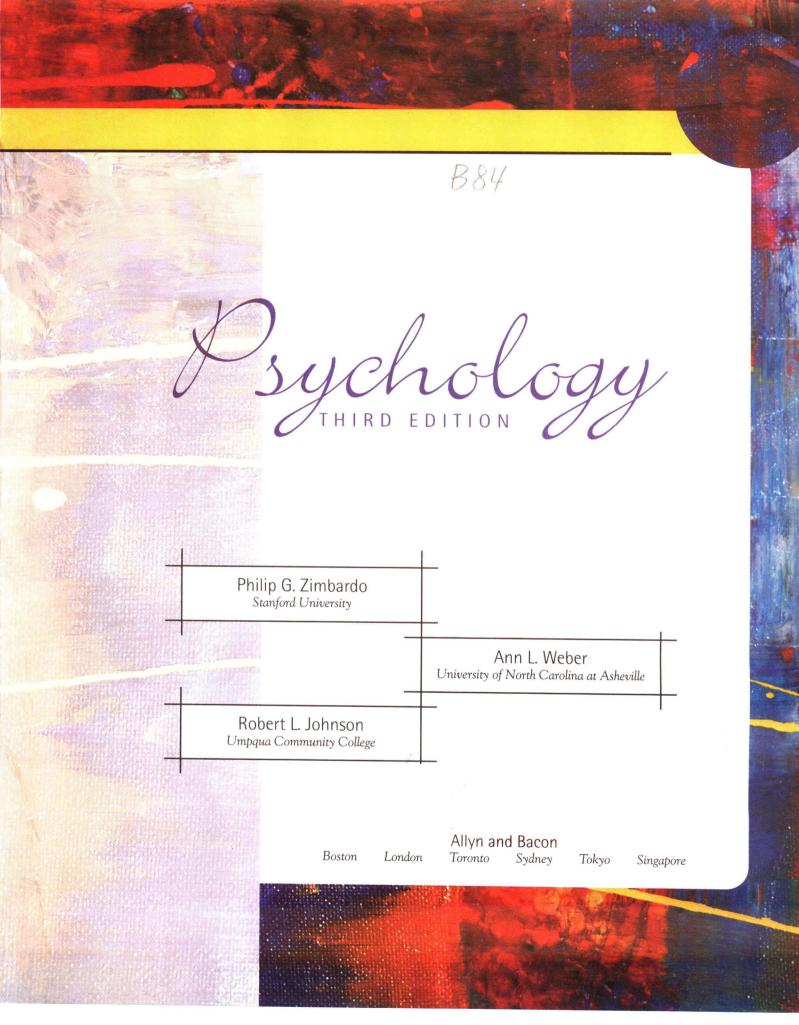


THIRD EDITION



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Preface

Psychological knowledge has exploded. As a result, introductory textbooks have grown to daunting proportions. Meanwhile our introductory courses remain the same length—with the material ever more densely packed. Even in a year-long course we cannot possibly introduce students to all the concepts, no matter how good our materials and presentation styles. Nor can students remember everything in the standard, encyclopedic introductory text. Accordingly, in the 3rd edition of *Psychology*, your authors have mercilessly pared the material that appeared in the previous editions to much more manageable proportions (although the professor may, of course, reintroduce old favorites!).

We also realize that the problem is not just one of sheer volume and information overload, it is also a problem of meaningfulness. To make the material more meaningful for students who use this edition of *Psychology*, we have found inspiration in a classic study of chess players. As you may recall, Adrian de Groot (1965) and his colleagues (Chase & Simon, 1973) showed that experts did no better than novices at remembering the locations of pieces on a chessboard when the pieces were placed at random. Only when the patterns made sense—because they represented actual game situations—did the experts show an advantage. Clearly, meaningful patterns are easier to remember than random arrangements. In applying this to *Psychology*, 3rd Edition, our goal has been to present the field of psychology in meaningful patterns that will help students take their first steps toward developing expertise. We have introduced several features to accomplish this:

Core Concepts We have organized each major section of every chapter around
a single, clear idea that we call a Core Concept. For example, one of the four Core
Concepts in the chapter on Development says:

Newborns begin life equipped to deal with three basic survival tasks: finding nourishment, making contacts with people, and avoiding harmful situations.

To give another example, here is one of the three Core Concepts drawn from the chapter on Sensation and Perception:

Perception brings meaning to sensation, so perception produces an interpretation of the external world, not a perfect representation of it.

To borrow an old saying, the Core Concepts become the "forest," while the details of the chapter become the "trees."

• **Key Questions** Each Core Concept is introduced by a Key Question that serves as a main heading in the chapter. Here is an example from Chapter 4:

WHAT CAPABILITIES DOES THE NEWBORN POSSESS?

and one from Chapter 5:

WHAT IS THE RELATIONSHIP BETWEEN PERCEPTION AND SENSATION?

These questions help students anticipate the most important point in the section: the Core Concept. In fact, the Core Concept becomes the brief answer to the Key Question. All of the Key Questions and the Core Concepts are introduced in a chart on the first page of the chapter and are also used as the organizing framework for the Chapter Summary.

• Psychology in Your Life Psychology has many connections with events in the news and in everyday life, and we have explored one of these connections at the end of each major section in every chapter. For example, in the chapter on Sensation and Perception, the Psychology in Your Life feature examines these topics:

Subliminal perception and subliminal persuasion

The experience and control of pain

Why seeing should not always be believing

Such connections, along with numerous briefer examples sprinkled throughout each chapter, make psychology come alive. They also promote critical thinking by helping students evaluate many of the psychological ideas that they will encounter in the popular press.

• Do It Yourself! These active-learning exercises offer simple demonstrations of principles discussed in the text. Many are borrowed from demonstrations that we have used in our own classrooms. Examples include:

Playing with Children—Piagetian Style (Chapter 4: Developmental Psychology)

Phosphenes Show That Your Brain Creates Sensations (Chapter 5: Sensation and Perception)

Finding Your STM Capacity (Chapter 6: Learning and Remembering)

Zooming In on Mental Images (Chapter 7: Cognitive Processes)

Identifying Facial Expressions of Emotion (Chapter 8: Emotion and Motivation)

What Makes a Samaritan Good or Bad? (Chapter 12: Social Psychology) Behavior Self-Modification (Chapter 14: Therapies for Mental Disorder)

Not only are these exercises fun, but each one reinforces an important psychological idea.

• Using Psychology to Learn Psychology In a special section at the end of every chapter, we explain how some aspect of the chapter applies to studying and learning. For example, in Chapter 2, Biopsychology, we tell students how to put their knowledge of the brain to work for more efficient learning. In Chapter 8, Emotion

and Motivation, we explain how they can use the concept of "flow" to motivate themselves. Thus, Using Psychology to Learn Psychology not only reinforces points that students have studied, it brings the material home with immediate and practical applications to their college lives.

- Cross-Reference Arrows Connections to important topics in other chapters are noted by a brief reference in the margin, accompanied by an arrow. Whenever possible, we have used this device instead of the intrusive phrase, "as we will see in Chapter 3." The explanatory note accompanying these cross-reference arrows gives the reader a quick preview of the discussion to be found in the referenced chapter. We intend this to convey to students the sense of psychology as a network of interconnecting ideas that can be entered from nearly any point. An example of these cross-reference arrows appears in this margin.
- Marginal glossaries In this 3rd edition of *Psychology*, the most important terms appear in **boldface**, with a glossary definition in the margin. Now, as many of you have requested, students will have clear definitions of important terms where they can easily access them as they study.

In addition to these new features, we have retained and refined the best of the 2nd edition:

• Culture and Gender Nearly every chapter brings in a cross-cultural, multicultural, or gender-related concept. We have not trivialized this material by setting it aside in special boxes or marking it with special icons. Rather, culture and gender have been fully integrated with psychology in the running text. Examples include:

Chapter 2: Biological influences on gender

Chapter 4: Moral development across culture

Chapter 5: Cultural influences on perception

Chapter 7: Culture affects scripts, schemas, and cognitive maps

Chapter 8: Cultural universals in facial expressions

Chapter 12: The fundamental attribution error is not so fundamental in collectivistic cultures

Chapter 13: Gender and cultural differences in the incidence of mental disorders

- Check Your Understanding Reviewers have told us that they want a book that promotes active reader involvement. The 3rd edition of *Psychology* does this in many ways. For example, we have replaced the section summaries of the previous edition with a brief Check Your Understanding quiz at the end of each major chapter section. We have written these quizzes so that some of the questions call for simple *recall*, while others call for deeper *analysis* or *application* of the material. In addition, at least one of the questions in each Check Your Understanding quiz is aimed squarely at the Core Concept of the section.
- Chapter Summaries In the 3rd edition, the chapter summaries are organized according to the Key Question/Core Concept format. This approach is designed to help students move beyond the details so that they can glimpse the larger picture that the chapter paints. We have attempted to write the summaries in such a way that students will know that they are not a substitute for the chapter itself. Rather, they are a conceptual overview of the main ideas that link the Key Questions and the Core Concepts.
- Chapter Review Tests At the end of each chapter students will find a short, objective test with questions covering points across the entire chapter. These Chapter Review tests will help students assess their learning of the chapter as a whole.



• If You're Interested This section invites students who are especially curious to go beyond the material presented in the text. Here, at the end of each chapter, we have listed provocative books and videos relating to topics covered by that chapter. Many were originally suggested to us by our students. All are readily available through libraries and video stores. Brief comments note the strengths or special relevance of each source listed.

By marrying these teaching/learning devices with a relaxed and spirited writing style, replete with examples, we believe that we have brought you a book that presents psychology in a fascinating and meaningful way. What you will not find here is a comprehensive catalog of terms and facts or a collection of independent "modules." Instead, our unique Key Question and Core Concept approach is designed with the goal of helping students finish the course with a broad understanding of psychology's most fundamental and important ideas. We think you'll like what you find here: It's all based on using psychology to teach and learn psychology.

Helpful Supplemental Materials

The following supplements will also enhance teaching and learning for you and your students:

INSTRUCTOR'S MANUAL Written by Anita Rosenfield and Philip Zimbardo, this helpful teaching companion includes chapter outlines and summaries, experiments and demonstrations, lecture launchers, class activities, a feature covering the use of concept maps, and plenty of teaching tips and course organization material.

TEST BANK. Thomas Land, test bank author for the 3rd edition of *Psychology*, has provided a new, fully updated question bank, available in both print and computerized formats. The test bank offers 150 questions per chapter, including multiple choice, true-false, short answer, and essay questions.

ALLYN & BACON TEST MANAGER—COMPUTERIZED TEST BANK (Available for Windows and Macintosh; DOS disk available upon request): Allyn & Bacon Test Manager is an integrated suite of testing and assessment tools for Windows and Macintosh. You can use Test Manager to create professional-looking exams in just minutes by building tests from the existing database of questions, editing questions, or adding your own. Course management features include a class roster, gradebook, and item analysis. Test Manager also has everything you need to create and administer online tests. For first-time users, there is a guided tour of the entire Test Manager system and screen wizards to walk you through each area.

CALL-IN AND FAX TESTING One toll-free call to our testing center will have a finished, ready-to-duplicate test on its way to you within 48 hours, via mail or Fax.

TRANSPARENCY PACKAGE (0–205–13273–1) A full set of color acetate transparencies is available to enhance classroom lectures and discussions.

POWERPOINT PRESENTATION (CD-ROM) This book-specific presentation provides detailed outlines of key points for each chapter supported by charts, graphs, diagrams, and other visuals from the textbook. Resources from the Zimbardo/Weber/Johnson Companion Website are also integrated for easy access to the Website from your classroom.

ALLYN & BACON DIGITAL MEDIA ARCHIVE CD-ROM FOR PSYCHOLOGY, 2.0 VERSION (0-205-32012-0) Allyn & Bacon provides an array of media products to help liven up your classroom presentations. The Digital Media Archive provides

charts, graphs, tables, and figures electronically on one cross-platform CD-ROM. The Digital Media Archive also provides video and audio clips along with the electronic images that can be easily integrated into your lectures. This helpful resource extends the coverage found on the Zimbardo/Weber/Johnson Powerpoint Presentation CD-ROM.

ALLYN & BACON MIND MATTERS CD-ROM (0–205–32179–8) This student CD-ROM features in-depth units on the history of psychology, research methodology, biopsychology, learning, memory, sensation, and perception. Each unit includes self-contained modules that cover core psychological concepts through a combination of text, graphics, humor, activities, and extensive assessment. The CD-ROM is available free, packaged with new copies of the Zimbardo/Weber/Johnson textbook.

ALLYN & BACON MIND MATTERS FACULTY GUIDE (0–321–05452–0) This helpful instructor resource offers detailed overviews of each unit of the CD-ROM supplemented by additional test questions and chapter-by-chapter references correlating content from the CD-ROM with Allyn & Bacon introductory psychology textbooks. This in-depth guide makes it easy to integrate the Allyn & Bacon Mind Matters CD-ROM into your syllabus!

THE PSYCHOLOGY PLACE WEBSITE The Psychology Place is a premier Web resource for introductory psychology that benefits both students and instructors. Instructors enjoy an extensive selection of teaching resources, access to recent research news, Web investigations, a wide variety of scientifically accurate and appropriate Web resources, integration of online investigative and collaborative learning activities, communication with other instructors, and the ability to share teaching ideas and challenges by participating in the Op Ed Forum. Students receive a six-month subscription that provides access to a wide range of helpful resources including extensive learning activities, news updates, research reports, Web links, and animations. Please visit www.abacon.com/zimbardo, or contact your local Allyn & Bacon publisher's representative for more information.

ZIMBARDO/WEBER/JOHNSON COMPANION WEBSITE This helpful site contains a wide variety of valuable study tools for each chapter of the textbook, including learning objectives, chapter summaries, interactive online quizzes, and Web links to relevant psychology sites to reinforce learning. Each chapter of this Website is also accessible through the Zimbardo/Weber/Johnson Powerpoint Presentation CD-ROM, allowing for easy integration into your classroom lectures.

PEARSON COURSE MANAGEMENT SYSTEM The PearsonCMS enables professors to easily create password-protected online courses and empowers professors to manage their courses in many ways. Each course Website contains the content of the highly popular and successful Allyn & Bacon Companion Website along with an integrated syllabus. Each site is PIN activated and password protected. PearsonCMS has been created in collaboration with the higher education community at every stage of its development. Please contact your Allyn & Bacon publisher's representative for more details.

VIDEO PACKAGE A wide variety of videos are available upon adoption of Zimbardo/Weber/Johnson *Psychology*, 3rd Edition. Please contact your local Allyn & Bacon publisher's representative for more information.

STUDENT STUDY GUIDE This study guide, written by Peter Gram of Pensacola Junior College, brings back many of the helpful features of the student guide for the 2nd edition of *Psychology*, along with many updates for the new edition. Features

include material on how to do well in the course, page-referenced exploded outlines, key terms and definitions in flash-card format, practice test questions and answers, and experiments and demonstrations.

PRACTICE TEST BOOKLET If students want extra help preparing for exams (and who doesn't?), this booklet provides sample multiple-choice tests, allowing students to practice what they have learned using a simulated classroom quiz. The booklet also includes answers and page references to the text. It is available packaged free with new copies of the Zimbardo/Weber/Johnson textbook.

2000 INTERNET GUIDE Updated to reflect the most current URLs related to the study of psychology, this easy-to-read guide helps point you and your students in the right direction when looking at the tremendous array of information on the Internet as it relates to psychology. The guide is available free, packaged with new copies of the Zimbardo/Weber/Johnson textbook.

EVALUATING PSYCHOLOGICAL INFORMATION The workbook *Sharpening Your Critical Thinking Skills*, 3rd Edition, developed by James Bell, focuses on helping students evaluate psychological research systematically and improving critical thinking skills.

TOOLS OF CRITICAL THINKING This critical thinking text by David A. Levy provides tools and skills for approaching all forms of problem solving, particularly in psychology.

HANDBOOK FOR PSYCHOLOGY This helpful handbook, created by Drew Appleby, provides students with a wide array of information ranging from majoring in psychology to graduate school and job opportunities with a psychology degree.

HOW TO WRITE PSYCHOLOGY PAPERS, 2nd EDITION Les Parrot provides a brief overview for writing APA-style psychology papers, including information on overcoming paper panic, using the Internet, preparing a working reference list, avoiding plagiarism, and using inclusive language.

A Note of Thanks

Nobody ever realizes the magnitude of the task when taking on a textbook-writing project. This fact was skillfully concealed by our friend and initial editor, Eric Stano, when the book was under the auspices of Addison-Wesley-Longman. As Acquisitions Editor, Eric helped us revise and refine our vision of this book, prodded us incessantly for new ideas, and provided unflagging support. When we moved to Allyn & Bacon, Rebecca Pascal moved with us and took up the cause seamlessly as our new Acquisitions Editor, guide, and advocate. Much thanks to them both.

The vision confronted reality under the guidance of Susan Messer, our Developmental Editor, whose instincts were (we can say now) always right. Susan did the difficult job of making our prose smooth and clear. She always let us know when it was good, and she was masterful at giving helpful and tactful suggestions when it was not.

The job of making the manuscript into a book fell to Joe Sweeney, Senior Editorial-Production Administrator, and Margaret Pinette, our Puckish copyeditor, in whom we met a stickler for style with a great sense of humor. We think they did an outstanding job—as did our tireless photo researcher, the tenacious Sarah Evertson, who had the class and brass to get photos from even the most reluctant of sources.

We are sure that none of the above would be offended if we reserve our deepest thanks for our spouses and closest colleagues. Phil thanks his wonderful wife, Christina Maslach, for her endless inspiration and for modeling what is best in aca-

demic psychology. He also acknowledges his appreciation to John Boyd for his constant research and teaching support, as well as to Jackie Wagner, whose passion for life is infectious, and whose dedication to always getting it "right" is so admirable.

Ann thanks her long-suffering spouse, John Quigley, for always and readily encouraging her efforts and assuring her that she's "the best." It will surprise no one who knows her that Ann also thanks her six cats and one perfect dog for their abiding, accepting love and for providing perspective and acceptance, no matter what. She also would like to thank her students and colleagues in the Department of Psychology at UNC Asheville for providing feedback, input, and inspiration of the teaching profession as well as the minutia of composing a book—lessons, examples, gimmicks, and especially ideas and images that don't work and so have to be deleted before the manuscript ever sees the light of publication!

Bob is grateful to his spouse and friend, Michelle, who proofread the rough drafts and made invaluable suggestions before we would let anyone else see them. Most of all, she has been a wellspring of understanding and loving support. His thanks, too, go to Rebecca, their daughter, who taught him the practical side of developmental psychology—and is now, much to her own astonishment, pursuing a graduate degree in psychology.

Many experts and teachers of introductory psychology also shared their constructive criticism with us on every chapter and feature of this text. We acknowledge here our reviewers and hope that they will recognize their valued input in all that is good in *Psychology*, 3rd Edition:

Gordon Allen, Miami University Beth Barton, Coastal Carolina Community College Linda Bastone, Purchase College, SUNY Michael Bloch, University of San Francisco Susan Beck, Wallace State College John H. Brennecke, Mount San Antonio College T. L. Brink, Crafton Hills College Sally S. Carr, Lakeland Community College Saundra Ciccarelli, Gulf Coast Community College Authur Gonchar, University of LaVerne Peter Gram, Pensacola Junior College Mary Elizabeth Hannah, University of Detroit Carol Hayes, Delta State University Peter Horby, SUNY Plattsburgh Laurel Krautwurst, Blue Ridge Community College Judith Levine, SUNY Farmingdale Margaret Lynch, San Francisco State University Marc Martin, Palm Beach Community College Steven Meier, University of Idaho Yozan Dirk Mosig, University of Nebraska Melinda Myers-Johnson, Humboldt State University Michael Nikolakis, Faulkner State College Faye Plascak-Craig, Marian College Chris Robin, Madisonville Community College Christina Sinisi, Charleston Southern University Mario Sussman, Indiana University of Pennsylvania John Teske, Elizabethtown College Robert Wellman, Fitchburg State University



If you're interested in learning more about psychology as you do your course work and read *Psychology*, try to have some confidence and consult your own observations of human behavior. But if you're short on time or want to focus your search, let us recommend some worthwhile reading and viewing. At the end of each chapter in *Psychology*, 3rd Edition, you'll find a short section titled If You're Interested, in which we list our top picks of worthwhile books and rentable videos, both classics and more contemporary works.

If you have recommendations of your own that we should not overlook for the next edition of *Psychology*, please write to us! Address your comments to:

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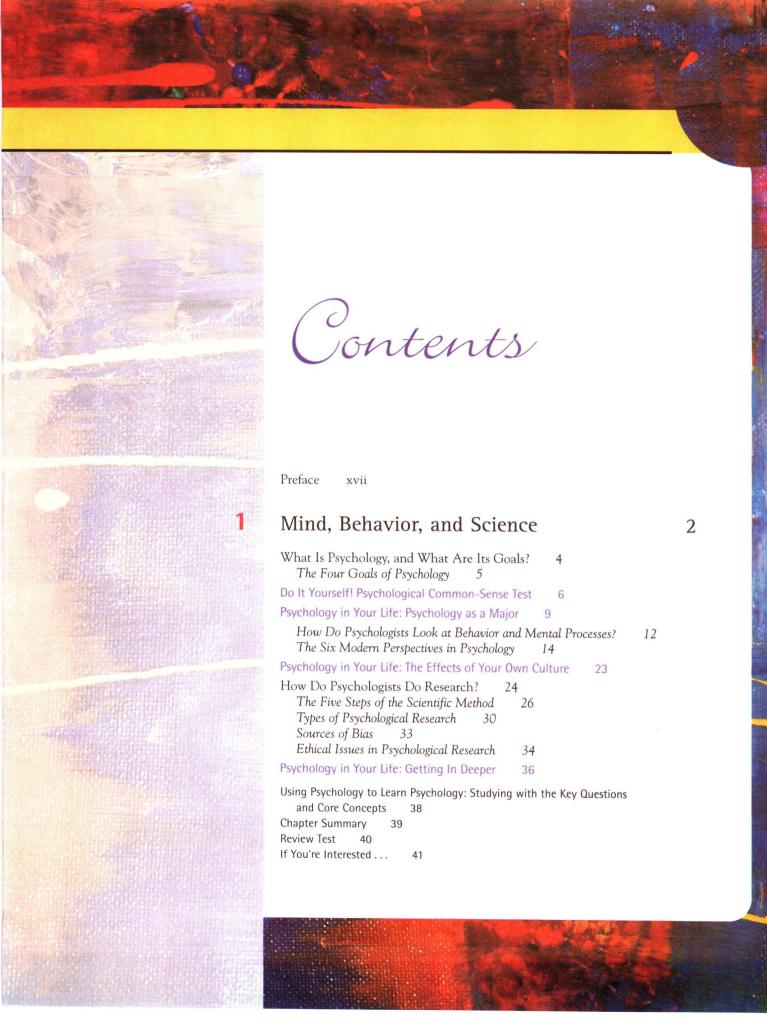
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Thanks for your help–and enjoy pursuing your continuing interest in Psychology!



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