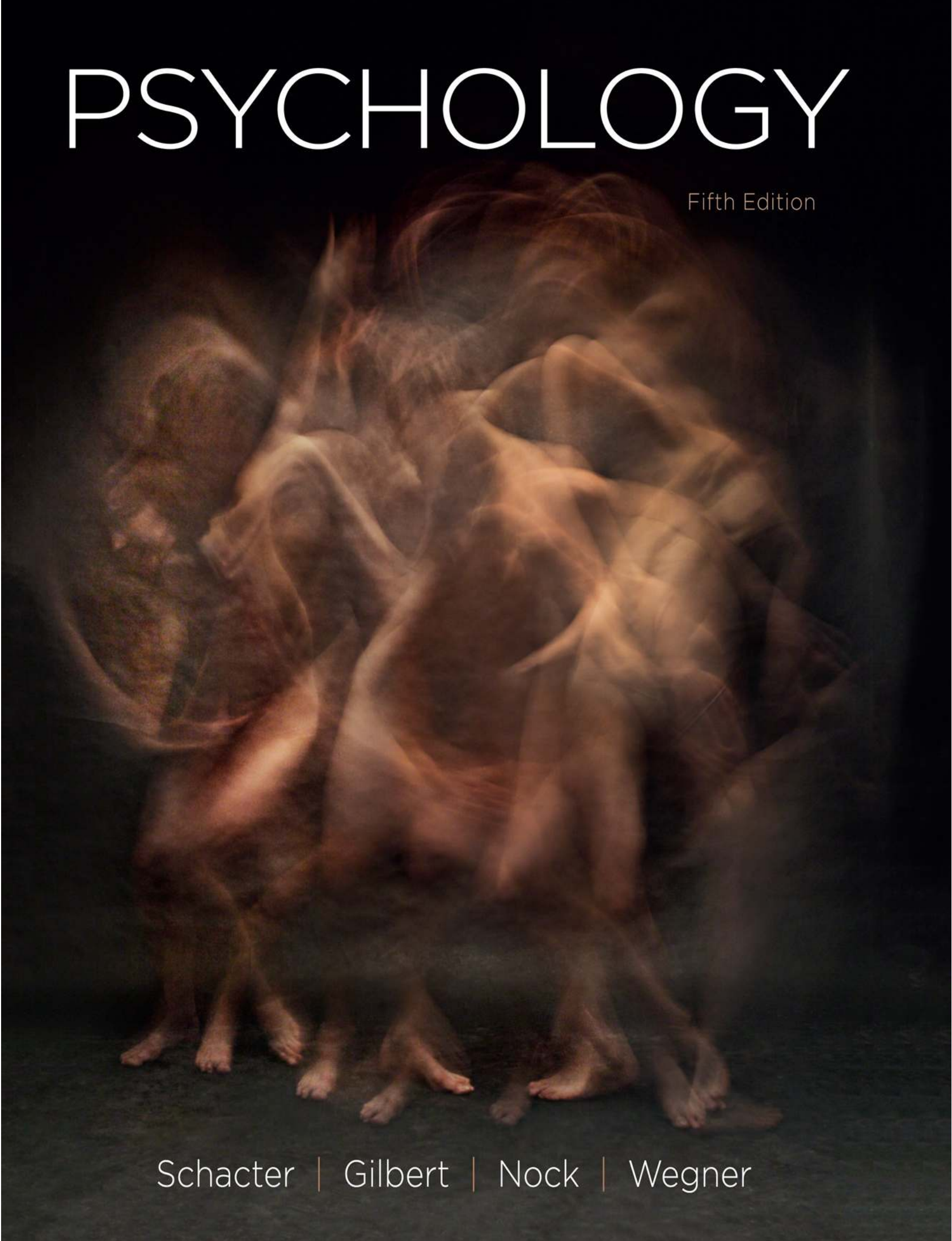
PSYCHOLOGY

Fifth Edition

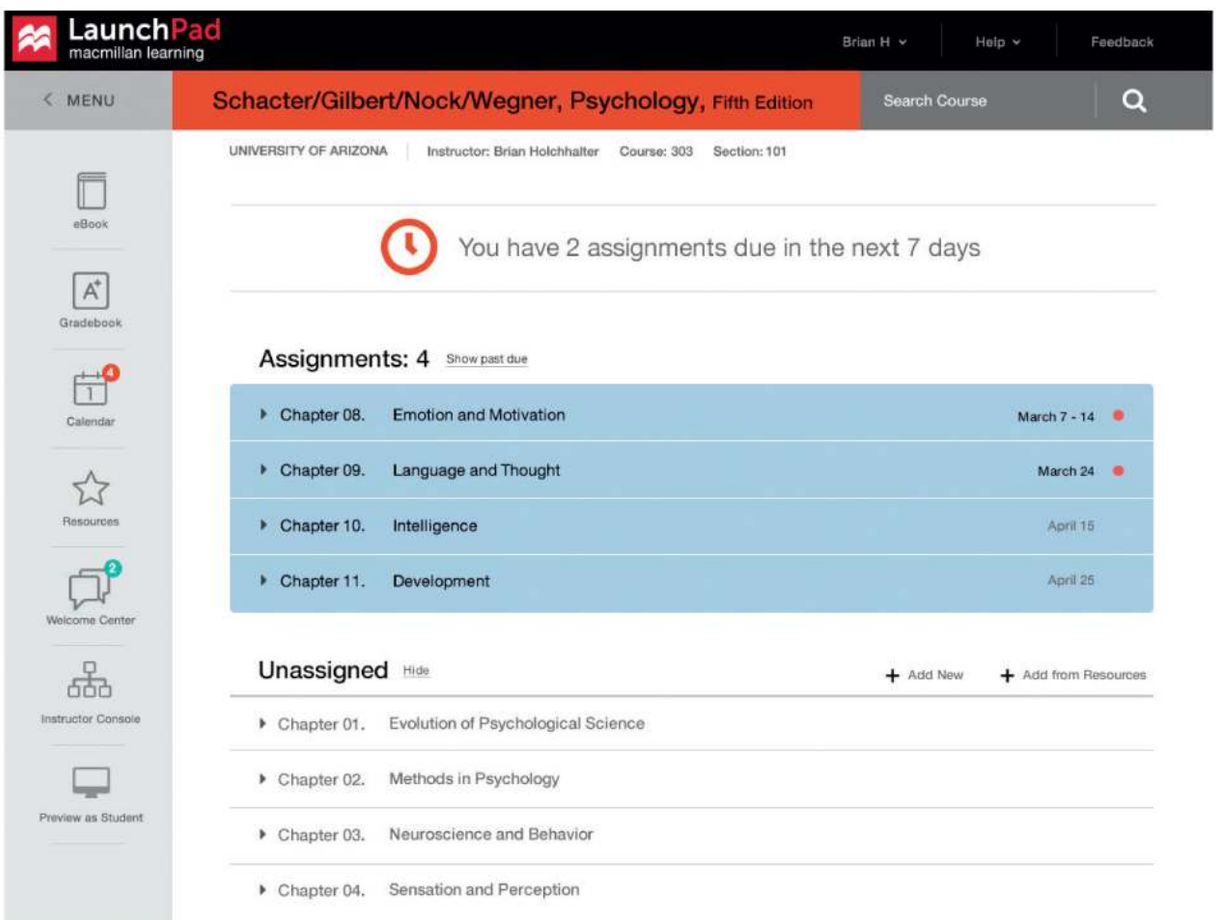


Schacter | Gilbert | Nock | Wegner

LaunchPad for *Psychology*, Fifth Edition

Available February 2020 at launchpadworks.com

Each chapter in LaunchPad for *Psychology*, Fifth Edition, features a collection of activities carefully chosen to help master the major concepts. The site serves students as a comprehensive online study guide, available any time, with opportunities for self-quizzing with instant feedback, exam preparation, and further explorations of topics from the textbook. For instructors, all units and activities can be instantly assigned and students' results and analytics are collected in the Gradebook.



Schacter et al., *Psychology*, 5e, © 2020 Worth Publishers

For Students

- Full e-book of *Psychology*, Fifth Edition
- LearningCurve Quizzing

- Student Video Activities
- Data Visualization Activities
- Concept Practice Activities
- PsychSim 6.0 by Thomas Ludwig and John Krantz

For Instructors

- Gradebook
- Presentation Slides
- iClicker Questions
- Chapter Figures and Photos
- Correlation of *Psychology*, Fifth Edition, to APA Learning Goals
- Correlation of *Psychology*, Fifth Edition, to MCAT Topics

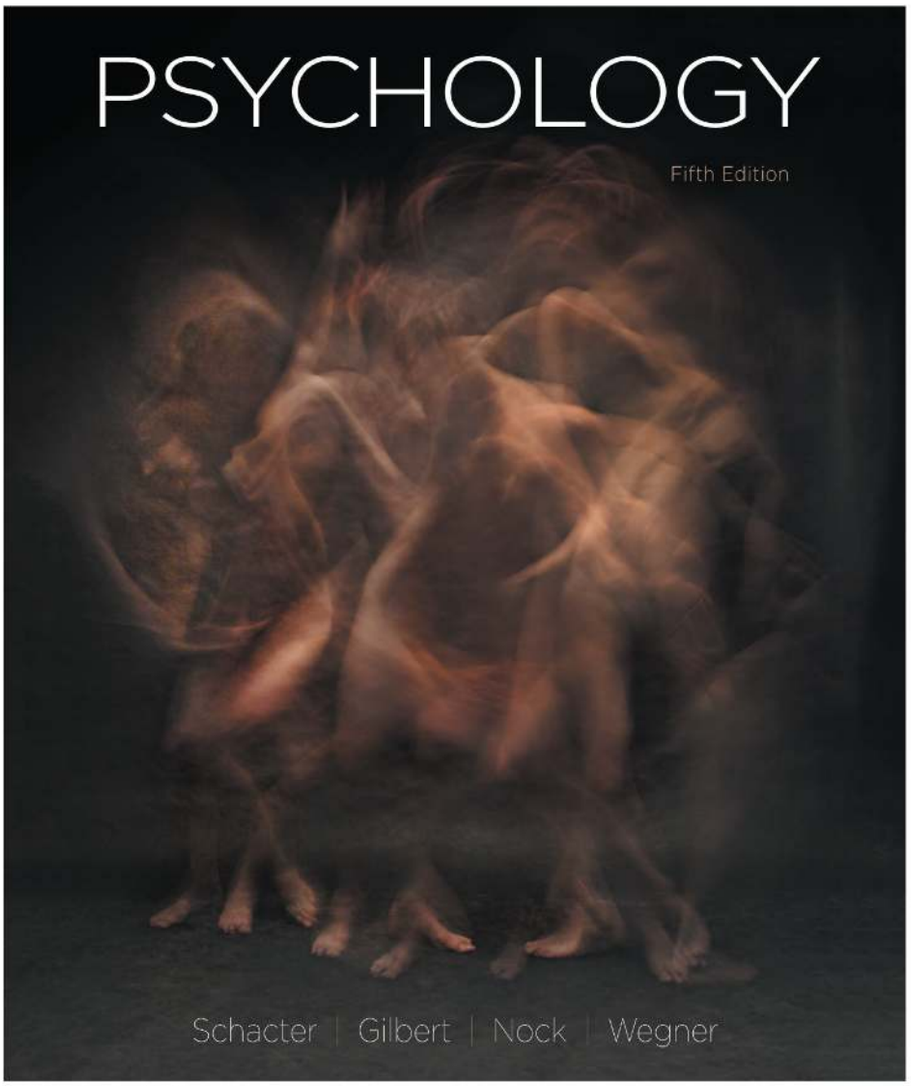


PHOTO BY BILL WADMAN

The cover of our first edition featured a man caught in mid-jump, hovering slightly above the ground. The second edition featured two people in checkered leotards tumbling together. The third edition featured a trio of airborne dancers, and the fourth edition featured a quartet. Each time, we chose a photograph that struck us as elegant and mysterious. What we didn't fully realize was that we were creating a tradition, because the number of figures on our covers always corresponded to the number of the edition. So this time we knew we needed an exquisite piece of five-figured art, and when we came across this photograph by Bill Wadman, we instantly knew we'd found it. Five dancers appear to be joined in motion, creating an entity that is more than the sum of its parts; and yet, as it turns out, the five dancers are really one dancer whom Wadman captured at five moments in time. Our species is a collection of individuals who are themselves a collection of moments, and this photograph seems to embody that deep truth. Plus, it's just gorgeous. We are delighted to feature it on the cover of our fifth edition.

PSYCHOLOGY

PSYCHOLOGY

5e

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Dedication

*We dedicate this edition to **Dan Wegner** — co-author, colleague, and friend. His brilliant ideas and beautiful words remain in our pages, and in our hearts. Ad perpetuam rei memoriam.*

ABOUT THE AUTHORS

COURTESY OF DANIEL SCHACTER

Daniel Schacter is William R. Kenan, Jr. Professor of Psychology at Harvard University. Dan received his BA degree from the University of North Carolina at Chapel Hill. He subsequently developed a keen interest in amnesic disorders associated with various kinds of brain damage. He continued his research and education at the University of Toronto, where he received his PhD in 1981. He taught on the faculty at Toronto for the next six years before joining the psychology department at the University of Arizona in 1987. In 1991, he joined the faculty at Harvard University. His research explores the relationship between conscious and unconscious forms of memory, the nature of distortions and errors in remembering, and the ways in which we use memory to imagine future events. Many of his studies are summarized in his 1996 book, *Searching for Memory: The Brain, the Mind, and the Past,* and his 2001 book, *The Seven Sins of Memory: How the Mind Forgets and Remembers,* both winners of the American Psychological Association's William James Book Award. He has also received awards for his teaching and research, including the Harvard-Radcliffe Phi Beta Kappa Teaching Prize, the Distinguished Scientific Contributions Award from the American Psychological Association, and the William James Fellow Award from the Association for Psychological Science for "a lifetime of significant intellectual contributions to the basic science of psychology." In 2013, he was elected to the National Academy of Sciences.

JOANNE GILBERT

Daniel Gilbert is the Edgar Pierce Professor of Psychology at Harvard University. Dan received his BA from the University of Colorado at Denver in 1981 and his PhD from Princeton University in 1985. He taught at the University of Texas at Austin, and in 1996 joined the faculty of Harvard University. He has received the Distinguished Scientific Award for an Early Career Contribution to Psychology from the American Psychological Association; the Diener Award for "outstanding contributions to social psychology" from the Foundation for Personality and Social Psychology; the Campbell Award for "distinguished scholarly achievement and sustained excellence in research in social psychology" from the Society for Personality and Social Psychology; and the William James Fellow Award for "a lifetime of significant intellectual contributions to the basic science of psychology" from the Association for Psychological Science. He teaches Introductory Psychology and has won teaching awards that include the Phi Beta Kappa Teaching Prize and the Harvard College Professorship. His research focuses on how and how well people think about their emotional reactions to future events. He is the author of the best seller *Stumbling on Happiness*, which won the Royal Society's General Prize for best

popular science book of the year, and the cowriter and host of the PBS television series *This Emotional Life*.


NICOLAS GUEVARA

Matthew Nock is the Edgar Pierce Professor of Psychology at Harvard University. Matt received his BA from Boston University in 1995 and his PhD from Yale University in 2003. He completed his clinical internship at Bellevue Hospital and the New York University Child Study Center, and then joined the faculty of Harvard University in 2003. While an undergraduate, he became interested in understanding why people do things to intentionally harm themselves, and he has been conducting research to answer that question ever since. His research is multidisciplinary and uses a wide range of methodological approaches (e.g., epidemiologic surveys, laboratory-based experiments, and clinic-based studies) to understand how these behaviors develop, how to predict them, and how to prevent their occurrence. He has received many teaching awards at Harvard, as well as four Early Career awards recognizing his research. In 2011 he was named a MacArthur Fellow.


THE FAMILY OF DANIEL WEGNER

Daniel Wegner was the John Lindsley Professor of Psychology in Memory of William James at Harvard University. He received his BS in 1970 and his PhD in 1974, both from Michigan State University. He began his teaching career at Trinity University in San Antonio, Texas, before joining the faculties at the University of Virginia in 1990 and then Harvard University in 2000. He received the Distinguished Scientific Contributions Award from the American Psychological Association, the William James Fellow Award for "a lifetime of significant intellectual contributions to the basic science of psychology" from the Association for Psychological Science, and the Distinguished Scientist Award from the Society of Experimental Social Psychology. His research focused on thought suppression and mental control, transactive memory in relationships and groups, and the experience of conscious will. His work on thought suppression and consciousness served as the basis of two popular books, *White Bears and Other Unwanted Thoughts* and the *Illusion of Conscious Will,* both of which were named *Choice* Outstanding Academic Books. He was a dedicated mentor, a popular teacher, and a cherished colleague and friend. Dan was diagnosed with ALS and died in 2013.

BRIEF CONTENTS

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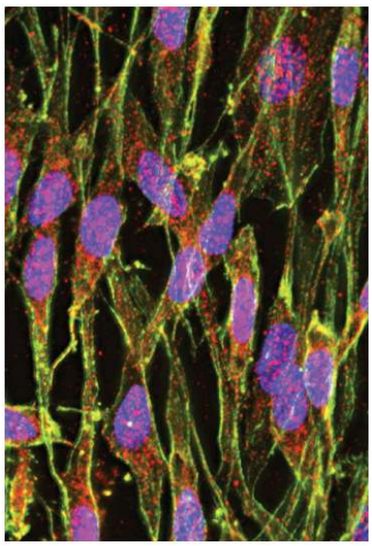

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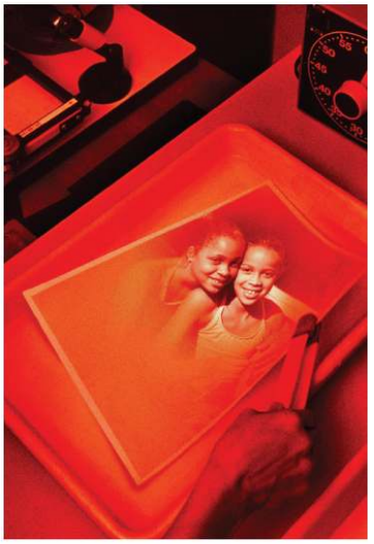

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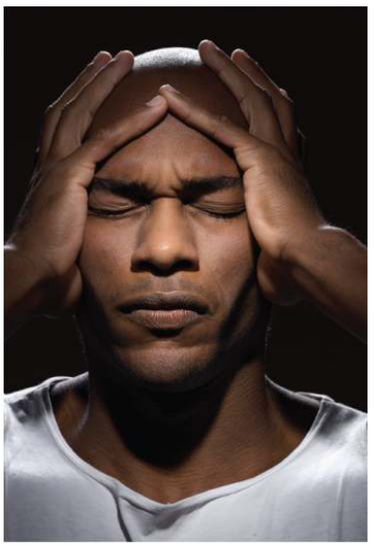

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A NOTE TO STUDENTS

Dear Student,

The world is full of mysteries—from stars to fossils, from quarks to cells. But for us, the greatest mystery has always been other people, and that's what drew each of us into our first psychology course in college. What we remember about those courses is that we were blown away by the ideas we encountered and by the lectures we heard, but what we don't remember are the textbooks. That's probably because they were little more than jargon-filled encyclopedias of names and dates that we eagerly sold to some other unsuspecting sucker the moment we finished our final exams.

After we became psychology professors, we started to wonder why textbooks had to be like that. We decided they didn't, so in 2008 we wrote the textbook that we wished we'd been given when we were students. The reaction to it was nothing short of astounding. We'd never written a textbook before, so we had no idea what to expect, but never in our wildest dreams did we imagine that we would end up winning *the Pulitzer Prize*!

Which was good, because we didn't. But what actually happened was even better: We started getting e-mails from students all over the country who told us (with seeming surprise) that they actually *liked* reading our textbook. They liked the content, of course, because psychology is an inherently fascinating subject, but they liked some other things too. First, they liked the fact that our textbook didn't *sound* like a textbook. It wasn't written in the stodgy dad-voice of that guy who seems to be the narrator in every high school biology film ever made ("Behold the sea otter, nature's furry little scavenger"). Rather, it was written in *our* voices—the same voices we use when we talk to our students, our friends, and our pets, which is why Chapter 12 was originally titled "Stop Chewing My Shoes." Students also liked the fact that we told the *story* of psychology—that we integrated topics rather than just listing them, that we illustrated ideas rather than just describing them, and that we made fun of ourselves and anyone else who didn't run away fast enough. That kind of feedback is what's kept us going for five editions.

Of course, a textbook has to do more than just tell an interesting and entertaining story. It also has to *help you learn*. That's why in addition to all the stuff that novels, cookbooks, and owner's manuals have—words and sentences, graphs and diagrams—textbooks also have features that are meant to help you understand and remember the material you're reading. Designing these features requires a keen understanding of how human beings learn, and, as luck would have it, that's one of the subjects on which psychologists happen to be experts. The features in our textbook all make use of basic principles of psychology. To introduce you to those features, we'll start by giving you six tips for reading our textbook,

and then, after you've read those tips, we'll explain how our textbook's features will help you implement them.

Six Tips for Reading This Textbook

Reading just happens. You look at a printed page and your eyes instantly start to glide across it, turning black squiggles into words and sentences without any help from you. Unlike reading, understanding and remembering don't just happen, which is why you can read a sentence, look up, and ten seconds later have no freaking idea what you just read. (If that's happening now, please start this section over). Research shows that the best way to turn *reading* into *understanding and remembering* is to not just let reading happen but, rather, to take an active role in reading. Here are five ways to do that.

- **Rehearse.** No, we don't mean dress up and recite Shakespeare. In psychology, rehearsal simply means repeating information to yourself, and if you do it right, it turns out to be a remarkably useful way to memorize facts. For example, suppose you wanted to remember the name of the person who built the first psychology laboratory (which you will probably want to do when you read Chapter 1). First you might say something like "Wilhelm Wundt built the first psychology laboratory" a few times to yourself, wait a few seconds, then say it a few times again, wait even longer, then say it again, then … well, you get the idea. By increasing the interval between rehearsals you will be making it a little bit harder to remember the fact each time—kind of like doing bench presses and adding increasing amounts of weight with each set of repetitions—and research shows that this is an effective way to commit information to memory.
- **Interpret.** Rehearsal is good for memorizing facts, but if you want to learn psychology, you're going to need to understand *ideas*. Research shows that one of the best ways to understand and remember ideas is to stop reading for a moment and *interpret* them—that is, to think about what they mean and how they relate to you. For example, suppose you wanted to learn the basic ideas behind behaviorism (which you will indeed want to do when you read Chapter 7). You will be tempted to read what we've written about behaviorism and move on, but you'd be better off pausing and asking yourself a question such as "How would a behaviorist explain my choice of college majors?" To answer this question, you will not only need to recall what you read about behaviorism, but you will also need to relate it to other things that you already know (e.g., that you struggled to decide whether you should major in psychology or in something your parents incorrectly told you was more important). It turns out that it is much easier to remember new information when you relate it to something with which you are already familiar.
- **Organize.** If someone asked you to memorize the words "Greet, Ask, Beg, Sign, Fold, Insert, Lick," in that order, you might find it difficult—unless you noticed that these are the steps involved in composing a letter that asks for money and then mailing it to your parents. Organizing information in a meaningful way is one of the best methods for learning and remembering it, which is why after reading each chapter, you should try telling yourself its story. This doesn't just mean rehearsing the facts or interpreting the various ideas, but rather, it means linking them together and asking how one leads to the other.

- **Test.** You may be tempted to use a yellow highlighter as you read, and then to study by re-reading the material you highlighted. This is a mistake (especially if you have an electronic copy of the textbook) because as you re-read the highlighted material it will start to seem more and more familiar to you, and you will mistakenly assume that because the material is familiar, you know it pretty well. But the fact is that you only "know it" when you're reading it! A much better way to learn is to *test yourself* on the material while you are *not* looking at the textbook. Better yet, study with someone else and test each other.
- **Space.** *When* should you do all this stuff? The wrong answer is "The night before the exam." Research shows that you are much more likely to remember what you learn if you read a bit of the textbook every day and do these exercises while you're reading. Cramming the night before an exam is not only a painful experience (as you might have guessed from the word *cramming*), it is also one of the very worst things you can do if you want to learn, remember what you've learned, and do well on an exam. Reading the textbook the night before is only slightly better than not reading it at all.
- **Sleep.** You already know that it's a good idea to get plenty of sleep the night before an exam. But as you will discover in Chapter 6, it is equally important to get plenty of sleep on the days that you do the study exercises we've just described. When you sleep, your brain rehearses information you encountered during the day, sifting through it, finding patterns in it, and storing it efficiently. Letting your brain "sleep on it" is nearly as important as having your brain "read it" in the first place.

Features That Help You Implement These Tips

So yes, those are six excellent pieces of advice. But how in the world are you supposed to remember them—or remember to use them? Don't worry. We've got your back. Our textbook contains a variety of features that we specifically designed to help you implement these and other research-based learning strategies. In fact, we even wrote one really boring chapter just to help you sleep! (Kidding.)

For example, you'll notice that every chapter is divided into a few major sections, and at the beginning of each major section are a set of **Learning Outcomes** that allow you to "be on the lookout" for key concepts as you are reading. This will help you organize the material in your mind—kind of like how knowing beforehand that Romeo and Juliet are star-crossed lovers can help you make sense of the play when you are watching it. Just as the Learning Outcomes tell you what to look for before you read, the **Build to the Outcomes** questions (which you'll find at the end of each major section) help you decide whether you found what you were looking for. These questions will help you determine whether your reading has produced the level of understanding you should desire—and that your instructor will require! If not, then you can re-read the section, or find the information you missed in the **Chapter Review** that appears at the end of each chapter.

We've also built features to help you interpret the material you're reading. For instance, at the end of each chapter, you will find a series of **Changing Minds** scenarios that describe everyday situations in which

misconceptions about human behavior arise, and that then ask you to use the chapter's material to correct them. The **Data Visualization Activities** that are available in LaunchPad invite you to engage with the material by answering questions the way psychologists do—namely, by looking at data! Each activity presents an interactive graph that displays real data from a published study, followed by questions that allow you to test your understanding of the study as well as your ability to reason about the data. The **LearningCurve** adaptive quizzing system will also allow you to test yourself—and it will design quizzes just for you.

A Box of Words

You may have noticed that when people tell stories ("When I was in Rome this summer, I saw the Trevi Fountain, the Sistine Chapel, and the Colosseum"), they occasionally pause to tell you some related thing that they found especially interesting ("Did you know that in the 16th century, the Pope tried to turn the Colosseum into a wool factory?"). Then when they're done, they pick up their story again. Well, every chapter in our textbook also tells a story, and once in a while we pause that story to tell you some related thing that we found especially interesting—not about Italian wool factories, but about psychology. The way you'll know we're pausing is that you will bump into a box of words. These boxes come in four flavors, and we've given each a name.

- One box is called **A World of Difference.** People differ in countless ways—by culture, gender, race, religion, age, wealth, sexual orientation, and a whole host of other differences. These sources of diversity influence just about everything people think, feel, and do, so in every chapter we pause our story to highlight one or more of them.
- A second box is called **Other Voices.** Long before psychologists appeared on earth, poets, pundits, playwrights, and philosophers were having insights into human nature. So we decided to invite some of them to share their insights with you. In every chapter, you will find a short essay by someone who thinks deeply, writes beautifully, and, most importantly, isn't us.
- A third box is called **The Real World**. From rats in mazes to humans in brain scanners, a textbook can sometimes seem like a report from places that aren't much like the place you live. That's why in every chapter we have included a box that shows how the material you are reading can be applied to the stuff of everyday life—from dating to studying to going on a job interview.
- Finally, in every chapter you will bump into a box called **Hot Science.** When we wrote the last edition, Donald Trump was a real estate developer and no one had ever heard the phrase "me too," which is to say that things change fast. That's why in every chapter, we take a moment to share with you a brand-new scientific finding that has changed the way we think—and that might change the way you think as well.

Those are the features and those are the boxes and that's probably enough for one preface. We could drone on because, after all, we *are* professors, but we trust you get the point: We love the science of psychology

and we've written a book that we hope makes you fall in love with it as well. Whether or not that happens, we're eager to hear what you think about our new edition. Feel free to reach out to us at **MattAnd3Dans@gmail.com**.

A NOTE TO INSTRUCTORS

Dear Instructor,

Why do we do this to ourselves? You've spent days and days browsing textbooks when you could have been baking cookies, reading poetry, or binge-watching *The Walking Dead.* We've spent years and years reading papers, writing chapters, and finding photographs when we could have been listening to music, visiting museums, or binge-watching *The Walking Dead.* Why have we all chosen to get lost in Textbookland when there are so many zombies to stream?

For the love of science. You and we may be different ages, genders, races, and religions; we may come from different places or speak different first languages; but much greater than our differences is our common bond, and that is our shared and unshakeable belief that science provides the best tools for understanding the mysteries of human behavior. Somewhere along the way, we all stumbled on a field called psychology and got stuck there because we fell in love with a simple idea—the idea that the methods scientists use to figure out what causes cancer or to understand how butterflies migrate can also be used to answer age-old questions about the hearts and minds of our kind. Honestly, anyone who stumbles on that idea and isn't excited by it has to be a zombie.

Is our textbook right for you? We don't know. But we do know that when you choose a textbook you are entrusting part of your students' education to someone else, and that trust needs to be earned. We've tried to do that by writing a textbook that has a single overarching goal: To make your students fall in love with this amazing young science for just the reasons that you did and we did. Whatever they do with that passion—whether they become psychologists, better parents, smarter consumers, or more informed citizens—our job is to ignite it by spreading the good news about our science. That's what we try to do on every one of the pages that follow, and you will decide if we've succeeded.

Okay, give us a minute to dry our eyes. There, that's better. Now let's get into some of the nutsy-boltsy stuff you'll want to know about our textbook, and about our fifth edition in particular.

Ch-ch-ch-ch-changes!

The words *new* and *improved* sell a lot of mobile phones and coffee makers, and they probably sell a lot of textbooks too. But we won't use them. After all, this is the fifth edition of our textbook, and if everything in it were new and improved, then everything in the previous editions would have to be obsolete or in desperate need of repair. That's simply not the case. We've spent more than a decade working on this

textbook, and we've learned a lot—not just from writing and re-writing it, but also from the many instructors and students across the country who have taken the time to tell us what they liked, what they didn't like, and how we could turn the latter into the former.

We've listened, and the reason our fifth edition is the best one ever is that rather than *changing* everything just so we could point to some new bells and whistles, we put most of our energies into *perfecting* the things that were already working well. Instructors told us that our pedagogical tools were strong, so we sharpened them rather than replacing them. They told us that our coverage was right on target, so we steadied our aim rather than aiming elsewhere. And they told us that their students enjoyed our casual and sometimes irreverent narrative voice, so we updated our jokes rather than admitting to ourselves that they were really, really bad. If the fifth edition looks familiar to you, that's because with each edition we've learned to make more babies and less bathwater.

With that said, the fifth edition is by no means the fourth with a new cover. You will see several significant changes right off the bat. For instance, we pretty much burned down Chapter 1 (Psychology: The Evolution of a Science) for the insurance money and rebuilt it from scratch. We think the new version provides a clearer and more engaging exploration of psychology's rich history. We've also done major renovations of Chapter 4 (Sensation and Perception), Chapter 8 (Emotion and Motivation), and Chapter 9 (Language and Thought), and added extended coverage to other chapters—for instance, further explanation of action potentials in Chapter 3 (Neuroscience and Behavior) and the new section on replication in Chapter 2 (Methods). Most importantly, we sneaked a photo of Pete Townshend onto page 461 so that the young people in your class will know who The Who were. Some things are just too important to leave to chance. You'll find a complete list of changes at macmillanlearning.com.

But Wait … There's More!

Our primary job as textbook authors is to give your students a solid overview of the vast literature in psychological science so that you can spend your class time focusing on the things you really want to tell them, or ask them, or do with them, rather than trying to cover all that territory yourself. Maybe that's all you wanted us to do, in which case … um, you're welcome.

But if you think textbook authors can do more than that, well then, we happen to agree with you. That's why we (and *we* of course means "a team of dedicated people whose hard work we will now try to take credit for") have developed a variety of resources to make your job easier and your teaching more effective. Here are just a few of them:

- **LaunchPad** is the name of Macmillan Learning's online platform, which combines the full e-book version of our textbook with a whole bunch of interesting activities, award-winning media, and

state-of-the-art assessment tools. For students, LaunchPad is the ultimate online study guide; for you, it is a place where class documents can be posted, assignments given, quizzes graded, and progress measured. Best of all, LaunchPad integrates seamlessly with all the major learning management systems used by colleges and universities these days, including Blackboard, Brightspace by D2L, Canvas, and Moodle.

- One of the features of Launchpad that we personally like best is the **LearningCurve** adaptive quizzing system. This system measures a student's performance and then chooses quiz questions based on how well they are doing, which means that every student in your class can take a quiz that has been custom-designed for them. What's more, LearningCurve gives students instant feedback about their performance, while providing you with a report on the progress of individual students and on your class as a whole. You really have to see how beautiful the platform is and how easily it works. Go to launchpadworks.com and take it for a test drive.
- Students hate taking exams. What they don't realize is that we hate making them even more! That's why our book comes with a **Test Bank** (revised by Chad Galuska of the College of Charleston, Jennifer Perry of Kalamazoo College, and Chrysalis Wright of the University of Central Florida) that includes more than 250 multiple-choice, true/false, and essay questions for every chapter. You may have designed your class around the APA's outcomes for introductory psychology students, and, if so, you'll be happy to know that we link the test bank questions to these outcomes, making it easy for you to see which goals are being achieved.
- Can we help you make some **lecture slides**? We hope so, because our book comes with a fully updated set. Can we suggest some **lecture topics and class activities**? We hope so, because our book also comes with a downloadable **Instructor's Resource Manual** (created by Jeffrey B. Henriques of the University of Wisconsin, Madison), which contains plenty of them. Can we get you a cup of coffee? Just checking to see if you were still with us.
- Our textbook gives you access to a large number of **supplements** that your students may find useful, depending on how you've chosen to focus your teaching. For instance, if you focus a lot on critical thinking skills, then you might want to supplement our coverage of that topic in Chapter 2 by having your students read *The Critical Thinking Companion for Introductory Psychology* or *The Worth Expert Guide to Scientific Literacy*. Or maybe you and your students care a lot about the application of psychology in the real world, in which case you might want to supplement our textbook by having them read *Psychology and the Real World* or *The Psychology Major's Companion*. And if none of these or our many other titles quite does the trick, you can use **Macmillan's Custom Publishing Program** to produce a supplement that is specifically tailored to the material you want to emphasize. Pretty much the only supplement we can't provide is CBD oil. But maybe soon.
- Is there a doctor in the house? Some of your students may be preparing to take the **MCAT,** and if so, we've got them covered. We prepared a special resource that connects the contents of our textbook to the specific topics that are covered on the MCAT exam. Furthermore, our test bank includes a special set of questions for each chapter that test quantitative reasoning ability in the style of the MCAT.

These are just a few of the resources that help make our textbook more than the sum of its chapters. Rather than chopping down trees to tell you about the rest of them, we've put the details online at

macmillanlearning.com.

ACKNOWLEDGMENTS

Despite what you might guess by looking at our pictures, we all found women who were willing to marry us after some special pleading. We are grateful to Susan McGlynn, Marilynn OVOliphant, and Keesha Nock, who never complained about those long nights and weekends when we were writing this textbook rather than hanging out with them. Um … you did miss us, didn't you?

Although ours are the only names on the cover, writing a textbook is a team sport, and we've been fortunate to have a terrific group of professionals in our dugout. They have helped us more than we can say, and more than they probably realize:

Rebecca Addington
University of Wisconsin–Madison

Christine Bartholomew
Kent State University

Dave Baskind
Delta College

Elizabeth A. Becker
St. Joseph's University

Joan Bihun
University of Colorado Denver

Dawn Brinkley
University of Texas–Dallas

Jennifer L. Butler
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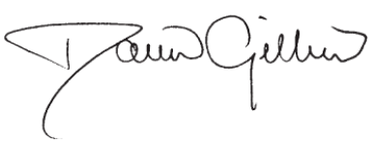

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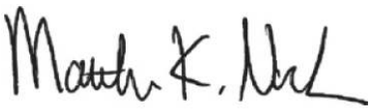

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