time** for this course. Plot the number of hours (in half-hour intervals) you study at each reading session. Chart your time investment on a cumulative graph. Add each new study time to the previous total on the left-hand axis of the graph and each study session on the base-line axis. The chart will provide visual feedback of your progress and show you when you have not been hitting the books as you should.
3. **Be an active participant.** Optimal learning occurs when you are actively involved with the learning materials. That means reading attentively, listening to lectures mindfully, paraphrasing in your own words what you are reading or hearing, and taking good notes. In the text, underline key sections, write notes to yourself in the margins, and summarize points that you think might be included on class tests.
4. **Space out your studying.** Research in psychology tells us that it is more effective to do your studying regularly rather than cramming just before tests. If you let yourself fall behind, it will be difficult to catch up with all the information included in Introductory Psychology at last-minute panic time.
5. **Get study-centered.** Find a place with minimal distractions for studying. Reserve that place for studying, reading, and writing course assignments—and do nothing else there. The place will come to be associated with study activities, and you will find it easier to work whenever you are seated at your study center.

6. **Encode reading for future testing.** Unlike reading magazines and watching television (which you do usually for their immediate impact), reading textbooks demands that you process the material in a special way. You must continually put the information into a suitable form (encode it) that will enable you to retrieve it when you are asked about it later on class examinations. Encoding means that you summarize key points, rehearse sections (sometimes aloud), and ask questions you want to be able to answer about the contents of a given section of a chapter as you read.

You should also take the teacher's perspective, anticipating the kinds of questions she or he is likely to ask, and then making sure you can answer them. Find out what kind of tests you will be given in this course—essay, fill-in, multiple choice, or true-false. That form will affect the extent to which you focus on the big ideas and/or on details. Essays and fill-ins ask for recall-type memory, while multiple-choice and true-false tests ask for recognition-type memory. (Ask the teacher for a sample test to give you a better idea of the kinds of questions for which you need to prepare.)

STUDY TACTICS

1. Review the **outline of the chapter**. It shows you the main topics to be covered, their sequence, and their relationship, giving you an overview of what is to come. The outline at the start of each chapter contains first-level and second-level headings of the major topics. The section headings indicate the structure of the chapter, and they are also convenient break points, or time-outs, for each of your study periods.
2. Jump to the end of the chapter to read the **Recapping Main Points** section. There you will find the main ideas of the chapter organized under each of the first-level headings, which will give you a clear sense of what the chapter will be covering.
3. Skim through the chapter to get the gist of its contents. Don't stop, don't take notes, and read as quickly as you can (one hour maximum time allowed).
4. Finally, dig in and master the material by actively reading, underlining, taking notes, questioning, rehearsing, and paraphrasing as you go (two hours minimum time expected). Pay particular attention to the **Summing Up** paragraphs that appear at the end of each section. They serve as an outline of the entire chapter.

SPECIAL FEATURES

1. Each chapter opens with a brief **vignette** designed to draw you into the chapter content. These openings have two purposes: to grab and focus your attention, and to show you the broader relevance of the material to be covered. These openings underscore a basic theme of the chapter. Be especially alert when we refer back to them, because we often use them to tie together the loose ends of the chapter.
2. Throughout this book, you'll notice the repeating logo for **How We Know**. The purpose of this feature is to help you see the direct link between the experiments researchers conduct and the conclusions they draw. We have also added a couple of features to give you some extra opportunities to think critically about psychological research. Each **In the Lab** feature poses a question about research design. After you've thought a bit about these, you can consult model answers at the back of the book. Each **In Your Life** feature suggests to you how you might apply the research result to your everyday life. This amalgamation of



features allows you to see the close relationship between psychological research and application.

3. The **Psychology in Your Life** boxes also present applications of psychological research to your everyday life. Each of these boxes presents an answer to questions that we have been asked in class by our own students, and that we imagine you might ask us.
4. Each chapter includes one or two **Experience Breaks**, which provide opportunities for you to experience phenomena first hand. We know that you are often under pressure when you do course work—so you might wonder whether it’s worth your time to stop for these breaks. Keep in mind that we have designed these breaks to help you acquire the information in each chapter. The time you take to carry them out should be repaid when you prepare for exams.
5. **Key terms** and **major contributors** are highlighted within the chapter in **boldface type** so they will stand out for you to notice. When you study for a test, be sure you can define each term and identify each major researcher. In addition, all key terms are listed alphabetically at the end of the chapter and defined in the Glossary at the end of the book.
6. The **Summing Up** sections encapsulate the key points that you should know before going ahead to the next section. Review the summaries as you finish your in-depth reading of each main section. If you don’t understand a summary point, plunge back into the text and reread the appropriate material until you feel confident that you understand. Similarly, use these summaries as a starting point for your studying before tests.
7. The **Glossary**, found at the end of the text, provides formal definitions of all key terms that appear in the text, and the page numbers on which they appear. Use it to refresh your memory while studying for tests.
8. The **References**, also at the end of the text, present bibliographic information on every book, journal article, or media source cited in the text. It is a valuable resource in case you wish to find out more about some topic for a term paper in this or another course, or just for your personal interest. A name and date set off by parentheses in the text—(Freud, 1923)—identifies the source and publication date of the citation. You will then find the full source information in the References section. Citations with more than two authors list the senior author followed by the notation et al., which means “and others.”
9. The **Name Index** and **Subject Index**, also at the end of the text, provide you with alphabetized listings of all terms, topics, and individuals that were covered in the text, along with their page citations.
10. Finally, your study and test performance is likely to be enhanced by using the **Student Study Guide and Practice Tests** that accompanies *Psychology and Life*. It was prepared to give students a boost in studying more efficiently and taking tests more effectively. The Study Guide contains helpful tips for mastering each chapter, sample practice tests and answers, and interesting experiments and demonstrations (especially valuable if your course has sections or a laboratory component). To order, please contact your bookstore or call 1-800-782-2665.

So, there you have it—some helpful hints to increase your enjoyment of this special course and to help you get the most out of it. Our text will demand concentrated attention when you are studying to master its wealth of information. Other texts may seem to be easier because they do not give you as much depth as *Psychology and Life*, but then less in means less out.

We appreciate the opportunity your teacher has provided in selecting *Psychology and Life*. You will find it a source of valuable knowledge about a

wide range of topics. Many students have reported that *Psychology and Life* has proven to be an excellent reference manual for term papers and projects in other courses as well. You might consider keeping it in your personal library of valuable resources. However, we must begin at the beginning, with the first steps in our journey.

A FINAL REQUEST

Throughout this book, and through many previous editions, we have tried to make *Psychology and Life* interesting and relevant to you. We have done our best to show you the link between psychological research and your daily life—to show you that what happens in a psychologist's laboratory or clinic explains and elucidates the everyday mysteries of your mind. To do this, we have described why people react the way they do to horror movies, why some people like to eat hot peppers, and why many messages have multiple meanings. As you read, we would like you to think of relevant and interesting examples from your own life, and to **send them to us** (use the tear-out student feedback form at the back of this book, or write us a letter). We might even ask to **publish your examples in future editions of this book!**

We invite you to become part of *Psychology and Life* with us. And we can't wait to start on our journey with you.

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