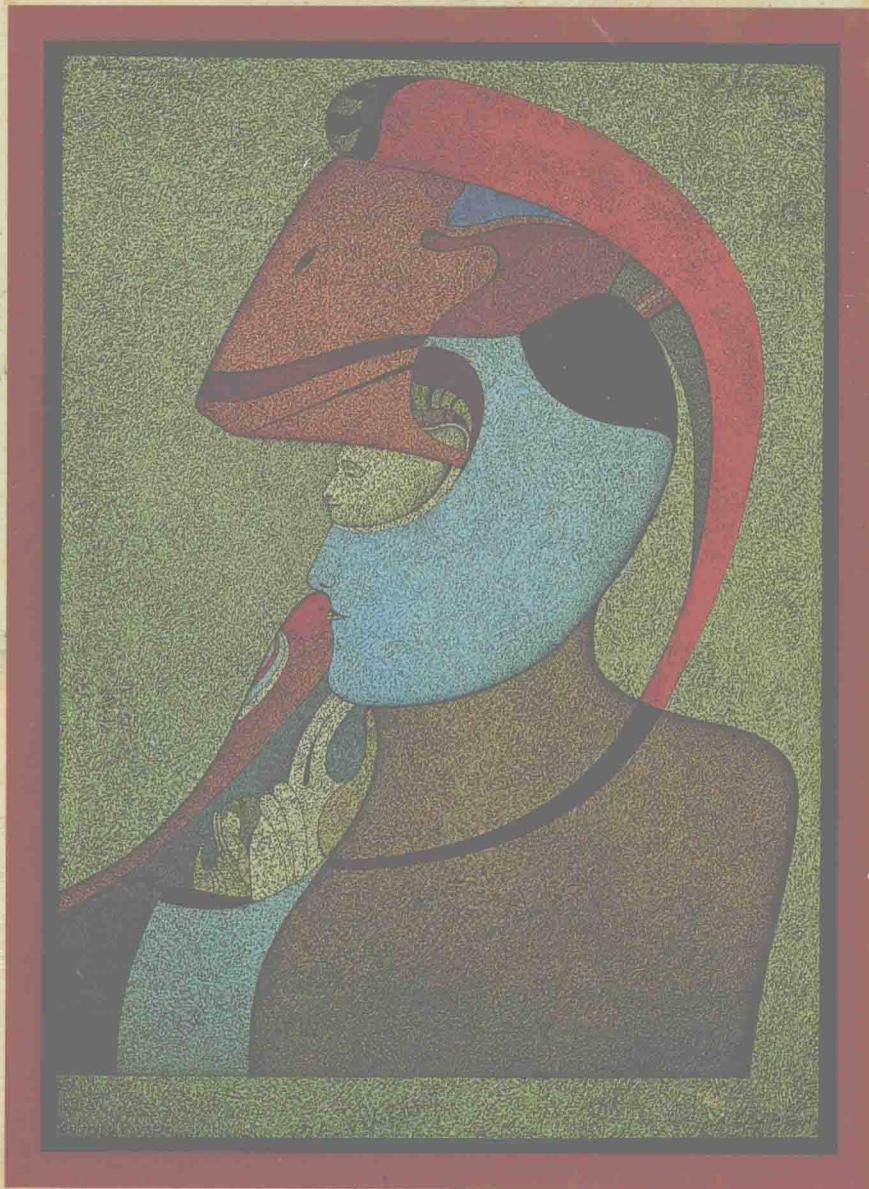


Psychology and Life

Thirteenth Edition



ZIMBARDO

PSYCHOLOGY AND LIFE

Thirteenth Edition

PHILIP G. ZIMBARDO

Stanford University

Dedicated to the Zimbardo bambini—Adam (and his music), Zara (and her drama), Tanya (and her writing)—with love and respect for their unique contributions to my life and my psychology.

About the Cover

*The cover illustration is a mixed-media work by Mihail Chemiakin, **Metaphysical Self-Transformation** (1975). It may be seen as representing the transformation of animal nature into human nature, of the child into the adult, with all encompassed by a mystical force. This theme has long been popular with many indigenous artists in Northwestern United States and Canada. Chemiakin, a brilliant young Russian emigre artist, now lives and works in New York. After being expelled from art school, Chemiakin was placed in a Soviet mental institution for refusing to follow the orthodox government line on acceptable art, and given aversion therapy to condition him to dislike painting. Fortunately, for the world of art, it didn't work. Recently Chemiakin returned to a hero's welcome in Moscow where he presided over his highly acclaimed invited show. Many critics are hailing him as the "heir to Picasso."*



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Preface



TO THE INSTRUCTOR

Did you know that you have in your hands a little bit of history? *Psychology and Life* is the oldest, continuously selling psychology textbook in existence. Since it first appeared in 1937, *Psychology and Life* has served as the model for all subsequent introductory psychology texts. Before that time, psychology texts reflected the theoretical biases of their authors and were written as much for professionals as for students. Floyd Ruch's 1937 text changed this tradition by presenting an unbiased, eclectic overview of the major fields of psychology, covering the research side of psychology in a way that would interest students and giving the material a practical focus.

I took over authorship of this popular work in 1969 and have written the last six editions. My objective has been to maintain the original perspective while paying close attention to scientific rigor and to psychology's relevance to life concerns. Each edition has integrated new theoretical viewpoints and important current research with classic studies and established principles. This task of integration becomes ever more difficult as more and more information in psychology and related fields becomes available. However, this challenge is a revitalizing learning experience as I approach each new edition of *Psychology and Life*.

WHAT'S NEW AND IMPROVED

To ward off superstition about the 13th edition of this classic text and to convert readers into *triskaidekaphiliacs*—lovers of the number 13—I have more thoroughly revised this edition of *Psychology and Life* than all the previous editions. My efforts have been supported and guided by a new publisher, **HarperCollins**, that offered a new editorial focus on retaining the best of previous editions while improving virtually every aspect of the text. We began work on this edition with the most intensive reviewing process the book has ever received. More than 25 teachers and scholars reviewed the previous edition, and dozens more evaluated drafts of the current edition. In addition to the hundreds of pages of their accumulated critical feedback, the comments of students and colleagues were also extremely helpful. This edition is built on the new foundation these reviewers helped provide, a foundation reflected in the book's organization and pedagogical structure. In addition, every single sentence has been carefully reviewed for its appropriateness, inform-

ativeness, readability, and consistency of style. My goal has been to create an introductory text that is interesting and right, engaging and informative for you and your students. Let's look first at changes in organization and content and then at changes in pedagogy.

NEW ORGANIZATIONAL AND CONTENT FEATURES

The first challenge of revising this text was to present areas of psychology in a sequence that is familiar to most instructors but that is sufficiently flexible to accommodate school terms of different lengths and the varied interests of different teachers and student populations. The second challenge was to do so while building upon the knowledge base of the student reader and while sustaining a meaningful flow and progression of ideas within and across chapters. For example, the book introduces in the opening chapter basic conceptual perspectives that become thematic organizing principles in subsequent chapters, notably in the chapters on motivation, personality, psychopathology, and psychotherapy. Following are some of the additions, improvements, and changes that I most want to call to your attention:

- Evolutionary psychology offers a “new” perspective on many aspects of cognitive, emotional, and behavioral functioning; the topic appears for the first time in this edition, and its predictions and recent research add richness to students' understanding.
- The chapter on research methods (2) has been restructured around the concepts of the Context of Discovery—where good ideas and false beliefs originate and where biased observations can be controlled—and the Context of Justification—where we test and evaluate our hypotheses and determine the validity of our beliefs. A new section on the ethics of research and intervention along with a discussion of animal experimentation in psychology has been added.
- Biopsychology has been moved forward to Chapter 3, it has been expanded, some of its presentation has been simplified, and its relevance to student interests has been emphasized at several points.
- The consciousness chapter (4) is a high interest chapter for students; it offers new research and extended discussion of sleep disorders, dreaming, drugs, and hypnosis. The chapter attempts to provide a conceptual structure for the study of consciousness as a meaningful, distinct domain of psychology.
- A treatment of life-span development in chapters 5 and 6 presents students with the ages, stages,

and processes of human development in a way that gives students a feeling for the developing person and not just a presentation of abstract variables and processes; a completely new chapter on adolescence, adulthood, and aging adds much of value to this edition.

- The sensation chapter (7) has been completely rewritten to *explain* complex sensory processes at their physiological level and psychological functioning and not just to describe and list sensory events.
- A new section on *attention* has been added to the chapter on perception (8) to better integrate and elucidate the sequence of perceptual processes.
- The conditioning and learning chapter (9) has been streamlined to highlight important historical developments, key concepts and paradigms, and constraints on the generalizations of behavioral analyses.
- The memory and cognitive processes chapters (10 and 11) have been revised to include new research findings while keeping classic demonstration experiments; sections on amnesia, biology of memory, judgment, and decision making have been updated.
- The motivation chapter (12) includes a new historical overview of theories and approaches and new, expanded coverage of human sexuality, with sensitive discussions of date rape, homosexuality, and sexual addiction.
- Emotions has been combined with stress, coping, and health psychology in Chapter 13 to show their interrelatedness; the sections on stress and health psychology are greatly expanded to include current findings and theories.
- Personality theory and assessment of individual differences are better integrated in chapters 14 and 15; complex conceptual issues are clarified, theories are critiqued, new approaches and major psychological tests are clearly described, and controversial issues related to the abuses of testing are discussed.
- A new chapter on social psychology (16) replaces the previous two-chapter treatment with streamlined, in-depth coverage of the most important concepts emerging from modern social psychology: the power of situational forces, the construction of social reality, and the use of socially relevant research to improve the human condition.
- Major revisions in the psychopathology and therapy chapters (17 and 18) better relate *DSM-III-R* diagnoses to conceptual issues, research, and practical applications, while focusing in more detail on selected types of mental disorders and treatments.

- A new appendix on data analysis and statistics uses, as a unifying case application, actual data from research I did comparing different types of murderers on several psychological dimensions.

NEW PEDAGOGICAL FEATURES

Pedagogy is a funny word; it really refers to all the strategies we adopt as educators to make learning work better for our students. *Pedagogy* is the style one adds to substance that makes a unified whole more than the sum of its parts. It is the way ideas are made palatable and accessible. More than ever before, I have worked hard on the pedagogy of *Psychology and Life* to make this edition “user friendly.” What follows are descriptions of changes in the book’s pedagogical features:

- This edition enhances student accessibility with high interest features in every chapter, such as many new Opening Cases. These vivid, individual case presentations illustrate basic themes, are referred to in the chapters where relevant, and are designed to grab student attention. For example, a paraplegic mountain climber introduces us to motivation at its most intense level; Howard Hughes’s story provides a fascinating study of personality development; Helen Keller’s case offers insights on sensation; and a concentration camp survivor’s reminder of the basic human curiosity to know and understand all experience, even within the hell of the camps, serves as the introduction to cognitive psychology.
- The former array of Close-Up boxes (popular with students but tangential to the main points of a chapter) has been expanded with two distinctive Close-Ups, featuring either the theme of environmental psychology or of addiction, the latter broadly presented to include drug, alcohol, cigarette, gambling, and sexual addictions. Each Close-Up will present either research, controversy, debate, or a student exercise related to its particular theme. These new Close-Ups directly relate to vital issues in the chapter, focusing on a different perspective of it or using information in the chapter to better inform the student about the issue in the Close-Up. For example, in the chapter on life-span development, students are asked to design part of the living space in a home for the elderly after learning how a business partner used knowledge of the elderly’s habits and sensory limitations to design a similar area. In the chapter on cognitive processes, students examine the cognitive process of decision making as they study the debate among environmentalists over the value of darting killer whales for research. In the chapter

on research methods, students analyze the “war on drugs,” considering how conclusions depend on the way statistics are used or misused. In the therapy chapter, students consider whether alcoholic treatment should involve total abstinence or controlled drinking, in a debate that pits psychologists against the medical establishment, A.A., and religious groups.

- New Interim Summaries now follow almost every first-level heading to give students timely reviews of main ideas before they move on to subsequent sections.
- Recapping Main Points summaries organized around major sections in each chapter help students focus their study efforts.
- Lists of Key Terms and Major Contributors at the end of each chapter include page citations of text sections where the terms are boldfaced for student attention.
- The Glossary has been expanded with the addition of well over 200 terms, the clarification of some definitions, and the identification of prominent contributors.
- Important ideas are previewed and outlined throughout each chapter in ways that promote their encoding and later retrieval.
- This edition uses more examples, metaphors, and analogies than any previous edition to breathe life into abstract concepts.
- We spent much time and creative effort developing an effective art/photo program coordinated to and contributing to the key concepts in every chapter.
- This edition includes elaboration of selected research and photos from appropriate programs in the *Discovering Psychology* TV series, which can be a valuable adjunct to your teaching.

KEEPING UP-TO-DATE

Through my lifelong commitment to teaching, I am able to stay on top of new developments in psychology and to keep in touch with changing student interest. I continue to discover new joys in teaching introductory psychology to large lecture classes (with up to 750 students) as well as in small seminars of a dozen undergraduates. By training graduate teaching assistants in my practicum course on effective teaching, I am forced continually to reevaluate teaching strategies and tactics that will work for a variety of teaching approaches.

Unique to this edition of *Psychology and Life* is my recently completed three-year experience of developing a new television series on psychology. As chief scientific advisor, writer and host of *Discovering Psychology* (produced by Boston public broadcasting station WGBH), I

was able to spend much time thinking about significant ideas, principles, theories, and research in psychology. I spent many hours discussing key subjects with a superb panel of ten scientific advisors who helped sharpen my vision and provided alternative perspectives on ways to present our subject matter to the general public and to students. Devising the means of translating psychology into visual images and words accessible to general audiences has enhanced my ability to communicate these subjects to *my* students and, I believe, to *yours*. I have tried to integrate into this edition of *Psychology and Life* much of what I discovered while developing the 26-program TV series. The end product of all this concentrated effort is, I hope, an accumulation of accessibility, balance, and comprehensiveness.

ACCESSIBILITY, BALANCE, AND COMPREHENSIVENESS

In addition to the organizational and pedagogical improvements already noted, many other features make the information in this text *accessible* to a wide range of student abilities. These features include questions and personal examples in the voice of the author; student exercises; demonstrations; critical thinking exercises; lists of special resources for students; and personal, student-focused information about topics such as psychological testing, health and wellness, sleep disorders, coping with stress, date rape, AIDS, and mental health. *Accessibility* also includes a writing style high in readability and interest level; students will find that this writing style has been a major priority in the revision of *Psychology and Life*.

Balance means many things in an introductory psychology text. A balance of conceptual and theoretical viewpoints is achieved by presenting the five major approaches that guide most psychological thought and practice—cognitive, behavioral, psychodynamic, biopsychological, and humanistic—along with a new approach that is gaining many supporters: evolutionary psychology. These differing perspectives are outlined in Chapter 1 and then reintroduced as organizing themes in many subsequent chapters. The text tries to be eclectic and unbiased in its theoretical orientation by arguing for what is best in each of these approaches while critically evaluating their relevance to various topics and applications.

Balance also means combining the best of the old with the cutting edge of the new. To this end, I have retained those classic studies that form the foundation of much of our knowledge of psychology and joined them with the newest evidence and emerging research paradigms (challenges to Piagetian stages, myths of aging, and the neural network connectionist approach).

The addition of 1100 new references attests to the incorporation of contemporary research. At the same time, this edition provides more historical context than previous ones to enable students to appreciate the intellectual origins of important ideas and controversies in psychology.

Balance also refers to the combining of scientifically rigorous research and lofty theories with practical applications and life-relevant issues. Details of research are highlighted in small modules that distinguish procedure and results from the generalizations made in the running text. At the same time, as the title implies, this text consistently blends psychology and life, the abstract and the pragmatic, the scientific and the applied. One Opening Case shows how pilot error that led to many plane crashes was corrected with the discovery of a psychological illusion affecting pilots under certain flying conditions. A Close-Up describes new research in Sweden that has reduced the extent of school bullying nationwide by changing the social environment that supported such aggression. Another Close-Up details why female college students are more prone to getting drunk than males. Other major text sections are devoted to practical stress-coping strategies and ways to develop a healthy, optimistic outlook.

Psychology and Life is intended to be *comprehensive* enough to satisfy the most discriminating and demanding instructor without being so *pedantic* as to overwhelm the beginning student with excessive detail. Coverage of important topics such as biopsychology, cognitive psychology, attention, cross-cultural approaches, human sexuality, ethics, adulthood, and aging has been expanded. The text spends time explaining critical processes and phenomena rather than merely describing them. An example of this last point can be seen in the new social psychology chapter. It presents adequate evidence, examples, and systematic development of each of three key areas of social psychology. The breadth of the text materials combines with the instructor's class presentations to prepare students to understand what modern psychology is all about or to take any of the next level of psychology courses.

THE TOTAL PSYCHOLOGY AND LIFE TEACHING PROGRAM

A good textbook is only one part of the package of educational materials that makes an introductory psychology course more interesting and valuable for students and more effective and enjoyable for instructors. The introductory psychology course is the most difficult of all courses to teach because of its enormous range of topics, multiple levels of analysis, and initial student misconceptions about the nature of psychology. To

make it easier for you and better for your students, the HarperCollins staff has worked with me to prepare a number of valuable ancillary materials.

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 that work. It provides a detailed compendium of teaching tips, audiovisual resource information for each chapter of the text, elaborate outlines of all the basic information presented in each text chapter, supplementary material for lecture preparation that is not presented in the text or expands on what is in the text, and a set of demonstrations and experiments class tested for use in sections, especially those taught by teaching assistants. This new edition of the Instructor's Resource Kit is coauthored with **Eva Conrad** of San Bernadino Valley College and **Mark Rafter** of Chaffey College. Outlines were provided by **Linda Noble** of Kennesaw State College.

Test Banks

Two new test banks of over 1800 test questions each are available in hard copy and on computer disk to adopters of *Psychology and Life*. Each set of multiple-choice questions has over 100 items per chapter, with difficulty level, text page citation, and item type noted for each item. The test banks were prepared by **Michael Enzle** of the University of Alberta and by **Sarah Rundle**.

TestMaster Computerized Test Bank

A powerful test-generation system, TestMaster allows instructors to construct test files with multiple-choice and essay questions from the test banks. Questions can be exchanged between the TestMaster program and the instructor's word-processing software. TestMaster is available for IBM, most compatibles, and Macintosh computers.

Transparencies

Your class lectures can be enhanced by the set of more than 100 *overhead transparencies* that accompanies *Psychology and Life*. These transparencies include color graphs, tables, diagrams, and illustrations.

Laser Disc

The HarperCollins *laser disc* contains class demonstration materials and powerful graphics that you can access instantly by following its table of contents and footage index.

Discovering Psychology Videos

This set of 26 half-hour videos is available for class use from the Annenberg CPB collection. A free preview cassette with 4 programs can be viewed on request by calling 1-800-LEARNER; in Canada, the number is 416-827-1155.

Discovering Psychology Telecourse Guides

For teachers of the *Discovering Psychology Telecourses*, an exceptionally complete *Faculty Guide* and *Student Study Guide* are available that coordinate the video programs and the *Psychology and Life* text. These are available through Adult Learning Services at 1-800-LEARNER.

The Integrator

This chapter-by-chapter cross-referencing guide to all software, media, and print materials has been developed specifically to accompany the 13th edition of *Psychology and Life*. References to the appropriate ancillaries are listed under each major chapter heading.

Student Study Guide and Practice Tests

This workbook, coauthored with **Grace Galliano** of Kennesaw State College, is designed to aid students in getting the best return on their study time. Each chapter offers two sets of practice tests, with some items taken from the test banks; useful tips on how to approach studying for each chapter; and learning objectives.

For teachers, who might use some or all of the *Discovering Psychology* video series in class or as an out-of-class supplement, a brief video guide has been added to the *Student Study Guide* that gives an overview of each program, lists of key terms and major contributors, sample test items, and references to relevant text sections. It was prepared by **Rose McDermott** of Stanford University with the assistance of **Frank Savage** of De Anza College.

How To Master Psychology and Life

An additional study guide, authored by **James B. Maas** of Cornell University, includes advice on taking notes and studying, learning objectives, two practice tests for each chapter, and demonstration materials.

SuperShell II: Computerized Tutorial

Complete with diagnostic and feedback capabilities, the computerized tutorial SuperShell II provides immediate correct answers and it references the text page on which the topic is presented. When students miss a question, the question appears on screen more frequently. A flash-card feature drills students on important terms and concepts. Prepared by **Glenda Smith**

of North Harris County College, SuperShell II is available for IBM.

Journey 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.

PERSONAL ACKNOWLEDGMENTS

Although the Beatles got by with a little help from their friends, I survived the revising and production of this edition of *Psychology and Life* only with a great deal of help from my friends. The enormous task of writing a book of this scope was possible only with the help of many friends, colleagues, students, and the editorial staff of my new publisher, HarperCollins. I gratefully acknowledge their invaluable contributions at every stage of this project, collectively and, now, individually.

Louise Carter, a developmental psychologist by training and a gifted writer, worked closely with me to infuse new vitality into the Opening Cases and the Close-Ups. **William Buskist** (Auburn University), author of his own outstanding introductory psychology textbook, not only provided a most thorough and incisive review of the previous edition, he even volunteered to assist in helping revise the biopsychology and learning chapters. **Carlo Piccione**, a therapist and teacher at Stanford, shared much of his expertise in improving the health psychology chapter.

In the finest academic tradition of teachers learning from students, I learned much that was new and current from gifted graduate students at Stanford University and from the University of California at Berkeley. Their assistance came in many forms, from help on revising chapter sections to providing outlines, references, and critical evaluations. I owe thanks to **David Bryant** (memory), **Eileen Donahue** (personality and assessment), **Barbara Fredrickson** (aging), **Derek Koehler** (judgment), **Jeffrey Miller** (evolutionary psychology), **Donna Mumme** (social-emotional development), **Cheryl Olson** (motivation), **Ruth Polak** (statistics appendix), **Marc Shulz** (abnormal psychology), **Maria Stone** (attention), **Peter Todd** (evolutionary psychology and connectionism), and **Amanda Woodward** (language development).

Advice on new developments in their areas of specialization came from **Kent Harber** (emotions), **Forest Jourdan** (self-efficacy theory), **Angeline Lillard** (cognitive development), and **Delia Cioffi** (social perception). Organizing references into a coherent bibliography was the much appreciated effort of **Alissa**

Crovetti, Lunn Lestina, Rose McDermott, and Peter Myers. Lyle Brenner gets credit for helping to organize the Glossary.

From the publisher came an unbridled enthusiasm for making this edition of *Psychology and Life* the best ever. Everyone who had anything to do with the project treated it as if it were a new book that was destined to be a winner. They gave it all the care and sensitive development that is lavished on first editions. **Susan Driscoll**, Vice President and Editor-in-Chief of Behavioral and Social Sciences at the time and, most recently, HarperCollins' new Director of Marketing, set the tone by her total commitment to providing the finest staff and insisting on the highest production values for this new HarperCollins edition of *Psychology and Life*. **Anne Harvey** skillfully orchestrated the many stages, elements, and personnel involved in producing such an imposing product. Credit for the lovely new look goes to Production Manager **Michael Weinstein**, to designer **Kathy Horning**, and to picture editors **Cheryl Kycharzak** and **Carol Parden**. **Leslie Hawke** perceptively choreographed all the components of the ancillary package into a viable educational program that will facilitate the teaching and learning of psychology. To **Otis Taylor**, Marketing Manager, goes appreciation for all the creativity he has invested in promoting and marketing the book.

The decision to treat this edition of *Psychology and Life* as a new book meant that it underwent extensive developmental editing. I was blessed by being able to work closely with a marvelous editor, **Becky Kohn**. She focused her critical vision on improving the chapter structure, the organization and flow of ideas, and the clarity of style that I hope comes through to the reader. **Sarah Lane** was supposed to be just a copyeditor. However, she added another level of deep editing. Never having taken a psychology course, she was able to bring to the manuscript a fresh perspective that insisted on more examples, clearer definitions, and simpler explanations. I thank them both for their contributions.

Finally, I was aided and abetted throughout this project by the sage advice and wise reviews of colleagues and teachers from all parts of the country. They identified what was good in the previous edition and needed to be retained, what had to go, and what had to be added. I thank each of them, hoping they will recognize how their input has improved my output. Special thanks go to my friend, colleague, and wife, **Christina Maslach**, for always being there when I needed her throughout this long revision process. The reviewers are thanked in alphabetical order:

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Many thanks,



TO THE STUDENT

You are about to embark on an intellectual journey through the many areas of modern psychology, but, before you start out, I 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 I, its author, as your local tour guide. 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 our thoughts, feelings, and actions.

The following pages offer general ideas and specific tips on 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 whole new glossary of terms that you will have to mem-

orize. 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 on which you 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 active and space your studying*. Optimal learning occurs when the learner is 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. For the text, underline key sections, write notes to yourself in the margins, and also summarize points that you think might be included on class tests. Research in psychology tells us that it is best to space out your study, doing it regularly rather than cramming just before tests. If you let yourself fall behind, it will be difficult to catch up with all the information in introductory psychology at last minute panic time.

4. *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 thus find it easier to work whenever you are seated at your study center.

5. *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 make sure you can answer them. Find out the form of the test 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 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. Within each chapter, text material is also divided into the more detailed third- and fourth-level headings. 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 clearer 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 it 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 (three hours minimum time expected).

SPECIAL FEATURES TO NOTICE

1. The Opening Cases that start each chapter were written to grab and focus your attention. They present a wide range of vivid, personalized material about people in different types of behavior settings. Each opener illustrates a central theme of the chapter and is typically referred to during the course of the chapter.

2. Interim summaries, Summing Ups, review the key points that you should know in the preceding first-level heading. The final first-level heading does not have its own summary because it is followed by the summary for the entire chapter.

3. Key Terms and Major Contributors are highlighted within the chapter in **boldface type** so they will stand out for you to notice. They are also gathered alphabetically at the end of each chapter along with the page numbers on which they are defined or featured. In ad-

dition, all important psychological terms are listed alphabetically at the end of the book and defined in the Glossary, again with the page numbers so you can locate them readily. Any word in boldface type is likely to be test material.

4. The Subject Index and Name Index, appearing at the end of the text, provide you with an alphabetized listing of all terms, subject matter, and people's names that were cited in the text, along with their page citations.

5. The References section, also at the end of the text, presents some bibliographic information on every book, journal article, or media source used to document some point made in the text. It gives you 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 text—(Zimbardo, 1992)—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 *et al.*

6. 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 from the senior author—Dr. Grace Galliano—for mastering each chapter, sample practice tests and answers, a guide to each of the video programs, and interesting experiments and demonstrations.

So, there you have it—helpful hints to increase your enjoyment of this special course and to help you get the most out of whatever you put into it.

I value the opportunity your teacher has provided in selecting *Psychology and Life*. You will find it a sourcebook 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.



Chapter 1

Probing the Mysteries of Mind and Behavior

PSYCHOLOGY: DEFINITIONS, GOALS, AND TASKS 2

DEFINITIONS
TIES TO OTHER DISCIPLINES
LEVELS OF ANALYSIS
THE GOALS OF PSYCHOLOGY
WHAT PSYCHOLOGISTS DO: TASKS, SETTINGS,
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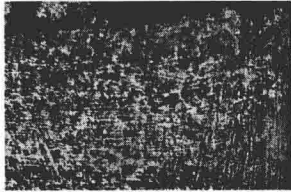
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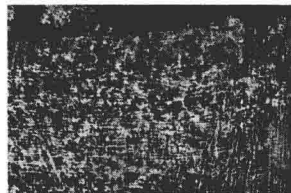
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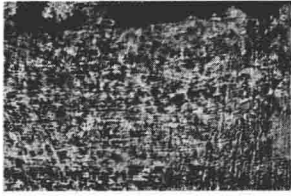
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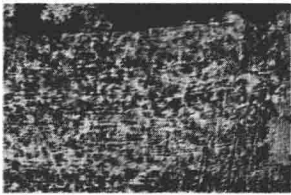
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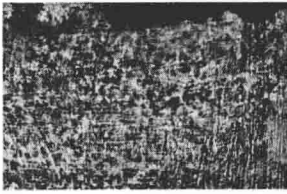
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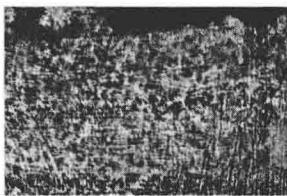
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