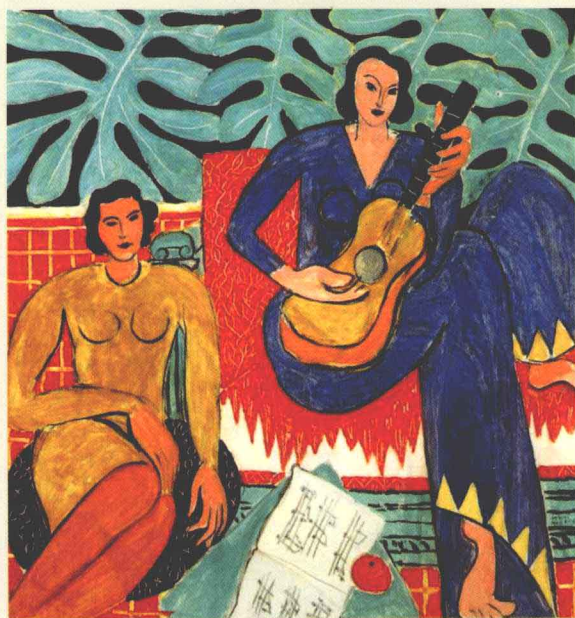


英文版

心理学与生活



Psychology
and life

第 18 版

Richard J. Gerrig

Philip G. Zimbardo

 人民邮电出版社
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心理学与生活

(第18版, 英文版)

[美] 理查德·格里格 著
菲利普·津巴多

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Richard J. Gerrig, Philip G. Zimbardo

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To my parents, Bunny and Edward Gerrig,
and my sisters, Risa and Beth Gerrig — R. J. G.

To the Zimbardo Family at home in the U.S.
and abroad in Sicily — P. G. Z.

内容提要

本书从生活中的心理学入手，介绍心理学是什么，通过强有力的科学研究方法澄清了人们对心理学的一些误解，概括地介绍了心理学中的研究方法、心理学所关注的主题，详细介绍了它如何与生活密切联系，将理论与实践结合起来，指导你如何在生活中运用批判性思维。第18版还纳入了文化因素，增强了本书的普适性，内容也更加丰富多彩。

本书可作为大学本科生普通心理学课程的适用教材，也是普通大众了解心理学、更好地理解生活的首选读物。对于准备出国或者是准备在国内攻读心理学硕士学位的学生而言，本书将成为他们的重要参考书。

总序

王垒

中国心理学有一个很早的开端,却只有不长的历史。从1900年京师大学堂开设“心理学概论”课程,1917年北京大学成立中国第一个科学心理学实验室,到随后清华大学、杭州大学等一批学校成立心理学系,说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏,相当多的时间被耽误了,学科发展被拖了后腿,算起来,真正用心做学问的时间不过半个世纪。

中国心理学有一个不错的开端,却有坎坷的历程。早在1908~1910年、1912~1913年,蔡元培先生两度在德国游学,两度选修了冯特的“实验心理学”课程,这对他后来极力推动北京大学心理学的发展起了很大的作用。更有20世纪20~30年代,唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥等著名大学留学归来,投入国内心理学建设,形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难,后来的战乱,20世纪50~60年代一些对心理学的不公正对待,中国心理学经历了“几起几落”。

改革开放以来,中国心理学迎来了大发展的春天,教学和研究迅速普及,师资队伍和学生规模始终呈高速度扩张态势。在1980年,国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系,到20世纪90年代初中期增加到了约20余所学校,再到21世纪初这几年增加到了100多所学校,发展速度可谓惊人。

然而,高速发展也产生发展中的瓶颈。一方面,众多学校建设心理学系,开展心理学教学和研究,同时国内社会经济与文化的发展对心理学的需求越来越旺盛;另一方面,国内心理学的总体水平相对西方发达国家还比较落后,教学研究队伍并不强大,教学研究水平仍亟待提高。这种需求与供给、速度与质量的矛盾不断激化,要保证国内心理学的健康发展,必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学,这无疑对我国心理学教学的发展产生巨大的推动作用。据统计,美国每年授予博士学位人数最多的学科是心理学,可见心理学在美国的重要和普及程度。心理学诞生在西方,同时心理学的高等教育在西方积累了较丰富的经验,教材在内容、形式上都比较成熟,而且快速有效地跟进国际心理学科学发展的前沿趋势,对于保持高等教育的水平有举足轻重的作用。相比来看,我国内地一些地区心理学师资匮乏,一些自编教材低水平重复,对教、学质量均有很大负面影响,情况堪

忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构,负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神,我们与国内外多家出版机构合作,作为一个长期的工程,有计划、分期分批地引进外版教材,以期推动我国心理学教学的快速高效发展。

培生教育出版集团在出版心理学教材方面富有经验,此次引进的教材均是培生多年再版,被实践证明为适合高等学校教学的优秀教材。特别是这些教材均经过国内著名专家学者鉴定并大力推荐,这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意!

希望这套教材对高校的心理学教学有所帮助,并祝愿我国的心理学高等教育事业蓬勃发展!

王垒

北京大学心理学教授

教育部高等学校心理学教学指导委员会主任

PREFACE

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

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

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

This 18th edition of *Psychology and Life* is the fifth collaboration between Philip Zimbardo and Richard Gerrig. Our partnership was forged because we shared a commitment to teaching psychology as a science relevant to human welfare. We both could bring our teaching experience to bear on a text that balances scientific rigor with psychology’s relevance to contemporary life concerns. Furthermore, Richard’s expertise in cognitive psychology provided an important complement to Phil’s expertise in social psychology. With Richard as lead author, *Psychology and Life* has been able to keep pace with rapid changes in psychology, particularly in areas such as cognitive and affective neuroscience. Even so, *Psychology and Life* remains a collaboration of like

minds: Together, we celebrate both an ongoing tradition and a continued vision of bringing the most important psychological insights to bear on your students’ lives. The 18th edition is a product of this fine collaboration.

TEXT THEME: THE SCIENCE OF PSYCHOLOGY

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

My mother is taking Prozac: Will we learn what it does?

Are you going to teach us how to study better?

I need to put my son in daycare to come back to school.

Is that going to be all right for him?

What should I do if I have a friend talking about suicide?

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

NEW! CRITICAL THINKING IN YOUR LIFE

An important goal of *Psychology and Life* is to teach the scientific basis of psychological reasoning. When our students ask us questions—what they need to know—they quite often have acquired partial answers based on the types of information that are available in the popular media. Some of that information is accurate, but often students do not know

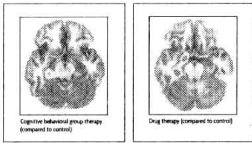
DOES THERAPY AFFECT BRAIN ACTIVITY?

In this chapter, we've made a number of observations among types of therapies. However, our most basic distinction has been between psycho-logical and biomedical approaches to treatment. It has often been the psycho-logical approach that has been the focus of the research. We can only hope that mental illness may arise from as much the brain's hardware as the software that programs its actions. We'll return to this analogy of biomedical treatments focus on changing the hardware, whereas psychological treatments focus on changing the software. However, cutting-edge research blurs the distinction between hardware and software. There is growing evidence that biomedical and psychological therapies produce many of the same changes in the brain.

Casebook: At the end of the 1990s treatment period, the researchers did blood assays to ensure that the participants had adhered to their drug regimen. A second group of participants received eight weekly sessions of therapy. In each 30-minute session, participants engaged in simulated exposure to feared situations and cognitive restructuring. The first group of participants was the control group. After the period of the experiment, they began the drug regimen. To assess the impact of the drug and cognitive behavioral therapies, all of the participants were asked to deliver brief speeches, while they underwent PET scans. The situation was intended to be quite challenging for individuals with lower scores. An audience of six to eight people surrounded the speaker. Participants gave their 2-minute speeches. With respect to behavioral measures (e.g., the extent to which participants experienced anxiety during their speeches), both treatment groups showed a significant and roughly equivalent improvement as compared to the control group. Moreover, as shown in the figure, the PET scans demonstrated decreased brain activity (again, relative to the control group) in much the same locations in the brain. Of importance, the decreased activity was in areas of the brain (e.g., the amygdala) that show a role in emotional responses. Researchers have found similar patterns for other disorders. For example, PET scans detected the same changes in brain function for patients who underwent either behavior or drug therapy for obsessive-compulsive disorder (Blaser et al., 1992; Schwartz et al., 1998). Similarly, patients who underwent either a form of cognitive therapy or drug therapy for major depressive disorder showed similar brain changes (Libby et al., 2002). In each of these cases, it hasn't been enough to show just that the two types of therapies affect the same areas of the brain. Researchers have also argued that changes in those areas are related to the relief that patients experience.

In light of these results, research can now shift their attention to how. How is it that psychotherapy can restore the brain's balance in the same systems affected by drugs? How, for example, can cognitive therapy have a similar impact on the brain's use of the neurotransmitter serotonin as does a drug that is specifically designed as a selective serotonin reuptake inhibitor (Brody et al., 2002)? These types of questions will help set the research agenda for the first part of the 21st century.

Why was it important to ensure that the participants in the drug group adhered to the regimen?
 Why did the researchers put a real audience around the speaker?



how to make sense of it. How do they learn to interpret and evaluate what they hear in the media? How can they become wiser consumers of the overabundance of research studies and surveys cited? How can they judge the credibility of these sources? To counteract this infusion of so-called reliable research, we provide students with the scientific tools to think critically about the information with which they are surrounded and to draw generalizations appropriate to the goals and methods of research.

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

Critical Thinking in Your Life topics, by chapter:

- Why Do Friendships End? (Chapter 1)
- How Can You Evaluate Psychological Information on the Web? (Chapter 2)
- What Does "It's Genetic" Mean? (Chapter 3)
- Can Technology Restore Sight? (Chapter 4)
- Does Ecstasy Harm the Brain? (Chapter 5)
- To Spank or Not to Spank? (Chapter 6)
- How Can Memory Research Help You Prepare for Exams? (Chapter 7)
- Can Political Experts Predict the Future? (Chapter 8)
- Can You Trust Assessment on the Web? (Chapter 9)
- How Does Day Care Affect Children's Development? (Chapter 10)
- How Does Motivation Affect Academic Achievement? (Chapter 11)
- Can Health Psychology Help You Be a Healthy Person by 2010? (Chapter 12)

- Who Are You on the Internet? (Chapter 13)
- Is "Insanity" Really a Defense? (Chapter 14)
- Does Therapy Affect Brain Activity? (Chapter 15)
- Do Late-Night TV Ads Really Work? (Chapter 16)
- How Can You Get People to Volunteer? (Chapter 17)

PSYCHOLOGY IN YOUR LIFE

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

Psychology in Your Life topics, by chapter:

- Can Psychology Help Me Find a Career? (Chapter 1)
- Can Survey Research Affect Your Attitudes? (Chapter 2)
- Why Does Music Have An Impact on How You Feel? (Chapter 3)
- Why Is Eating "Hot" Food Painful? (Chapter 4)
- Do You Get Enough Sleep? (Chapter 5)
- How Does Classical Conditioning Affect Cancer Treatment? (Chapter 6)
- Why Does Alzheimer's Disease Affect Memory? (Chapter 7)
- Why and How Do People Lie? (Chapter 8)
- Do Theories of Intelligence Matter? (Chapter 9)
- Will Your Brain Work Differently as You Age? (Chapter 10)

PSYCHOLOGY IN YOUR LIFE

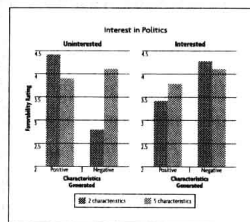
CAN SURVEY RESEARCH AFFECT YOUR ATTITUDES?

Consider this scenario: It's about election time. Just when you've finished seeing together, the telephone rings. A friendly voice at the other end asks you if you have a few minutes to answer some questions about the candidates. You say, "Why not?" This is an opportunity for you to be a research participant outside the laboratory. But here's an answer to your question, "Why not?" The questions on the survey can have a strong impact on your attitudes. Let's look at a laboratory study that sustains this principle. The study took place in England, so it focused on participants' attitudes toward the prime minister, Tony Blair (Fiddick, 2002). Participants filled out a questionnaire that began with the question, "How interested are you in British politics?" After that, the questionnaire continued in one of four ways. One version asked participants to list five positive characteristics for Blair as a second and asked participants for five positive characteristics. The remaining two versions of the questionnaire asked for two of four negative characteristics. The next questions on each questionnaire asked the participants to provide favorability ratings toward Blair on a 7-point scale (higher scores reflecting more positive attitudes).

From the description, you can see that one important component of the experiment was the number of characteristics each participant committed to list. Why might that matter? Suppose you were asked to list negative attitudes for a politician such as the president or a senator. You would probably find it easy to generate two negative attitudes but relatively hard to generate five. After trying to generate five, you might be thinking, "Well, if I can't think of five things that are bad about the person, maybe he or she is actually pretty good!" (see Schwartz et al., 2005). For that reason, if you're to generate more negative characteristics, you might actually come to be

the politician better. At that point, the voice will know how easy it might be to alter your attitudes with questions that, on the surface, seem quite reasonable. Would you have anticipated that having people focus as length on Blair's negative characteristics would make them like him more?

So when you answer "research" questions out in the real world, be wary of the true purposes of the experiment. In the laboratory, researchers must provide you with identifying information (see p. 41) that helps you understand how research participation might have influenced how you think or feel. Those people who catch you after dinner have no similar responsibility toward full disclosure. Their major hope is that they can change your attitudes in a way that will affect your behavior when you first encounter the voting booth.



- How Does Genetics Contribute to Obesity? (Chapter 11)
- Why Are Some People Happier than Others? (Chapter 12)
- Why Are Some People Shy? (Chapter 13)
- How Can We Pinpoint Interactions of Nature and Nurture? (Chapter 14)
- Are Lives Haunted by Repressed Memories? (Chapter 15)
- Can Lasting Relationships Form on the Internet? (Chapter 16)
- How Might Reconciliation Be Possible? (Chapter 17)

RESEARCH STUDIES

Formerly *Putting Ideas to the Test*, these major studies showcase the *how* and *why* behind key psychological research. These studies have been expertly integrated into the text itself, allowing students to understand their full impact within the context of their reading. Example topics include plasticity in the visual cortex of adult rats, the impact of meditation on brain structure, the impact of culture on judgments of which category members are typical, the impact of emotions on memory for visual details, individual differences in intimacy goals, family therapy for children's anxiety disorders, cross-cultural differences in cognitive dissonance, and genetic influences on physical and social aggression. Many of the nearly 200 research studies throughout the text are new or have been revised for this edition.

In one experiment, participants viewed a slide show of an office theft. The slide show was accompanied by a tape recording of a woman's voice describing the sequence of events. Immediately after the slide show, the participants heard the woman describe the events again. However, this postevent narrative contained misinformation. For example, for participants who had seen *Glamour* magazine, the tape mentioned *Vogue* instead. Forty-eight hours later, the researcher tested his participants' memory for the information pictured in the slides, but he explicitly informed them that there was no question on the memory test for which the correct answer was mentioned in the postevent narrative. Thus, if participants were able to make a clear distinction in memory between the original events and the postevent information, they should have remained unaffected by that postevent information. That was not the case. Even with fair warning, participants often recalled postevent misinformation rather than real memories (Lindsay, 1990).

PEDAGOGICAL FEATURES

Psychology and Life has maintained a reputation for presenting the science of psychology in a way that is challenging, yet accessible, to a broad range of students, and the 18th edition is no exception. To enhance students' experience with the book, we include several pedagogical features:

- Stop and Review.** This feature appears at the end of every major section and provides students with thought-provoking questions to test their mastery of material before moving on.

STOP STOP AND REVIEW

- How does the Grants' research on finches illustrate the role of genetic variation in the process of evolution?
- What is the difference between a genotype and a phenotype?
- What were two evolutionary advances most critical in human evolution?
- What is meant by heritability?

CRITICAL THINKING: Consider the study on pitch perception. Why did the researchers use familiar melodies such as "America the Beautiful"?

- Recapping Main Points.** Each chapter concludes with a chapter summary, *Recapping Main Points*, which summarizes the chapter content and is organized according to major section headings.
- Key Terms.** Key terms are boldfaced in the text as they appear and are listed, with page references, at the end of each chapter for quick review.
- NEW! Practice Test.** Each chapter concludes with a practice test with multiple choice questions based on the material in both the main text and the boxes. In addition, we've provided sample essay questions that allow students to think more broadly about the content of each chapter. Multiple choice answers can be found in the Answer Appendix, and essay question suggested answers can be found in the Instructor's Manual.

PRACTICE TEST

1. A(n) _____ is an organized set of concepts that explains a phenomenon or set of phenomena.
 - a. theory
 - operational definition
 - hypothesis
 - correlation
 2. Professor Peterson is testing the hypothesis that people will cooperate less when a lot of people are in a group. In the experiment he plans, he will vary the number of people in each group. This will be his
 - placebo control.
 - independent variable.
 - double-blind control.
 - dependent variable.
 3. Rahul is serving as a research assistant. In the first phase of the experiment, Rahul gives each participant a can of coffee or a can of coffee-free coffee. In the second phase of the experiment, Rahul times the participants with a stopwatch while they play a video game. It is essential that each can of coffee is
 - placebo control.
 - correlation design.
 - operational definition.
 - double-blind control.
 4. Shirley visits an antique store. The owner explains to her that the smaller an object is, the more he can charge for it. This is an example of a
 - correlation coefficient.
 - positive correlation.
 - negative correlation.
 - placebo effect.
 5. Sally isn't very interested in movies. Her friend Rob wants to get her attitude to be more favorable toward his all-time favorite, *Jack & Jill*. Rob thinks Rob might be best off asking Sally to generate _____ characteristics for the movie.
 - two negative
 - one positive
 - five positive
 - five negative
 6. Dr. Paul is developing a new measure of happiness. He sees, "I need a measure that will accurately predict how much food people will eat in their next meal." Dr. Paul's statement is about the _____ of the measure.
 - operational definition
 - validity
 - reliability
 - standardization
 7. Guinevere is worried that the results of her experiment may be affected by her participants' desire to provide favorable impressions of themselves. It would be best if she were using _____ measures.
 - valid
 - reliable
 - self-report
 - operational
 8. Andrew wishes to test the hypothesis that people give more freely to charities when the weather is pleasant. To test this hypothesis, Andrew is likely to make use of
 - double-blind controls.
 - laboratory observation.
 - recapitency effects.
 - archival data.
 9. Before you participate in an experiment, the researcher should provide you with information about procedures, potential risks, and expected benefits. This allows you to give
 - a valid consent.
 - informed consent.
 - informed debriefing.
 - operational definitions.
 10. When members of the American Psychological Association were surveyed about the uses of nonhuman animals in research, the majority believed that
 - observational studies in naturalistic settings were appropriate for human participants.
 - nonhuman animals should never be used in experiments.
 - experimental designs in controlled experiments with nonhuman animals.
 - nonhuman animals should not be used in undergraduate psychology courses.
 11. Always search for _____ explanations to the above news story.
 - scientific
 - negative
 - alternative
 - opposite
 12. When articles are submitted to most journals, they are sent to experts for detailed analyses. This process is known as
 - debriefing.
 - peer review.
 - informed consent.
 - control procedures.
- ESSAY QUESTIONS**
1. Why is it so important that research procedures be open for public verification?
 2. Suppose you wanted to measure "happiness." What might you do to assess the validity of your measure?
 3. With respect to ethical principles, how are risks and gains defined in the context of psychological research?
- mypsychlab**
- As you study for the test MyPsychLab offers dozens of ways to deepen your understanding and test your recall of the material in this chapter—including video and audio clips, animations and activities, self-assessments, practice tests and other study materials. Specific resources available for this chapter include:
- Correlations Do Not Show Causation: How to Be a Critical Thinker
 - Disseminating Independent and Dependent Variables (Ethics in Psychological Research): Doing Simple Statistics
 - Naturalistic Observation
- To access MyPsychLab, please visit www.mypsyhlab.com

NEW IN THE 18TH EDITION

In addition to the new features mentioned earlier, *Psychology and Life* is fresh with the most up-to-date coverage and brimming with over 375 new references. Our goal is to be the most current, most accurate, and most accessible treatment of our discipline today. The 18th edition of *Psychology and Life* also incorporates new research on the diversity of people's life experiences. We intend our book to have meaning for the whole range of students who enroll in introductory psychology—men and women, members of diverse cultural and racial groups, traditional and nontraditional students. Wherever possible, we have brought new research to bear on cultural issues.

CHAPTER-BY-CHAPTER CHANGES

Chapter 1

- New Critical Thinking in Your Life: Why Do Friendships End?
- New section titled, “How to Use this Book,” with a discussion of study techniques, including the PQ4R technique.
- Expanded coverage of what psychologists do
- Expanded discussion of women's substantial contributions to psychology

Chapter 2

- New outline of the steps in the process of conducting and reporting research, with accompanying figure
- New Psychology in Your Life: Can Survey Research Affect Your Attitudes?
- New discussion of archival data

Chapter 3

- Reorganization of neural transmission section, to better reflect the teaching of the course
- New brief discussions of the ethics of post-Human Genome Project work and gene-environment interactions
- New photo of a real brain
- New Critical Thinking in Your Life: What Does “It's Genetic” Mean?
- New Research Study: Plasticity in the Visual Cortex of Adult Rats

Chapter 4

- Updates to the art program
- Expanded discussion of pressure and temperature sense

Chapter 5

- New Research Study: REM sleep and improvement on problem solving
- New discussion on hypnotizability, pain relief, and the corpus callosum
- New Research Study: The impact of meditation on brain structure
- New Critical Thinking in Your Life: Does Ecstasy Harm the Brain?
- Expanded discussion of mind-altering drugs

Chapter 6

- New section on habituation
- New discussion on spontaneous recovery
- New Psychology in Your Life: How Does Classical Conditioning Affect Cancer Treatment?
- New Critical Thinking in Your Life: To Spank or Not to Spank? (updated with new research)
- Expanded discussion of response deprivation
- New Research Study: Pigeons are able to categorize novel objects

Chapter 7

- Reorganization of the long-term memory section, to better reflect the teaching of the course
- New Research Study: Implications of individual differences in working memory span
- New section that gathers together material on “Why We Forget”
- New Research Study: The impact of culture on judgments of which category members are typical
- Revised discussion of theories of categorization
- Revised discussion of reconstructive memory
- New Research Study: Brain bases of transfer of information from working memory to long-term memory

Chapter 8

- New Research Study: The accuracy of community knowledge
- Expanded discussion of the brain bases of ambiguity resolution
- Revised discussion of inferential processes in text comprehension
- Revised material on Language and Evolution
- New Research Study: The impact of language on categorical structure for color
- New Psychology in Your Life: Why and How Do People Lie?
- Expanded discussion of the brain bases of visual imagery

- New Research Study: The role of availability in students' performance on multiple choice exams
- Revised discussion of the anchoring heuristic
- New section on the consequences of decision making, with a focus on the importance of regret as well as the maximizer/satisficer distinction
- New Critical Thinking in Your Life: Can Political Experts Predict the Future?

Chapter 9

- New section on Extremes of Intelligence, with an expanded discussion of mental retardation and a new section on giftedness
- Expanded discussion of the brain bases of general intelligence
- New Research Study: Practical intelligence among adolescents from the Yup'ik Eskimo group in Alaska
- Revised discussion of the long term impact of intervention programs such as Head Start

Chapter 10

- Revised section on infant cognition
- New Research Study on object permanence
- New discussion of infants' understanding of actions and goals
- New Psychology in Your Life: Will Your Brain Work Differently as You Age?
- New section on temperament
- Revised discussion of the negative consequences of attachment disruptions
- Revised discussion of "storm and stress" in adolescence
- Expanded discussion of peer relationships in adolescence, including a new Research Study on peer influence on risk taking
- Reorganized section on sex and gender, including expanded discussion on biological sex differences

Chapter 11

- New section on cultural impact on eating
- New Research Study: Sex differences in experiences of jealousy
- New data on norms of sexual behavior over time
- New Critical Thinking in Your Life: How Does Motivation Affect Academic Achievement?

Chapter 12

- New example for the impact of culture on emotional expression
- New Research Study: The impact of emotions on memory for visual details

- New Research Study: Daily hassles in the workplace
- New Research Study: Stress inoculation training for first year law students
- Revised discussion of matches and mismatches for social support
- New section on positive aspects of stress
- New Research Study: The impact of emotional disclosure on people with HIV infection

Chapter 13

- New Research Study: If-then personality signatures, with an accompanying figure
- New Research Study: The use of defense mechanisms by popular and unpopular girls
- New Research Study: Individual differences in intimacy goals
- Revised discussion of the Twenty Statements Test

Chapter 14

- Reorganization of chapter to better reflect the teaching of the course, including expanded coverage of each disorder
- New sections on somatoform disorders
- Expanded coverage of personality disorders to include the three cluster categories
- Expanded coverage of the effects of September 11th and PTSD
- New Research Study: The impact of mood-congruent processing for people suffering from depression
- Expanded coverage of ADHD and autistic disorder

Chapter 15

- Revised discussion of the history of institutionalization
- New section on deinstitutionalization and homelessness
- New Research Study: Contingency management approaches to treating drug addiction
- New Research Study: Family therapy for children's anxiety disorders
- Expanded discussion of drug therapies
- Reorganization of the drug therapies section, to better reflect the teaching of the course

Chapter 16

- New Research Study: The limits of behavioral confirmation
- New Research Study: Time of day and elaboration likelihood

- New Research Study: Cross-cultural differences in cognitive dissonance
- New Research Study: Differences in brain processes for people low and high on prejudice
- Updated Psychology in Your Life: Can Lasting Relationships Form on the Internet?

Chapter 17

- Expanded discussion of indirect reciprocity
- New Critical Thinking in Your Life: How Can You Get People to Volunteer?
- New Research Study: Genetic influences on physical and social aggression
- Revised discussion of attempts to create contact situations in Northern Ireland
- New Psychology in Your Life: How Might Reconciliation Be Possible?

THE PSYCHOLOGY AND LIFE TEACHING PROGRAM

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

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INSTRUCTOR'S CLASSROOM KIT AND CD-ROM, VOLUMES I AND II

Our unparalleled classroom kit includes every instructional aid an introductory psychology professor needs to excel in the classroom. We have made our resources even easier to use by placing all of our print supplements in two convenient volumes. Organized by chapter, each volume contains the Instructor's Manual, Test Bank, Grade Aid, Study Guide and slides from the PowerPoint Presentation. Electronic versions of the Instructor's Manual, Test Bank, PowerPoint Presentation, and images from the text, all searchable by key terms, are made easily accessible to instructors on the accompanying Classroom Kit CD-ROM. In addition, the Classroom Kit includes a preface, a sample syllabus, and a table of contents for Allyn & Bacon's Introductory Psychology Transparency package, Digital Media Archive, and *Insights Into Psychology* video collection.

INSTRUCTOR'S MANUAL

This thoroughly revised Instructor's Manual provides a wonderful tool for classroom preparation and management for first-time or experienced instructors. For each chapter, the Instructor's Manual includes a Chapter-at-a-Glance grid linking chapter topics to other available supplements and resources, learning objectives targeting specific goals for the chapter, detailed chapter outlines, a comprehensive list of discussion questions, lecture extensions, biographical profiles of key figures, a timeline placing important psychological discoveries in historical context, suggestions for further reading, case study lecture launchers, demonstrations and activities for classroom use, updated video, media and web resources, and other detailed pedagogical information.

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Thoroughly revised for this edition, the test bank contains over 100 items per chapter, in essay, short answer, multiple choice, and true/false format each with an answer justification, page reference, a difficulty rating, and skill designation.

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The Test Bank is also available in TestGen 5.5 computerized version, for use in personalizing tests. TestGen 5.5 is an integrated suite of testing and assessment tools for Windows and Macintosh. You can use TestGen to create professional-looking exams in just minutes by building tests from the existing database of questions, editing questions, or adding your own. TestGen also allows you to prepare printed, network and online tests.

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An exciting interactive tool for use in the classroom. This dynamic, multimedia resource pairs key points covered in the chapters with images from the textbook to encourage effective lectures and classroom discussions.

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contents includes learning objectives, Flash Card glossary terms, and online practice tests.

INSIGHTS INTO PSYCHOLOGY VIDEO OR DVD, VOLS. I-IV

These video programs include two or three short clips per topic, covering such topics as animal research, parapsychology, health and stress, Alzheimer's disease, bilingual education, genetics and IQ, and much more. A Video Guide containing critical thinking questions accompanies each video. Also available on DVD.

THE BLOCKBUSTER APPROACH: A GUIDE TO TEACHING INTRODUCTORY PSYCHOLOGY WITH VIDEO

The Blockbuster Approach is a unique print resource for instructors who enjoy enhancing their classroom presentations with film. With heavy coverage of general, abnormal, social, and developmental psychology, this guide suggests a wide range of films to use in class, and provides questions for reflection and other pedagogical tools to make the use of film more effective in the classroom.

INTERACTIVE LECTURE QUESTIONS FOR CLICKERS FOR INTRODUCTORY PSYCHOLOGY

These lecture questions will jumpstart exciting classroom discussions.

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This comprehensive source includes still images, audio clips, web links, animation and video clips. Highlights include classic Psychology experimental footage from Stanley Milgram's Invitation to Social Psychology, biology animations, and more—with coverage of such topics as eating disorders, aggression, therapy, intelligence, and sensation and perception.

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The Transparency Kit includes approximately 230 full-color acetates to enhance classroom lecture and discussion—including images from all of Allyn & Bacon's Introduction to Psychology texts.

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

DISCOVERING PSYCHOLOGY TELECOURSE FACULTY GUIDE

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

STUDENT SUPPLEMENTS

MYPsYCHLAB, STUDENT VERSION, FOR INTRODUCTORY PSYCHOLOGY

This online all-in-one study resource offers a dynamic, electronic version of the *Psychology and Life* textbook with over 200 embedded video clips (2 to 4 minutes in length, close-captioned and with post-viewing activities) and over 100 embedded animations and simulations that dynamically illustrate chapter concepts. With over 100 text-specific practice test questions per chapter, MyPsychLab helps students master the concepts and prepare for exams. After a student completes a chapter pre-test, MyPsychLab generates a customized Study Plan for that student that helps her focus her study efforts where she needs it the most. MyPsychLab is available in both course management and website versions, and can be used as an instructor-driven assessment program and/or a student self-study learning program. Visit the site at www.mypsychlab.com.

GRADE AID WITH PRACTICE TESTS

A comprehensive and interactive study guide filled with in-depth activities. Each chapter includes "Before You Read," with a brief chapter summary and chapter learning objectives; "As You Read," a collection of demonstrations, activities, and exercises; "After You Read," containing three short practice quizzes and one comprehensive practice test; "When You Have Finished," with web links for further information; and crossword puzzles using key terms from the text. An appendix includes answers to all practice tests and crossword puzzles.

DISCOVERING PSYCHOLOGY TELECOURSE STUDY GUIDE

In this Telecourse Study Guide, each chapter corresponds to one program, expands upon the material covered in the program, specifies appropriate reading assignments, and reviews material covered in the text. In addition, the study guide includes learning objectives; reading assignments; key people and terms; video program summaries and test questions with answer key; textbook test questions with answer

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A support service that's available when students need it! Qualified tutors will answer questions students have about material in the text. The Tutor Center is open during peak study hours—in the late afternoon and evenings, 5-12 pm (EST), Sunday-Thursday during the academic calendar.

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James Calhoun, University of Georgia

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John Caruso, University of Massachusetts, Dartmouth

Marc Carter, Hofstra University

Dennis Cogan, Texas Tech University

Sheree Dukes Conrad, University of Massachusetts,
Boston

Randolph R. Cornelius, Vassar College

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Mark Dombeck, Idaho State University

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Victor Duarte, North Idaho College

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University

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Adam Goodie, University of Georgia

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W. Lawrence Gulick, University of Delaware

Pryor Hale, Piedmont Virginia Community College

Rebecca Hellams, Southeast Community College

Dong Hodge, Dyersburg State Community College
Mark Hoyert, Indiana University Northwest
Richard A. Hudiburg, University of North Alabama
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Matthew Johnson, University of Vermont
Seth Kalichman, Georgia State University
Mark Kline, Indiana University
Stephen La Berge, Stanford University
Andrea L. Lassiter, Minnesota State University
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Charles F. Levinthal, Hofstra University
Suzanne B. Lovett, Bowdoin College
M. Kimberley Maclin, University of Northern Iowa
Gregory Manley, University of Texas at San Antonio
Leonard S. Mark, Miami University
Michael R. Markham, Florida International
University
Kathleen Martynowicz, Colorado Northwestern
Community College
Lori Metcalf, Gatson College
Michael McCall, Ithaca College
Mary McCaslin, University of Arizona
David McDonald, University of Missouri
Greg L. Miller, Stanford University School of Medicine
Karl Minke, University of Hawaii–Honolulu
Charles D. Miron, Catonsville Community College
J. L. Motrin, University of Guelph
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William Pavot, Southwest State University
Amy R. Pearce, Arkansas State University
Kelly Elizabeth Pelzel, University of Utah
Brady J. Phelps, South Dakota State University

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R. H. Starr, Jr., University of Maryland–Baltimore
Walter Swap, Tufts University
Priscilla Stillwell, Black River Technical College
Charles Strong, Northwest Mississippi Community
College
Jeffrey Wagman, Illinois State University
Douglas Wardell, University of Alberta
Linda Weldon, Essex Community College
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