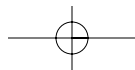
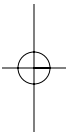
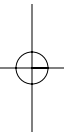
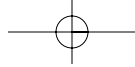




## Why Do You Need this New Edition?

If you're wondering why you should buy this new edition of *Psychology: Core Concepts*, here are 5 good reasons!

- 1 **New *Discovering Psychology* Viewing Guide** at the end of each chapter in the text includes **program review and activities tied to the *Discovering Psychology* video series**, helping students tie text concepts to what they see in the videos. Students can access the ***Discovering Psychology* videos** online whenever and wherever they want. Students can complete an online, automatically scored review quiz to instantly check their comprehension. The form can be emailed to instructors who wish to keep track of students who view the videos.
- 2 **Culture and Gender coverage** is more fully integrated where relevant throughout the text, so all students see the relevance of psychology to their lives. **Significant new cross-cultural material** has been added throughout the text wherever such material can help the reader better understand the core concepts.
- 3 **Expanded Critical Thinking** applications at the end of each chapter help students become better consumers of scientific information and build upon a set of critical thinking skills introduced in the first chapter.
- 4 **New Coverage of the Impact of Social Systems on Human Behavior.** Philip Zimbardo is, of course, known for his Stanford Prison Experiment. Most recently, he has published a detailed description and analysis of this famous experiment in *The Lucifer Effect: Understanding How Good People Turn Evil*. We are pleased that some of Zimbardo's ground-breaking insights in *Lucifer*—particularly the notion of the effect of *social systems* on human behavior—are included in the extensively revised chapter on social psychology appearing in this edition of *Psychology: Core Concepts*.
- 5 **Reorganization of the Table of Contents** to move the Learning and Memory chapters closer to the start of the text (now Chapter 3 and 4 respectively). This shift was done to provide students with some of the most active applications for succeeding in this course earlier in the text.



# Psychology

## Core Concepts

Sixth Edition

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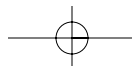
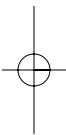
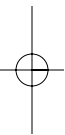
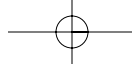
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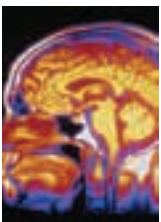
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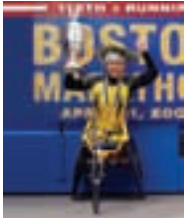
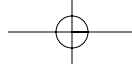
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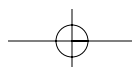
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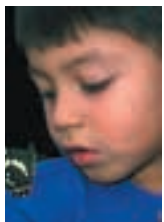
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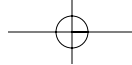
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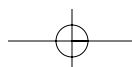
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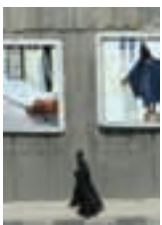
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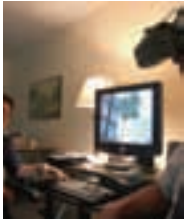
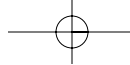
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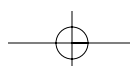
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# to the student . . .

**T**here is one simple formula for academic success, and the following demonstration will show you what it is. Study this 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 5 to 7 letters correctly. A few people get them all. How do these exceptional few 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 you can draw on material that is already stored in memory. In this case, all that needs to be remembered are four “chunks” of information instead of 12 unrelated letters.

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 instead you look for patterns, you will find your task greatly simplified—and much more enjoyable.

## USING PSYCHOLOGY TO LEARN PSYCHOLOGY

So, how can you identify the patterns? With a little help from your friendly authors, who have developed several learning features that will make meaningful patterns what you are reading in this text stand out clearly:

**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 Chapter 4, “Memory,” says:

**Human memory is an information processing system that works constructively to encode, store, and retrieve information.**

core  
concept

The Core Concept, then, becomes the central idea around which about 10 pages of material—including several new terms—are organized. As you read each chapter, keeping the Core Concept in mind will help you encode the new terms and ideas related to that concept, store them in your memory, and later retrieve them when you are being tested. To borrow an old saying, the Core Concepts become the “forest,” while the details of the chapter become the “trees.”

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

## 4.4 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. Our key questions should also serve as guides for you to be posing questions of your own about what you are reading.

Both the Key Questions and the Core Concepts later reappear as organizing features of the Chapter Summary.

**Psychology Matters** 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. What makes psychology so fascinating to us and to our students are all the ways in which things learned in this course directly apply to events and experiences in the real world. 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

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 media. Also, begin to notice how often you read news stories that make statements that begin with “research shows that . . .” By the end of this course, you will become a much wiser consumer of such information—some of which is often false or misleading.

**Psychology Matters: Using Psychology to Learn Psychology** A special Psychology Matters section in every chapter explains how you can apply your new knowledge of psychology to make your studying more effective. For example, in Chapter 2, “Biopsychology, Neuroscience, and Human *Nature*,” we tell you how to put your understanding of the brain to work for more efficient learning. Similarly, at the end of Chapter 9, “Emotion and Motivation,” we explain how to use a new psychological concept of “flow” to boost your own academic motivation. Thus, Using Psychology to Learn Psychology not only reinforces points that you have studied, it brings the material home with immediate and practical applications to your life in college.

**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 Chapter 4, 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** 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. These quizzes appear at the end of every major section in the chapter, offering you a quick checkup indicating whether you have gotten the main points from what you just read. Some questions call for simple recall; others call for deeper analysis or application of material. Some are multiple-choice questions; some are short-answer essay questions. These exercises will help you determine how well you have mastered the material.

**CONNECTION • CHAPTER 10**

Extraversion-Introversion is one of the basic Big Five personality dimensions that seem to apply to people all over the world.

**Connection Arrows** Important topics in other chapters are often cross-referenced with an arrow in the margin, as you can see in the sample here. The accompanying reference gives you either a preview or reminder of concepts covered in other chapters. This feature helps you connect ideas from different chapters.

**Marginal Glossaries** The most important terms appear in boldface, with their glossary definitions readily accessible in the margin. Then, at the end of the book, a comprehensive Glossary gathers together all the key terms and definitions from each chapter.

**Chapter Summaries** We have written our Chapter Summaries to provide you with an overview of main points in each chapter—to help you preview and review the chapter. The summaries are organized around the Key Questions and Core Concepts introduced within the chapter to facilitate review and mastery of chapter material. But we offer one caution: Reading the Chapter Summary will not substitute for reading the entire chapter! Here’s a helpful hint: We recommend that you read the summary before you read the rest of the chapter to get a flavor of what’s ahead, then reread the summary after you finish 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, naturally, reviewing the summary after reading the chapter will reinforce what you have just learned so that you can retrieve more of it in the future.

## THINKING LIKE A PSYCHOLOGIST

Learning all the facts and definitions of psychology won’t make you a psychologist. Beyond the facts, *thinking like a psychologist* requires learning some *problem-solving* skills and some *critical thinking* techniques that any good psychologist should possess. To do so, we have added two unique features to this book.

**Chapter-Opening Problems** Each chapter asks an important problem that you will learn how to solve with the tools you acquire in the chapter. Examples of the chapter-opening problems include testing the idea that sweet treats give children a “sugar high,” evaluating claims of recovered memories, and judging the extent to which the people we call “geniuses” are different from the rest of us.

**Critical Thinking Applied** At the end of each chapter, you will be asked to actively consider issues in dispute among psychologists and issues raised in the media, such as the nature of the unconscious and subliminal persuasion. Each of these issues requires a skeptical attitude and the application of a special set of critical thinking skills that we will provide in Chapter 1.

## DISCOVERING PSYCHOLOGY VIDEOS

At the end of each chapter, you will notice viewing guides for Discovering Psychology, a 26-part video series produced by WGBH and Annenberg Media, and narrated by the lead author of this textbook, Phil Zimbardo. The videos provide an overview of historic and current theories of human behavior, and feature many of the researchers and studies introduced in this textbook. You can access the Discovering Psychology videos and additional viewing resources through MyPsychLab ([www.mypsychlab.com](http://www.mypsychlab.com)), the online companion to this textbook.

We have one final suggestion to help you succeed in psychology: This book is filled with examples to illustrate the most important ideas, but 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  
Bob Johnson  
Vivian McCann

TO THE STUDENT

**xv**

# to the instructor . . .

Psychological knowledge continues to explode. As a result, many introductory textbooks have grown to daunting proportions. Meanwhile, our introductory courses remain the same length—with the material ever more densely packed. We cannot possibly introduce students to all the concepts, and our students cannot possibly remember everything in the standard, encyclopedic introductory text.

We also realize that the problem is not just one of sheer volume and information overload; it is also a problem of meaningfulness. To be clear, our textbook is briefer than most encyclopedic texts, but we did not want to write a watered-down brief textbook, either. To make the material more meaningful for students who use *Psychology: Core Concepts*, we have found inspiration in a classic study of chess players. Researchers showed that experts did no better than novices at remembering the locations of pieces on a chessboard when the pieces were placed at random (de Groot, 1965). Only when the patterns made sense—because they represented actual game situations—did the experts show an advantage. Clearly, meaningful patterns are easier to remember than random assignments. In applying this to *Psychology: Core Concepts*, our goal has been to present a scientific overview of the field of psychology within meaningful patterns that will help students better remember what they learn so that they can apply it in their own lives. Thus, we have organized each major section of every chapter around a single, clear idea that we call a Core Concept, which helps students focus on the big picture so they don't become lost in the details.

From the beginning, our intention in writing *Psychology: Core Concepts* has been to offer students and instructors a textbook that combines a sophisticated introduction to the field of psychology with pedagogy that applies the principles of psychology to the learning of psychology, all in a manageable number of pages. Our goal was to blend great science with great teaching, to provide an alternative to the overwhelmingly encyclopedic or skimpy essentials books that have been traditionally offered. 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 relies consistently on well-grounded principles of psychology to teach psychology.

## NEW TO THIS EDITION

As you would expect, we have updated this sixth edition *Psychology: Core Concepts* with the latest in cutting-edge theory and research. Much of the new material comes from neuroscience—for example, mirror neurons, new roles for glial cells, and pioneering studies of brain implants. But you will also find brand new work on cognitive-behavioral therapy, emotion and politics, cultural differences in perception, evolutionary psychology, the “tyranny of choice,” and much more.

In addition to current references and topics, we have made the following improvements to the sixth edition.



**Increased Emphasis on Thinking Like a Psychologist** Two groundbreaking studies have helped guide our development of this new edition of *Psychology: Core Concepts*. In parallel research on the characteristics of master teachers at nearly 100 American colleges and universities, Bill Buskist (2004) and Ken Bain (2004) found that outstanding teachers have many different teaching styles. Yet despite this diversity in approaches, the best teachers share some important characteristics—most of which won't surprise you:

- The best teachers are enthusiastic about teaching.
- The best teachers are also scholars who keep up with new developments in their disciplines.
- The best teachers like their students and make themselves available to them.
- The best teachers use a variety of teaching techniques, including the lecture method—although none lecture exclusively. (Nor are they necessarily the ones with the drop-dead PowerPoints or other electronic wizardry.)

But one more factor wasn't quite so obvious:

- Both Buskist and Bain found that *the best teachers engage their students in solving problems that require thinking like experts in their disciplines*.

For those of us who teach psychology, encouraging students to develop expertise in solving problems in our discipline means helping them *think like psychologists*. For this sixth edition of *Psychology: Core Concepts* we have made two important additions to the pedagogy that are designed to help students develop these problem-solving skills: chapter-opening *problems* and end-of-chapter *Critical Thinking Applied* boxes.

Every chapter in the book now begins with a vignette that leads the reader to a *problem*—a real and substantive psychological problem that will be resolved with tools developed in the chapter. Here are some examples of these chapter-opening problems:

- How could you test the claim that sugar makes children hyperactive?
- How can our knowledge about memory help us evaluate claims of recovered memories?
- What produces “genius,” and to what extent are the people we call “geniuses” different from others?
- How can psychologists examine objectively the worlds of dreaming and other subjective mental states?

As you can see, finding the answer to each problem requires learning to apply new and important ideas presented in the chapter. For example, the answer to the “sugar-high” problem leads to an understanding and application of the scientific method, whereas solving the “recovered memory” problem involves learning how memory works. We invite you, as you peruse this book, to see how we use other examples of this problem-based approach.

A second pedagogical addition to the sixth edition also aims to help students think like psychologists by applying critical thinking skills that are especially important in psychology: In a “Critical Thinking Applied” section at the end of every chapter, we address significant issues with which we psychologists also wrestle, such as:

- The person-situation controversy
- The evidence-based practice debate
- The nature of the unconscious
- The source of group differences in intelligence and other abilities

Other critical thinking sections take on some of the most egregious misconceptions that students encounter in “pop” psychology, such as:

- Left brain/right brain differences
- Facilitated communication
- Subliminal persuasion

What do we mean by *critical thinking*? That’s the question, of course, that has dogged those who would teach their students to evaluate evidence and come to reasoned conclusions. Broadly, we take critical thinking to mean a skeptical approach to new ideas and old assumptions. Beyond that, we have developed a “tool kit” of six critical thinking questions that students are expected to apply to these end-of-chapter issues:

1. What is the source?
2. Is the claim reasonable or extreme?
3. What’s the evidence?
4. Could bias contaminate the conclusion?
5. Does the reasoning avoid common fallacies?
6. Does the issue require multiple perspectives?

Of course, the book itself cannot make students good problem solvers and critical thinkers. That’s why we have packed the *Instructor’s Manual* with ideas for teaching problem solving and critical thinking. We hope that you, the instructor, will incorporate some of these ideas in your classes.

### **Expanded Coverage of Cross-Cultural, Multicultural, and Gender Research**

Reflecting the increasing diversity and global reach of psychology, we have made a special effort to weave more material on gender, culture, and ethnicity throughout the text. The result is that every chapter of the book contains material on cross-cultural or multicultural psychology and diversity. Here’s a sampling of such topics:

- What cultural differences are found in people’s earliest memories?
- Do other cultures mean the same thing by “intelligence”?
- Research shows that dream content varies by culture, gender, and age. So, was Freud wrong about dreams?
- How can Bandura’s social learning theory be applied to combat AIDS, promote safe sex, and enhance the status of women in developing countries?
- There are significant differences among groups in intelligence test scores, but do they stem from nature or from nurture?
- Is the Big Five trait theory valid across cultures?
- How does stereotype threat influence on test scores and classroom performance?
- How does the incidence of mental disorder vary by gender and culture?
- What are the differences between male and female brains? And what do these differences mean?
- Are males and females more alike in their thinking (as Janet Hyde’s nurturist position suggests) or different (as Roy Baumeister’s nativist position claims)?
- What differences have been discovered in the way Asians and Americans perceive their worlds?
- What are four important ways that men and women are different in their sexuality?

- How did Mary Calkins beat the odds to become the first woman president of the American Psychological Association—even though Harvard wouldn't give her the doctorate she earned?

**New Coverage of the Impact of Social Systems on Human Behavior** Philip Zimbardo is, of course, known for his Stanford Prison Experiment. Most recently, he has published a detailed description and analysis of this famous experiment in *The Lucifer Effect: Understanding How Good People Turn Evil*. We are pleased that some of Zimbardo's groundbreaking insights in *Lucifer*—particularly the notion of the effect of *social systems* on human behavior—are included in the extensively revised Chapter 11, “Social Psychology” appearing in this edition of *Psychology: Core Concepts*.

**Integration of *The Discovering Psychology* Video Programs** We are thrilled to be able to fuse the wildly successful video series, *Discovering Psychology: Updated Edition*, with our textbook. Author Phil Zimbardo narrates the video series, as leading researchers, practitioners, and theorists probe the mysteries of the mind and body and bring psychology to life for introductory students. Each chapter of the text ends with a Viewing Guide that contains program review questions that draw attention to key information presented in the videos.

**Improved Chapter Organization** With the sixth edition, we have resequenced some of the chapters with several goals in mind:

- We brought forward Chapter 3, “Learning and Human Nurture,” and Chapter 4, “Memory,” so that concepts in those chapters could be used to emphasize early on how students can *use psychology to learn psychology*.
- We also brought forward Chapter 11, “Social Psychology,” to capitalize on students' intrinsic interest in this material.
- We tried to even out the pace of the material presented throughout the book.

## TEACHING AND LEARNING PACKAGE

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

**New Expanded *Instructor's Manual* (ISBN: 0-205-59730-0)** Written and compiled by Diane L. Finley, Prince George's Community College, with dozens of new resources pulled together by a team of master teachers, the expanded *Instructor's Manual* is an invaluable tool for new and experienced instructors alike. First-time instructors will appreciate the detailed introduction to teaching the introductory psychology course, with suggestions for preparing for the course, sample syllabi, and current trends and strategies for successful teaching. Each chapter offers integrated teaching outlines to help instructors seamlessly incorporate all of the ancillary materials for this book into their lectures, and all *Key Questions*, *Core Concepts*, and *Key Terms* for each chapter are listed for quick reference. For the sixth edition, the *Instructor's Manual* offers a substantially enhanced bank of lecture launchers, handouts, and activities, and new categories of materials have been added, including new crossword puzzles, suggestions for integrating third-party videos and web resources, a guide written by Sonya Lott-Harrison of Community College of Philadelphia with tips for integrating music into lesson plans, and cross-references to transparencies and hundreds of multimedia and video assets found in the *Psychology: Core Concepts* MyPsychLab course.

**Print Test Bank and MyTest Computerized Test Bank (Print ISBN: 0-205-59737-8)** Nicholas Greco IV, College of Lake County, has provided an extensively

updated test bank containing over 2000 accuracy-checked questions, including multiple choice, completion (fill-in-the-blank and short answer), conceptual matching sequences, and critical essays. Test item questions have been also written to test student comprehension of select multimedia assets found with MyPsychLab, for instructors who wish to make MyPsychLab a more central component of their course. In addition to the unique questions listed previously, the Test Bank also includes all of the *Check Your Understanding* questions from the textbook and all of the test questions from the *Discovering Psychology* Telecourse Faculty Guide for instructors who wish to reinforce student use of the textbook and video materials. All questions include the correct answer, page reference, difficulty ranking, question type designation, and correlations to American Psychological Association (APA) Learning Goal/Outcome. A new feature of the Test Bank is the inclusion of a *Rationale* that explains why the correct answer is, in fact, the correct answer. This product is also available in the MyTest computerized version for use in creating tests in the classroom.

**PowerPoint Presentation** Written by Beth M. Schwartz, Randolph College, the PowerPoint lecture slides offer detailed outlines of key points for each chapter supported by selected visuals from the textbook. A separate *Art and Figure* version of these presentations contain all art from the textbook for which Pearson has been granted electronic permissions.

**MyPsychLab ([www.mypsychlab.com](http://www.mypsychlab.com))** The APA strongly recommends student self-assessment tools and the use of embedded questions and assignments (see [www.apa.org/ed/eval\\_strategies.html](http://www.apa.org/ed/eval_strategies.html) for more information). In response to these demands, Pearson's *MyPsychLab* offers students useful and engaging self-assessment tools, and provides instructors flexibility in assessing and tracking student progress. To instructors, *MyPsychLab* is a powerful tool for assessing student performance and adapting course content to students' changing needs—without investing additional time or resources. Students benefit from an easy-to-use site on which they can test themselves on key content, track their progress, and utilize individually tailored study plans. *MyPsychLab* includes an e-book plus multimedia tutorials, audio, video, simulations, animations, and controlled assessments to completely engage students and reinforce learning.

*MyPsychLab* is designed with instructor flexibility in mind—you decide the extent of integration into your course—from independent self-assessment for students tracked in a gradebook to total instructor-driven course management. By transferring faculty members' most time-consuming tasks—content delivery, student assessment, and grading—to automated tools, *MyPsychLab* enables faculty to spend more quality time with students. Instructors are provided with the results of student diagnostic tests in a gradebook and can view performance of individual students or an aggregate report of their class. Instructors can access the remediation activities students receive within their customized study plans, and can also link to extra lecture notes, video clips, and activities that reflect the content areas their class is struggling with. Instructors can bring into these resources to class, or easily post them on-line for students to access. For sample syllabi with ideas on incorporating *MyPsychLab*, see [www.mypsychlab.com](http://www.mypsychlab.com).

With the sixth edition of *Psychology: Core Concepts* comes a new generation of *MyPsychLab*, with dozens of improvements and new features that make *MyPsychLab* both more powerful and easier to use. Some highlights of the new *MyPsychLab* course include:

- **New *peerScholar* On-Line Peer Grading** (available only in the course management version of *MyPsychLab*): Class-tested for five years at the Psychology Department of the University of Toronto, with over 8000 students participating so far, *peerScholar* is an elegant peer-grading system that enables instructors to implement writing assignments into even large

classroom settings and that encourages the students to reassess and think critically about their own work.

- A new, more flexible, powerful, and intuitive platform for the course management version of *MyPsychLab*.
- A redesigned *e-book* that gives students the option to highlight passages and access media content directly from the e-book page.
- A new interactive *Timeline* tool that vividly illustrates key dates in the history of psychology through text, audio, and video.
- A new *Survey* tool that allows instructors to poll students anonymously.
- Redesigned *Flash Cards* for reviewing key terms, with audio to help students with pronunciation of difficult terminology.
- A new *Podcasting* tool that allows instructors to quickly and easily create their own Podcasts.
- Dozens of new video clips, animations, and podcasts, including footage of classic experiments in psychology from Pennsylvania State Media, edited by Dennis Thompson, Georgia State University.
- Continued improvements to design, course content, and grading system based on direct customer feedback

Please contact your local Pearson representative for more information on MyPsychLab. For technical support for any of your Pearson products, you and your students can contact <http://247.pearsoned.com>.

**Pearson Teaching Films Introductory Psychology Video Library with Annual Updates (Five DVD Set ISBN: 0-13-175432-7 / Update DVD for 2008 ISBN: 0-205-65280-8)** This multi-DVD set of videos offers qualified adopters over 100 short video clips of 5 to 15 minutes in length, organized by course topic for easy lecture integration. Videos come from many of the most popular video sources for psychology content, such as ABCNews, the Films for the Humanities series, ScienCentral, as well as videos from the Pearson video library. Additional videos will be added to the library on an annual basis.

***Discovering Psychology* Telecourse Videos** Written, designed, and hosted by Phil Zimbardo and produced by WGBH Boston in partnership with Annenberg Media, this perfect complement to *Psychology: Core Concepts*. *Discovering Psychology* is a landmark educational resource that reveals psychology's contribution not only to understanding the puzzles of behavior but also to identifying solutions and treatments to ease the problems of mental disorders. The video series has won numerous prizes and is widely used in the United States and internationally. The complete set of 26 half-hour videos is available for purchase (DVD or VHS format) from Annenberg Media. The videos are also available online in a streaming format that is free ([www.learner.org](http://www.learner.org)), and, for the convenience of instructors and students using *Psychology: Core Concepts*, links to these online videos have been included in the *MyPsychLab* program that accompanies the textbook. A student Viewing Guide is found at the end of every chapter within *Psychology: Core Concepts*, with additional Viewing Guide resources also available online within *MyPsychLab*.

***Discovering Psychology* Telecourse Faculty Guide (ISBN: 0-205-69929-4)** The Telecourse Faculty Guide provides guidelines for using *Discovering Psychology* as a resource within your course. Keyed directly to *Psychology: Core Concepts*, 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; and a key term glossary. Test questions for *Discovering Psychology* also reappear in the textbook's test bank and MyTest computerized test bank.

**The Allyn & Bacon Introduction to Psychology Transparency Set (ISBN: 0-205-39862-6)** This set of approximately 200 full-color transparencies is available upon adoption of the text from your local Allyn & Bacon sales representative.

**Grade Aid Study Guide (ISBN: 0-205-58217-6)** This robust study guide, written by Jane P. Sheldon, Ph.D., University of Michigan-Dearborn, is filled with guided activities and in-depth exercises to promote student learning. Each chapter includes worksheets that give you a head start on in-class note taking; a full list of key terms with page references; a collection of demonstrations, activities, and exercises, and three short practice quizzes; and one comprehensive chapter exam with critical thinking essay questions and concept maps to help you study for your quizzes and exams. The appendix includes answers to all of the practice activities, tests, and concept maps.

## A NOTE OF THANKS

Nobody ever realizes the magnitude of the task when taking on a textbook-writing project. Stephen Frail, our Acquisitions Editor, deftly guided (and prodded) us through this process. The vision of the sixth edition confronted reality under the guidance of Julie Swasey and Deb Hanlon, our tenacious Developmental Editors, who made us work harder than we had believed possible. Associate Editor Angela Pickard managed our spectacular ancillaries package.

The job of making the manuscript into a book fell to Roberta Sherman, our Production Manager, Lynda Griffiths, our Project Manager, and Margaret Pinette, our puckish copyeditor. We think they did an outstanding job—as did our tireless photo researcher, the tenacious Kate Cebik.

We are sure that none of the above would be offended if we reserve our deepest thanks for our spouses, closest colleagues, and friends who inspired us, gave us the caring support we needed, and served as sounding-boards for our ideas. Phil thanks his wonderful wife, Christina Maslach, for her endless inspiration and for modeling what is best in academic psychology. He has recently passed a milestone of 50 years of teaching the introductory psychology course, from seminar size to huge lectures to more than 1000 students. Phil continues to give lectures and colloquia to college and high school groups throughout the country and overseas. He still gets a rush from lecturing and from turning students on to the joys and fascination of psychology.

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Both Phil and Bob welcome their new coauthor, Vivian McCann, to the project. Vivian brings not only the perspective of a teacher but also expertise on gender and culture issues. She has also brought a strong emphasis on critical thinking to this sixth edition of *Psychology: Core Concepts*.

Vivian’s thanks go first to her family, starting with her amazing husband and best friend Shawn, who has not only been a wonderful source of love and support, but who even hung in there when she had to edit a chapter while on their

honeymoon! Her stepsons Storm and Blaze never complained about the missed baseball games or family time, and found creative ways to amuse themselves during some long weekends of writing. She also thanks her father for encouraging her love of learning from her earliest years, and for being a role model of resilience, optimism, and grace. And finally, Vivian thanks the many students who have inspired and challenged her over the years, as well as her dear friend and colleague Lauren Kuhn, who continues to serve as a model of excellence, creativity, and humanity in teaching.

**M**any experts and teachers of introductory psychology also shared their constructive criticism with us on every chapter and feature of the sixth edition of this text:

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Jeff Pedroza, Santa Ana College	

Finally, we offer our thanks to all of the colleagues whose feedback has improved our book. Thanks also to all instructors of this most-difficult-to-teach course for taking on the pedagogical challenge and conveying to students their passion about the joys and relevance of psychological science and practice.

If you have any recommendations of your own that we should not overlook for the next edition, please write to us! Address your comments to Dr. Robert Johnson, [bjohnson@dcwisp.net](mailto:bjohnson@dcwisp.net).



# about the authors

**Philip Zimbardo, Ph.D.**, Stanford University professor, has been teaching the Introductory Psychology course for 50 years and has been writing the basic text for this course, as well as the Faculty Guides and Student Workbooks, for the past 35 years. In addition, he has helped to develop and update the PBS-TV series, *Discovering Psychology*, that is used in many high school and university courses both nationally and internationally. He has been called “The Face and Voice of Psychology” because of this popular series and his other media presentations. Phil also loves to conduct and publish research on a wide variety of subjects, as well as teach and engage in public and social service activities. He has published more than 300 professional and popular articles and chapters and 50 books of all kinds. He recently published a trade book on the psychology of evil, *The Lucifer Effect*, that relates his classic Stanford Prison Experiment to the abuses at Iraq’s Abu Ghraib Prison. His new projects include the Time Paradox and the psychology of ordinary heroes. Please see these websites for more information: [www.zimbardo.com](http://www.zimbardo.com), [www.prisonexp.org](http://www.prisonexp.org), [www.PsychologyMatters.org](http://www.PsychologyMatters.org), and [www.theTimeParadox.com](http://www.theTimeParadox.com).



**Robert Johnson, Ph.D.**, taught introductory psychology for 28 years at Umpqua Community College. He is especially interested in applying psychological principles to the teaching of psychology and in encouraging linkages between psychology and other disciplines. In keeping with those interests, Bob founded the Pacific Northwest Great Teachers Seminar, of which he was the director for 20 years. He was also one of the founders of Psychology Teachers at Community Colleges (PT@CC), serving as its executive committee chair during 2004. That same year he also received the Two-Year College Teaching Award given by the Society for the Teaching of Psychology. Bob has long been active in APA, APS, the Western Psychological Association, and the Council of Teachers of Undergraduate Psychology.



**Vivian McCann**, a senior faculty member in psychology at Portland Community College in Portland, Oregon, teaches a wide variety of courses, including introductory psychology, human relations, intimate relationships, and social psychology. Born and raised in the California desert just 10 miles from the Mexican border, she learned early on the importance of understanding cultural backgrounds and values in effective communication and in teaching, which laid the foundation for her current interest in teaching and learning psychology from diverse cultural perspectives. She loves to travel and learn about people and cultures, and to nurture the same passions in her students. She has led groups of students on three trips abroad, and in her own travels has visited 20 countries so far. Vivian maintains a strong commitment to teaching excellence, and has developed and taught numerous workshops in that area. She currently serves on the APA’s Committee for Psychology Teachers at Community Colleges (PT@CC), and is an active member of the Western Psychological Association and APS. She is also the author of *Human Relations: The Art and Science of Building Effective Relationships*.

