

PSYCHOLOGY



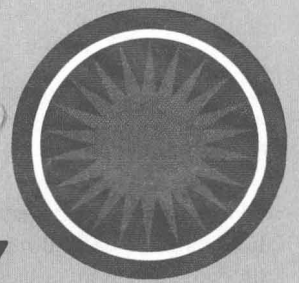
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CORE CONCEPTS

Fourth Edition



PSYCHOLOGY

CORE CONCEPTS

FOURTH EDITION

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Library of Congress Cataloging-in-Publication Data

Zimbardo, Philip G.

Psychology / Philip G. Zimbardo, Ann L. Weber, Robert L. Johnson.—4th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-205-35660-5 (alk. paper)

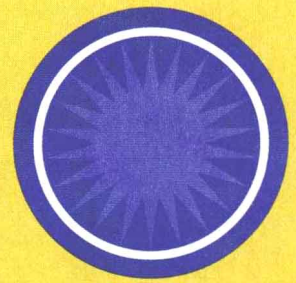
1. Psychology. I. Weber, Ann L. II. Johnson, Robert L. III. Title.

BF121.Z53 2003

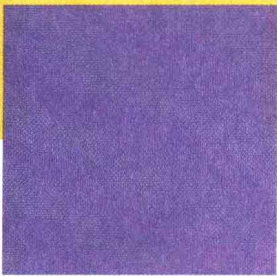
150—dc21 2002018550

Printed in the United States of America

10 9 8 7 6 5 4 3 2 VHP 07 06 05 04 03



TO THE STUDENT...



There is one big “secret” to academic success, and a simple demonstration will show you what it is. Study the following array of letters for a few seconds.

I B M U F O F B I C I A

Now, without peeking, write down as many of the letters as you can (in the correct order).

Most people remember about five to seven letters correctly. A few people get them all. How do they do it? They find a pattern. (You may have noticed some familiar initials in the array above: IBM, UFO, FBI, CIA.) Finding the pattern greatly eases the task because the learner can draw on material that is already stored in memory. In this case, all that needs to be remembered are four “chunks” of information.

The same principle applies to material you study for your psychology class. If you try to remember each piece of information as a separate item, you will have a difficult time. But if you instead look for patterns, you will find your task greatly simplified—and much more enjoyable. So, how can you identify the patterns? We, the authors of your text, have developed several learning features that will make meaningful patterns in the material stand out:

- **Core Concepts** We have organized each major section of every chapter around a single, clear idea called a Core Concept. For example, one of the four Core Concepts in the “Memory” chapter says:

Human memory is a cognitive system composed of three stages that work together constructively to encode, store, and retrieve information.

Connection



Chapter 7
Learn more about making your memory work more efficiently for you by reading Chapter 7.



psychologists about the evolutionary mismanaging people have about memory. Psychologists know that memory does not always make an accurate record of events.

In fact, Ebbinghaus's memory works very much like our own. As you will learn in this chapter, our own memories are a little of Ebbinghaus's own. You will also learn about memory's most striking feature: it is not a passive recording of events. It is a dynamic system that is constantly being updated by new information. You can think of it as a dynamic system that is constantly being updated by new information.

WHAT IS MEMORY?

The best definition agrees on one thing: that memory can only be defined in terms of its function. We will begin looking at memory with a definition of memory that focuses on its function. Memory is a system that encodes, stores, and retrieves information. A definition that focuses on its function is a definition of memory that focuses on its function. Memory is a system that encodes, stores, and retrieves information. A definition that focuses on its function is a definition of memory that focuses on its function.

Human memory is a cognitive system composed of three stages that work together cooperatively to encode, store, and retrieve information.

And how is memory related to learning? You might think of human memory as a system that allows us to retain what we have learned for later use.

In a practical sense, what does memory do for us? It confers the ability to adapt quickly to changing conditions. If you had to walk regularly, you would have to rely entirely on the motor patterns that you have learned. You would not be able to adapt to new conditions. You would not be able to learn new things. You would not be able to learn new things. You would not be able to learn new things.

Metaphors for Memory

Human memory has been compared to a library or a warehouse. In both metaphors, what is stored in memory is not the information itself, but a record of the information. Some metaphors for memory, however, can be misleading. Such is the case with the "video recorder" model of memory. Many people mistakenly believe that human memory works like a video recorder in that it makes a complete and accurate record of everything we experience.

Cognitive psychologists have shown that the "video recorder" metaphor is wrong. Instead, they see human memory as a constructive system that organizes, interprets, and reconstructs. It does not just store and retrieve information; it also organizes and interprets the information. It does not just store and retrieve information; it also organizes and interprets the information.

► **Key Questions** Each Core Concept is introduced by a Key Question that also serves as a main heading in the chapter. Here, for example, is a Key Question from the Memory chapter:

Key Question

WHY DOES MEMORY SOMETIMES FAIL US?

Key Questions such as this will help you anticipate the most important point, or the Core Concept, in the section. In fact, the Core Concept always provides a brief answer to the Key Question. Think of the Key Question as the high beams on your car, helping you focus on what lies ahead.

► **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. To illustrate, here are some examples from the “Memory” chapter:

Would You Want a Photographic Memory? “Flashbulb” Memories: Where Were You When...? On the Tip of Your Tongue Improving Your Memory with Mnemonics

Such connections—practical, down to earth, and interesting—link your reading about psychology with your real-life experiences. They also help you critically evaluate many of the psychological ideas you encounter in the popular press.

The Last Developmental Problems You Will Face

Psychology In Your Life

As you have seen, the last developmental problems you will face are aging and death. This chapter explores the changes that occur in the body and mind as we age, and the ways in which we can improve our quality of life in old age.

NEW PERSPECTIVES ON AGING

While there are many challenges associated with aging, there are also many opportunities. This chapter explores the ways in which we can improve our quality of life in old age, and the ways in which we can improve our quality of life in old age.

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- 1. Describe the changes that occur in the body and mind as we age.
- 2. Explain the ways in which we can improve our quality of life in old age.
- 3. Discuss the ways in which we can improve our quality of life in old age.

► **Do It Yourself!** We have scattered active-learning demonstrations (such as the one at the beginning of this student preface) throughout the book. Besides being fun, these activities have the serious purpose of illustrating principles discussed in the text. In the Memory chapter, for example, one Do It Yourself! box helps you find the capacity of your short-term memory; another lets you test your “photographic memory” ability.

CHECK YOUR UNDERSTANDING

- 1. THINK** Which pathway is *not* about depression?
 - a. Most people can easily regulate unpleasant thoughts.
 - b. Depressive disorders may be caused by chemical imbalances in the brain.
 - c. Depressions are usually more visible than mood swings.
 - d. All of the above are correct.
- 2. THINK** All of the following are related to our circadian rhythm EXCEPT:
 - a. sleep
 - b. jet lag
 - c. dreaming
 - d. all of the above
- 3. THINK** Suppose that you are working in a sleep laboratory where you are monitoring a subject's sleep movements during the night. All of the following are true EXCEPT:
 - a. The final stage cycle gradually lengthens.
 - b. Stage 1 and 2 sleep are the longest.
 - c. Stage 3 and 4 sleep are the longest.
 - d. Dreaming is associated with REM sleep.
- 4. THINK** According to the activation-synthesis theory, dreams are:
 - a. a highly organized, planned activity.
 - b. an attempt by the brain to make sense of random activity in the brain stem.
 - c. a strategy episode that provides clues about problems in the environment.
 - d. a reflection of the following symptoms:
 - i. a person dreaming of several events that occur in the same night
 - ii. a person dreaming of sleep each night in order to feel rested
 - iii. a person dreaming of several events that occur in the same night
 - iv. a person dreaming of sleep each night in order to feel rested

ANSWERS: 1. b 2. c 3. c 4. b

WHAT OTHER FORMS CAN CONSCIOUSNESS TAKE?

Children spend an entire month of their lives in a state of unconsciousness. You may not realize it, but you are unconscious for some parts of your life. For example, you are unconscious when you are sleeping, when you are under anesthesia, when you are in a coma, and when you are in a vegetative state. You are also unconscious when you are in a state of automaticity, when you are performing a task without thinking about it. This is called "flow" or "being in the zone." You are also unconscious when you are in a state of dissociation, when you are feeling detached from your surroundings. You are also unconscious when you are in a state of hypnosis, when you are in a state of deep relaxation and suggestibility. You are also unconscious when you are in a state of meditation, when you are in a state of deep concentration and inner peace. You are also unconscious when you are in a state of daydreaming, when you are in a state of wandering thoughts and imagination. You are also unconscious when you are in a state of dreaming, when you are in a state of unconscious thoughts and feelings. You are also unconscious when you are in a state of automaticity, when you are performing a task without thinking about it. This is called "flow" or "being in the zone." You are also unconscious when you are in a state of dissociation, when you are feeling detached from your surroundings. You are also unconscious when you are in a state of hypnosis, when you are in a state of deep relaxation and suggestibility. You are also unconscious when you are in a state of meditation, when you are in a state of deep concentration and inner peace. You are also unconscious when you are in a state of daydreaming, when you are in a state of wandering thoughts and imagination. You are also unconscious when you are in a state of dreaming, when you are in a state of unconscious thoughts and feelings.

► **Check Your Understanding and Review Tests** Whether you're learning psychology, soccer, or the saxophone, you need feedback on your progress, and that's exactly what you will get from the Check Your Understanding quizzes and the Review Tests. These will let you gauge how well you have mastered the material.

► **Using Psychology to Learn Psychology** In a section near the end of every chapter, we explain how you can apply your new knowledge of psychology to make your studying more effective. For example, in Chapter 2, “Biopsychology,” we tell you how to put your understanding of the brain to work for more efficient learning. Similarly, at the end of the chapter on “Emotion and Motivation,” we explain how to use the concept of “flow” to boost your own academic motivation. Thus, Using Psychology to Learn Psychology not only reinforces points that have been studied, it brings the material home with immediate and practical applications to your life in college.

► **Chapter Summaries** Our summaries are deliberately brief—intended to provide you with an overview of each chapter, showing the patterns instead of the details. One caution: They are *not* a substitute for reading the chapters! In fact, we recommend that you read the summary both *before* and *after* you read the rest of the chapter. Reading the summary before will help you organize the material so that it can be more easily encoded and stored in your memory. And, a perusal of the summary after

expressions help you to know how to respond to them. As our Four Core cognitive biological, emotional, expressive, and social interaction. But there's nothing in the text and reading the text that says the same thing in Mandarin as a Chinese language. Much research on emotional expressions has centered on such questions.

According to Paul Ekman, the leading researcher in this area, people speak and understand differently the same “facial language” in the world's great cultures. Ekman (1982, 1992; Ekman & Friesen, 1992). Ekman & Friesen's group have demonstrated that humans share a set of universal emotional expressions genetically because not only are they a common biological heritage, but also cultural research shows, for example, that smiling signals happiness and frowns indicate sadness on the faces of people in such far-flung places as Argentina, Japan, Spain, Hungary, Poland, Somalia, the United States, Viet

DO IT YOURSELF! Identifying Facial Expressions of Emotion

Take the facial emotion identification test to see how well you can identify each of the seven emotions that Ekman claims are culturally universal. Do not read the answers until you have matched each of the following pictures with one of these emotions: disgust, happiness, anger, sorrow, surprise, fear, and contempt. **ANSWERS:** The facial expressions are (top row from left) surprise, disgust, happiness, and contempt; (bottom row) sadness, anger, and fear.

What emotion is being expressed in each face?

340 CHAPTER 8 EMOTION AND MOTIVATION www.ck12.org/learn/psychology

Using Psychology to Learn Psychology: Putting Your Knowledge of the Brain to Work

The old idea that we use only 10% of our brains is bunk. Every part of the brain gets used every day—but not necessarily for intellectual purposes. We now know that much of the brain merely controls basic biological functions. This tells us that using more of our brains to not a waste of time. So have neuroscientists found anything that you can use to improve your memory for the concepts you are learning in your classes? Among the most important discoveries in the neuroscience of memory are the regions of the cerebral cortex that are involved in learning and memory (Squire & Zola-Morgan, 1991). Accordingly, if you can bring more of this cerebral cortex to bear on your studies, you'll have a better chance of remembering. You can bring more of this cerebral cortex to bear on your studies by using a variety of techniques. For example, your brain will be more active if you use verbal mnemonics, pairs of words that evoke critical concepts in the same context. Taking notes

brings the motor cortex of the frontal lobes into play, adding a “motor memory” component to your study. Scanning the accompanying photos, charts, and drawings adds visual and spatial memory components to the original and paired lists. Learning activity in your professor's lectures and discussing the material with a study partner will engage the auditory regions of the temporal cortex and lay down still other memory traces. Finally, study time spent anticipating what questions will appear on the exam will involve regions of the frontal lobes in your learning activity.

In general, the more ways that you can deal with the material—the more sensory and motor channels you can employ—the more memory components you will build in your brain's circuitry. As a result, when you need to remember the material, you will have more possible ways of accessing what you have learned. So, put your knowledge of your brain to work in your studying!

Chapter Summary

HOW ARE GENES AND BEHAVIOR LINKED?
Charles Darwin's theory of evolution explains behavior as the result of natural selection between individuals and competition for resources and survival of the most adaptive behavior as well as the fittest features. This process accounts for much of our own behavior. In particular, environmental and language learning have a distinct evolutionary advantage and pronounced the development of human culture.

HOW DOES THE BODY COMMUNICATE INTERNALLY?
The body's two communication systems are the nervous system and the endocrine system. The nervous system is composed of neurons organized into central and peripheral nervous systems. Each of these is further subdivided into different neuronal and local functions. The basic unit of the nervous system is the neuron, which fires when it is stimulated, causing neurotransmitters to be released. These neurotransmitters may be capable of either nerve cells throughout the system. The slower endocrine system secretes hormones into the bloodstream, influencing the activity of other glands and body structures.

Behavior consistently found in a species is likely to have a genetic basis that evolved because the behavior has been adaptive.

76 CHAPTER 2 BIOPSYCHOLOGY www.ck12.org/learn/psychology

Using Psychology to Learn Psychology: Coping with Test Anxiety

It's not in being stressed down the road, and your brain starts racing. You can feel your pulse pounding in your chest. A few hours before the test, you suddenly feel nervous. You have studied for the test, but suddenly you can't remember “general adaptation syndrome” from “sympathetic innervation.” You have a full-blown attack of test anxiety. What can you do?

Test anxiety is a common problem. Nearly everyone has experienced it at one time or another, but it doesn't have to ruin your test scores. You can control it by using a bit of psychology to yourself: you can change the direction of your test responses.

For relaxation training techniques, relaxation training will help you calm both mind and body. Sometimes on your campus probably has some experience in this area and would be happy to help you. Ask in your counseling center, psychology department, or learning resources center. Once you acquire some of the techniques, you can apply them before a test or whenever you feel that anxiety threatens to get away with you.

Test anxiety is a common problem. Nearly everyone has experienced it at one time or another, but it doesn't have to ruin your test scores. You can control it by using a bit of psychology to yourself: you can change the direction of your test responses.

Chapter Summary

IS IT THE STRESS OR THE STRESSOR?
As the level of stress rises, change and the need to adapt to environmental, physical, psychological, and social demands. Therefore stressors include moral threats such as starvation, exposure to the elements, attack, and natural disasters. Modern life still may include catastrophes, but it also includes an ever cumulative effect of stressors.

Using over the long term, social stresses, habits, learned, and stress levels change. The HPA axis (Hypothalamic-Pituitary-Adrenal) has been used commonly to measure the change and it is similar to the way that the body reacts to stress. The effects of stress (an internal response) depend more on the intensity and duration of stress than on its source (the stressor).

LEARNING PSYCHOLOGY TO LEARN PSYCHOLOGY: COPING WITH TEST ANXIETY 415

reading the chapter will reinforce what you have just learned—easing future retrieval.

- **If You're Interested** Your authors hope that your interest in psychology will give you new eyes with which to look at the world beyond this book. There, you will discover something related to behavior and mental processes nearly everywhere. To pique this interest, every chapter offers a list of relevant, stimulating books and videos that will extend the scope of your learning.

We have built into this text many other learning features, such as the **connections arrows**, **marginal glossary**, and the extensive **references** list (which can be a good resource for term papers). You will learn more about these as you use the book; but if you want more information on the psychological basis of these features, please read the *Preface*.

We have one final suggestion to help you succeed in psychology: While this book is filled with examples to illustrate the most important ideas, you will remember these ideas longer if you generate your own examples as you study. This habit will make the information yours, as well as ours. And so, we wish you a memorable journey through the field we love.

Phil Zimbardo
Ann Weber
Bob Johnson

SUPPLEMENTS FOR STUDENTS

Grade Aid Workbook with Practice Tests This robust study guide, written by Nancy Mellucci of the Los Angeles Community College District, includes chapter summaries, chapter learning objectives, a collection of activities and exercises, practice tests, and essay questions.

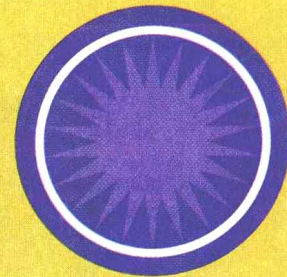
iSearch: Psychology Updated to reflect the most current URLs related to the study of psychology, this easy-to-read guide helps point you in the right direction when looking at the tremendous array of information on the Internet as it relates to psychology. The iSearch also contains your access code to ContentSelect.

Zimbardo/Weber/Johnson Companion Web Site 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, learning activities, and Web links to relevant psychology sites to reinforce learning.

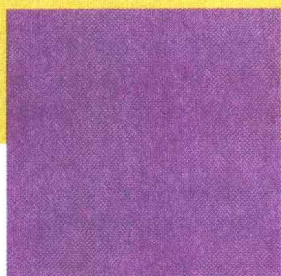
ContentSelect Available to instructors and students using the textbook, ContentSelect Research Database is an online collection of leading scholarly and peer-reviewed journals grouped by discipline. The titles were chosen to reflect as many of the major subject areas in the psychology curriculum as possible. Instructors and students alike have instant access to thousands of full-text articles anywhere and anytime they have an Internet connection.

Evaluating Psychological Information This 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.

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.



PREFACE



The expansion of knowledge in psychology shows no signs of abating. Since the last edition of this text, neuroscience has revealed brain mechanisms underlying development, thinking, learning, perception—in fact, having an impact on the whole field of psychology. At the same time, gender and culture issues have increased in prominence, as psychologists have realized that the field has too long neglected these important variables. Likewise, genetic variables have moved into the spotlight, as biologists deciphered the human genome, forcing psychologists to consider anew the old questions about nature and nurture.

Cognitive psychologists, too, have been busy expanding the frontiers of knowledge about, for example, implicit memory, concept learning, and cognitive development. But they have been pressured by their colleagues working on “hot” cognition to recognize the role of emotion in memory and thinking. Meanwhile, on the clinical front, psychologists have been accumulating evidence for psychological therapies of demonstrable effectiveness—some of which challenge the hegemony of Prozac and Valium.

And, of course, the terrorist attacks of September 11, 2001, have refocused our attention on the origins of aggression and violence.

The problem for writers of psychology texts is this: How can we include the exciting new developments in the field and still acquaint students with the classic studies, historical trends, and multiple perspectives of the field—and, at the same time, keep the size of the book within manageable proportions? For this 4th edition of *Psychology: Core Concepts*, your authors have had to make difficult choices. We hope you will agree with our selections and deletions—although please remember that you may introduce additional material to students and emphasize favorite topics if you feel we have slighted them.

But as teachers, we realize that the problem for students is not just one of sheer volume and information overload; it is also a problem of meaningfulness. With this in mind, we have again 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 chess board when the pieces were placed at random. Only when the patterns made sense—because they represented positions that would be found in real games—did the experts show an advantage. Clearly, meaningful patterns are easier to remember than random arrangements.

In applying this finding to *Psychology: Core Concepts*, 4th edition, our goal has been to help students take the first steps toward expertise by showing them meaningful patterns that occur throughout the field of psychology. The pedagogical features of this text help us achieve this goal:

► **Core Concepts** We have organized the major sections of every chapter around a single, clear idea that we call a Core Concept. Here is an example from the chapter on “Sensation and Perception”:

The brain senses the world indirectly because the sense organs selectively convert stimulation into the language of the nervous system: neural impulses.

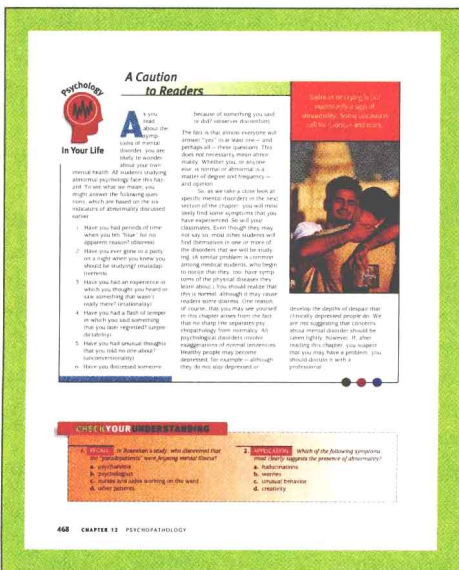
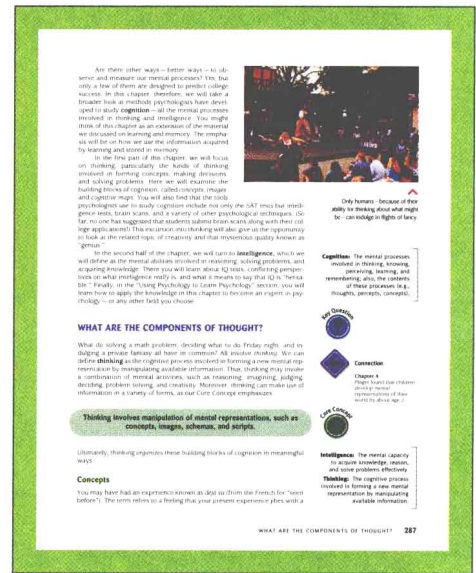
To borrow an old saying, the Core Concepts become the “forest,” while the details of the chapter become the “trees.”

► **Key Questions** The main headings in each chapter appear in question form, as in this example, which introduces the Core Concept shown above:

HOW DOES STIMULATION BECOME SENSATION?

This question helps students anticipate and focus on the most important point: the Core Concept, which is the brief answer to the Key Question. Both the Key Questions and the Core Concepts later reappear as organizing features of the **Chapter Summary**.

► **Psychology in Your Life** Psychology has many connections with everyday life and students’ interests. We explore one of these connections at the end of each main division of every chapter. Here are some examples:



These connections make psychology come alive. They also promote critical thinking by helping students evaluate some of the pop psychology they encounter in the media.

► **Do It Yourself!** These active-learning boxes offer simple and effective demonstrations of principles discussed in the text. Many are borrowed from demonstrations we use in our own classrooms. They include, among other topics, locating the blind spot, demonstrating mental set, finding the capacity of working memory, checking one's locus of control, wrestling with IQ test items, and second-guessing a surprising social psychology experiment.

DO IT YOURSELF Finding Your Locus of Control

Julian Rotter (right) has developed a test that assesses a person's sense of internal or external control over events. The test items consist of pairs of contrasting statements, and subjects must choose one statement with which they most agree from each pair. The format is called a forced-choice test. Unlike many other personality tests, the scoring for each one on Rotter's internal-external locus of control test is transparent. The test year can apply to in which direction most items are scored: there are some items from a preliminary version of the test (Rotter, 1972).

1a. Promotions are earned through hard work and persistence.	1b. Making a lot of money is largely a matter of getting the right breaks.
2a. In my experience I have noticed that there is usually a direct connection between how hard I study and the grades I get.	2b. Many times the reactions of teachers seem too harsh to me.
3a. If one knows how to deal with people they are really quite easy to get.	3b. I have little influence over the way other people behave.
4a. People like me can change the course of world affairs if we make ourselves heard.	4b. It is only wishful thinking to believe that one can really influence what happens in society at large.
5a. I can be master of my fate.	5b. A great deal of what happens to me is probably a matter of chance.

You can see which direction you lean by counting the number of statements with which you agreed in each column. Agreement with those in the left column suggests an internal locus of control.

A cognitive personality theorist would also call attention to the lessons (a) that we learn in our social interactions. As we have seen a student — even one who is not a student — who is a student of a psychology major — is not a student of a psychology major. The student who is a student of a psychology major is not a student of a psychology major. The student who is a student of a psychology major is not a student of a psychology major. The student who is a student of a psychology major is not a student of a psychology major.

Carroll Tread

Carroll Tread (right) has developed a test that assesses a person's sense of internal or external control over events. The test items consist of pairs of contrasting statements, and subjects must choose one statement with which they most agree from each pair. The format is called a forced-choice test. Unlike many other personality tests, the scoring for each one on Tread's internal-external locus of control test is transparent. The test year can apply to in which direction most items are scored: there are some items from a preliminary version of the test (Tread, 1972).

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So, have researchers found anything that you can use to improve your memory for the concepts you are learning in your classes? Among their most important discoveries is the revelation that many different regions of the cerebral cortex are involved in learning and memory (Squire & Zola-Morgan, 1991). Accordingly, if you can bring more of the cerebral cortex to bear on your studies (brain mapping), for example, your brain will be able to store a wider range of memories.

To be more specific, reading the material in this book will help you form verbal memories, parts of which involve concepts in the complex cortex. Taking notes brings the motor cortex of the frontal lobe into play, adding a "motor memory" component to your study. Scanning the accompanying phrases, charts, and drawings adds visual and spatial memory components in the occipital and parietal lobes. Listening intently to your professor's lectures and discussing the material with a study partner will engage the auditory regions of the temporal cortex and lay down still other memory traces. Finally, study some strategies anticipating when answers will appear on the exam will involve regions of the frontal lobe on your learning process.

In general, the more ways that you can deal with the material — the more sensory and motor channels you can engage — the more memory components you will build in your brain's circuitry. As a result, when you need to remember the material, you will have more possible ways of accessing what you have learned. So, put your knowledge of your brain to work in your studying!

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The body's two communication systems are the nervous system and the endocrine system. The nervous system is composed of neurons organized into central and peripheral nervous systems. Each of these systems subserves its different behavioral and bodily functions. The basic units of the nervous system are the neurons, which form when a specialized, lasting neurotransmitter is released. These neurotransmitters relay the message to other nerve cells throughout the system. The slower endocrine system secretes hormones into the bloodstream, influencing the activity of other glands and bodily structures.

76 CHAPTER 3 BIOPSYCHOLOGY

► **Using Psychology to Learn Psychology** In a special section of every chapter, we explain how some aspect of the chapter applies to studying and learning. For example, in the context of biopsychology, we show students how to put their knowledge of the brain to work for more efficient learning. And in the discussion of thinking, students learn how the psychology of expertise (as in de Groot's studies of chess masters) applies to their mastery of the concepts in psychology. 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.

► **Connection arrows** As you saw in the previous paragraph, important topics in other chapters are often cross-referenced with an arrow in the margin, used in place of the phrase, "as we will see in Chapter X." An explanatory note accompanies these icons, to give the reader a quick preview of the discussion to be found in the referenced chapter. We intend this feature to convey the sense of psychology as a "web" of interconnecting ideas.

Along with the unique features of this book, discussed above, the new edition of *Psychology: Core Concepts* offers the content and pedagogy you would expect from any outstanding introductory psychology text:

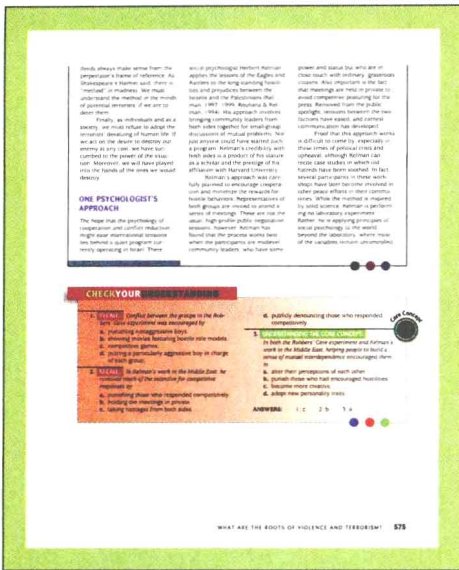
► **Marginal glossaries** In this 4th edition of *Psychology: Core Concepts*, the most important terms again appear in **bold face**, with glossary definitions in the margin. Then, at the end of the book, a comprehensive **Glossary** section gathers the terms and definitions from each chapter.

► **Check Your Understanding and Chapter Review Tests** Reviewers have told us that they want a book that promotes active reader involvement. The 4th edition of *Psychology: Core Concepts* does this in many ways. One of the most important for student learning is the Check Your Understanding feature, which offers a brief quiz at the end of each main chapter section. We have written these quizzes so that they reinforce specific information from



Connection

Chapter 8
Expert knowledge is organized into elaborate schemas.



the chapters as well as the more abstract concepts. Accordingly, some questions call for simple *recall*, while others call for deeper *analysis* or *application* of material. In addition, at least one question in each Check Your Understanding quiz is aimed squarely at the Core Concept of the section. Similarly, the Review Test at the end of each chapter helps students assess their overall retention and understanding of the material.

► **Chapter Summaries** The goal of our Chapter Summaries, organized around the Key Questions and Core Concepts of the chapters, is to provide students with a brief overview of the chapter—rather than a précis that can be read as a substitute. We hope that professors will advise students to peruse the chapter summary both *before* and *after* reading the chapter.

► **Culture and Gender** Nearly every chapter brings in a culture- or gender-related concept. We have not trivialized this material by setting it aside in special boxes. Rather, culture and gender have been fully integrated with psychology in the running text.

Finally, this edition of *Psychology: Core Concepts* addresses the timely problems of aggression, violence, and terrorism from multiple perspectives, including biopsychology, social learning, and cognitive psychology. Then, in the social psychology chapter, we bring this material together. There we suggest that psychology can offer valuable insights into the problem of terrorism and the issues that surround it.

We think you will like the introduction to psychology presented in this book—both the content and the pedagogical features. After all, it's a text that uses well-grounded principles of psychology to teach psychology.

Instructor's Supplementals

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

Instructor's Manual Written by Anita Rosenfield of Yavapai Community College, this helpful teaching companion includes chapter outlines, summaries, experiments and demonstrations, lecture launchers, class activities, and plenty of teaching tips and course organization material.

Test Bank David Baskind of Delta College has provided a new, updated question test bank available in both print and computerized formats. The Test Bank for the 4th edition of *Psychology: Core Concepts* offers a new article by Kay Burke, as well as 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 on 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.

Allyn & Bacon Transparencies for Introductory Psychology, 2001 (0-205-32168-2) 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 Web site are also integrated for easy access to the Web site from your classroom.

Allyn & Bacon Digital Media Archive CD-ROM for Psychology, 3.0 Version (0-205-34963-3) 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, social psychology, and development. Each unit includes self-contained modules that cover core psychological concepts through a combination of text, graphics, humor, activities, and extensive assessment.

Allyn & Bacon Mind Matters Faculty Guide (0-205-38141-3) 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.

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 Web site contains the content of the highly popular and successful Allyn & Bacon Companion Web site 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.

Allyn & Bacon Video Library A wide variety of videos are available upon adoption of Zimbardo/Weber/Johnson *Psychology: Core Concepts*, 4th edition. Please contact your local Allyn & Bacon publisher's representative for more details.

A NOTE OF THANKS

Nobody ever realizes the magnitude of the task when taking on a textbook-writing project. Rebecca Pascal, our Acquisitions Editor, deftly guided us through this Byzantine process.

The vision confronted reality under the guidance of Susan Messer, our Developmental Editor, whose instincts were (we have said before, and will say again) 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 academic 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 put up with long conversations on topics psychological, Bob’s undone household chores, and much gratification delayed—mostly without complaint. She has been a well-spring of understanding and loving support. His thanks, too, go to Rebecca, their daughter, who has taught him the practical side of developmental psychology—and now, much to her own astonishment, possesses 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 thank the reviewers of previous editions of this text:

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

Sandra 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 Hornby, 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

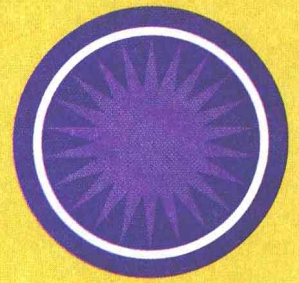
Yozan Dirk Mosig, University of Nebraska

Melinda Myers-Johnson, Humbolt State University

Michael Nikolakis, Faulkner State College

Faye Plascak-Craig, Marian College

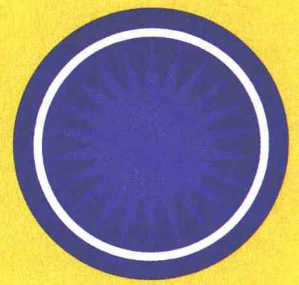
Chris Robin, Madisonville Community College



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