

## VITA

### PHILIP G. ZIMBARDO

#### *Office:*

Department of Psychology  
Jordan Hall, Mail Code 2130  
Stanford University  
Stanford, CA 94305-2130  
Telephone: (650) 723-7498  
Fax: (650) 725-5699  
Jackie Wagner, Admin. Associate

#### *Home:*

25 Montclair Terrace  
San Francisco, CA 94109  
Telephone (415) 776-4748  
Fax: (415) 673-2294

Email: zim@stanford.edu

### PERSONAL INFORMATION

Born: March 23, 1933, New York City, NY  
Married: Christina Maslach, Ph.D., Psychologist, U. C. Berkeley  
Children: Adam, Zara, Tanya  
Licensed: Psychologist, State of California PL 4306 (since 1975)

### EDUCATION AND HONORARY DEGREES

Brooklyn College, A.B. (Summa) Honors in Psychology, Sociology/Anthropology, 1954,  
Phi Beta Kappa, 1953.  
Yale University, M.S. 1955; Ph.D., 1959

Honorary Degree, Doctor of Humane Letters in Clinical Psychology, Pacific Graduate  
School of Psychology, 1996  
Honorary Degree, Doctor Honoris Causa, National University of San Martin, Peru, 1996  
Honorary Degree, Doctor Honoris Causa, Aristotle University, Thessalonika, Greece, 1998

### PROFESSIONAL EXPERIENCE

Post Doctoral Trainee - West Haven Veteran's Hospital, Clinical Psychology Dept., 1959-1960  
Co-Director (with Dr. S. Sarason), Children's Test Anxiety Research Project, Yale University,  
1959-1962  
Created, Directed The Harlem Summer Program, "A Head Start-Black Pride" Daily Program  
Staffed by NYU and CCNY Students in Harlem (1965)  
Training and research consultant in hypnosis, Morton Prince Clinic, New York, 1963-1967  
Co-Director (with Dr. E. Hilgard), Stanford Hypnosis Research Lab, 1969-1980  
Director, Stanford University Social Psychology Graduate Research Training Program  
Founder, Co-Director (with Dr. L. Henderson), Shyness Clinic/ Shyness Institute, 1975-present  
Senior Scientific Advisor, writer, narrator, *Discovering Psychology*, PBS-TV/ Annenberg Corp  
Video series (1989, updated 2001)

### TEACHING

Instructor/Assistant Professor, Yale University, 1957-1960  
Assistant Professor, New York University, 1960-1967  
Professor, Stanford University, 1968 to present  
*Visiting Professor:* Yale (1962), Stanford (Summer 1963), Barnard College (1966), University of  
Louvain (Belgium) Part-time (Summer 1966), University of Texas (1967), Columbia University  
(1967-68; Klingenstein Professor of Race Relations), University of Hawaii (Summer 1973),  
International Graduate School of Behavioral Sciences, Florida Institute of Technology at Lugano,  
Switzerland (Summer, 1978), University of Warsaw (Summer 2000)

## HONORS

### TEACHING

- \*Distinguished Teaching Award, New York University, 1965
- \*Distinguished Teaching Award for Outstanding Contributions to Education in Psychology, American Psychological Foundation, 1975
- \*Phoenix Award for Outstanding Teaching, Stanford Psychology Department Faculty, 1984
- \**California Magazine*, Best Psychology Teacher in California, 1986
- \*The Walter Gores Distinguished Teaching Award, Senior Faculty, Stanford University, 1990
- \*Bing Fellow Outstanding Senior Faculty Teaching Award, Stanford University, 1994-1997
- \*WPA Recipient of the annual Outstanding Teaching Award, 1995
- \*Distinguished Teaching Award, Phi Beta Kappa (Northern California Chapter), 1998
- \*Robert S. Daniel Teaching Excellence Award, APA Division 2, Society for the Teaching of Psychology, 1999
- \*Dean's Award for Distinguished Teaching, Stanford University 1999-2000

### RESEARCH

- \*Peace Medal from Tokyo Police Dept., 1972 (special recognition of a foreign national whose research and ideas significantly contributed to improving criminal justice administration)
- \*Fellow, Center for the Advanced Study in the Behavioral Sciences, 1972
- \*Gordon Allport Intergroup Relations Prize (honorable mention), 1974, Society for Psychological Study of Social Issues (for the Stanford Prison Experiment)
- \*Distinguished Research Contributor Award, California State Psychological Association, 1977
- \*Psi Chi Award for contributions to the Science of Psychology, 1986
- \*Guze Award (Society for Clinical & Experimental Hypnosis), Best Research in Hypnosis, 1989
- \*Selected as one of ten major contributors to *Social Psychology*, Yosemite Conference on 100 Years of Experimental Social Psychology, 1997
- \*Ernest R. and Josephine R. Hilgard Award for the Best Theoretical hypnosis paper for Society for Clinical and Experimental Hypnosis, published 1999
- \*Distinguished Lifetime Contributions to General Psychology (APA, Division 2, 2000)
- \*Distinguished Contributions to Scientific Hypnosis (APA, Division 30, 2001)
- \**Psychology Today* Magazine, Mental Health Award for Research and Treatment of Shyness, 2001
- \*Distinguished Lifetime Contributions to Psychology, California Psychology Association, 2003

### WRITING

- \*National Media Award (honorable mention), American Psychological Foundation, 1973 (for popular writing on vandalism)
- \*William Holmes McGuffey Award for *Psychology and Life*, for Excellence and Longevity, (Textbook Authors Association) 1995

### GENERAL

- \*President, Western Psychological Association, 1983, again in 2001
- \*Who's Who in America, 1982 to present
- \*Ugliest Man on Campus (Most Popular Stanford Faculty/ Administrator), Alpha Phi Omega, 1983
- \*Chosen by Editors of *The Sciences* to represent psychology in its 35<sup>th</sup> year celebration reflecting on the contributions in each field of science, November, 1996
- \*Phi Beta Kappa, Distinguished Visiting Lecturer, 1989-1990
- \*Distinguished Contribution to Psychology as a Profession, California Psychological Association, 1998
- \*APA Division 1 award, Ernest Hilgard Award for Lifetime Contributions to General Psychology, 2000
- \* Los Angeles County Psychological Association: Psyche Award for lifetime contributions to Psychology as a science and art (2000)
- \*Fulbright Scholar at U. Rome (2001)
- President of the American Psychological Association, 2002

### MEDIA

- \*Selected to be Senior Academic Advisor, Host, Writer and Narrator of *Discovering Psychology*, (A 26-part PBS TV series on psychology, Annenberg/CPB project, 1986-1989)

Philip G. Zimbardo

\*London Weekend Television (Granada Media), "Human Zoo" Three Programs, Chief Scientific Advisor and On-Screen Expert

\*STC (Society for Technical Communication) International Audiovisual Competition Award of Excellence for "The Power of the Situation" (*Discovering Psychology* video series), 1991

\*Columbus International Film & Video Festival Bronze Plaque Award for "The Developing Child" (*Discovering Psychology* video series), 1992

\*International Film & TV Festival of New York Finalist Certificate for "Past, Present and Promise" (*Discovering Psychology* video series), 1992

\*WPA Film Festival Award of Excellence for "The Responsive Brain" and "Social Psychology" (*Discovering Psychology* video series), 1992

\*WPA Spring Festival first place award for *Quiet Rage: The Stanford Prison Study* video, 1993

\*WPA Spring Festival first place award for *Candid Camera Classics in Social Psychology* Video, 1993

\*APA Presidential Citation for outstanding contributions to psychology for the *Discovering Psychology* video series, 1994

\*Psychological Consultant, New Programming for NBC TV, 2002.

\*Emmy Award, New England Instructional Television, Host, Cognitive-Neuroscience (*Discovering Psychology* Video Series), 2002

\*WPA Spring Festival, First Place Award for Cultural Psychology (*Discovering Psychology* Video Series), 2002

\*Sagan Award for Promoting Public Understanding of Science, Awarded by Council of Scientific Society Presidents, 2002.

## PROFESSIONAL MEMBERSHIPS

American Psychological Association (APA), Fellow; Div. 1(F), 2(F), 3(F), 8(F), 9(F), 13(LM), 15(F), 26(LM), 35, 45, 46(LM), 48(F), 52(F)

Association for Advancement of Psychology (AAP)

American Psychological Society (APS), Fellow

Charter Fellow Canadian Psychological Association (CPA)

Western Psychological Association (WPA), Fellow

Eastern Psychological Association (EPA), Fellow

California State Psychological Association (CSPA)

International Association of Applied Psychology (IAAP)

International Congress of Psychology (ICP)

Society for Inter-American Psychology

Society for Psychological Study of Social Issues (SPSSI)

American Association for Advancement of Science (AAAS), Fellow

Society for Experimental Social Psychology (SESP)

Society for Advancement of Social Psychology (SASP)

Society for Personality and Social Psychology (SPSP)

Phi Beta Kappa, Sigma Xi, Psi Chi

American Association of University Professors (AAUP)

Psychologists for Social Responsibility

## CONSULTATIONS AND BOARDS

Research Consultant, Morton Prince Clinic for Hypnotherapy (New York City)

Asthma Research Unit, Cornell Medical School (New York City)

Tokyo Police Department

Wake Up! Louisiana (New Orleans Citizens' Group)

Public Advocates Law Offices (San Francisco)

Charles Garry Law Offices—expert witness, prison litigation, Senate subcommittee on prisons and juvenile delinquency

Japanese internment reparations hearings (San Francisco)

San Francisco Newspaper Agency (Senior Project Research Consultant)

Philip G. Zimbardo

Cristaldi Films, Rome, Italy (Consultant on “Control” film)  
SRI International Consultant to PSI Phenomena Project (Oversight Committee)  
San Francisco Exploratorium, Consultant to APA Traveling Museum Exhibit, and Memory Project  
Executive Board for the Holocaust Study Center, Sonoma State University  
Advisory Panel for the Center on Postsecondary Learning, Teaching and Assessment  
Board of Advisors, *Psychology Today Magazine*  
Consulting Editor, McGraw Hill Publishers, Social Psychology Series  
Historian, Western Psychological Association (1984-2000)  
Editorial Board, *Journal of Social Behavior and Personality*  
Editorial Board, *Journal of Social Issues*  
Institute for Research on Social Problems  
Contributing Editor, *Healthline*  
Advisory Board, The Foundation for Grand parenting  
Advisory Board, End Violence Against the Next Generation (California)  
Advisory Board, North American Journal of Psychology  
Honorary Member, Italian Inter-university Center for the Study and Research on the Origins and Development of Prosocial and Antisocial Motivations  
Consultant, Live Entertainment, Hollywood, “Stanford Prison Experiment” film  
Advisory Council, Resources for Independent Thinking  
Advisor, London Weekend Television, “Human Zoo” 3 programs on group behavior Discovery Channel  
Advisor, BBC, Human Rights, Human Wrongs Program: “Five Steps to Tyranny,”  
Founder, Scientific Advisor, RealPsychology.com  
Consultant, NBC TV  
Consultant, Maverick Films, Hollywood, “Stanford Prison Experiment” film  
Board of Directors, Council of Scientific Society Presidents

## **INTERNATIONAL INVITED ADDRESSES, WORKSHOPS, PRESENTATIONS**

### *Conventions and Associations*

International Congress of Psychology (in Bonn, London, Tokyo, Mexico City, Brussels, Stockholm); International Congress of Applied Psychology, International Social Psychology Conference (in Majorca, Spain, and Budapest); Canadian Psychological Association, Japanese Psychological Association, Japanese Social Psychological Association, German Psychological Society, Greek Psychological Association, Spanish Social Psychological Association, European Association of Experimental Social Psychology, European Association of Personality Psychology, World Congress on Eclectic Hypnotherapy in Psychology (Ixtapa), International Conference on Time (San Marino, Italy); International Convention on Shyness and Self Consciousness (Cardiff, Wales), Mexican Psychological Society

### *Universities*

University of Salamanca, University of Barcelona; The Sorbonne; University of Paris (Ecole des Hautes Etudes), University of Rome, University of Bologna, Catholic University of Milan, University of Naples, University of Parma; Oxford University, East London University, Central London University, University of Cardiff, Open University-Birmingham, England; University of Thessalonika, University of Athens; University of Louvain; Hamburg University; Tokyo University, Kyoto University, Okinawa University, Osaka University; University of Sao Paulo, University of Rio de Janeiro; Guanajuato University; University of British Columbia, Calgary University, University of Alberta, Toronto University, McGill University, University of New Foundland; Chinese University of Hong Kong, Deree College, (Athens).

## **DOMESTIC LECTURES, WORKSHOPS, PRESENTATIONS**

### *Conventions and Associations*

American Psychological Association, American Psychological Society, Eastern Psychological Association, Western Psychological Association, Midwestern Psychological Association, South Eastern Psychological Association, Rocky Mountain Psychological Association, New England Psychological Association, American Psychiatric Association, American Ortho-psychiatric Association, American Association for the Advancement of Science, New York Academy of Sciences, Society for

Philip G. Zimbardo

Experimental Social Psychology, Federation of Behavioral, Cognitive and Social Sciences, Nebraska Symposium on Motivation, Society for Clinical and Experimental Hypnosis, National Conference on Law Enforcement, Smithsonian Institute, Annenberg Foundation, American Association of Behavior Therapy, Anxiety Disorders Association of America, California School of Professional Psychology (Fresno and Berkeley), Pacific Graduate School of Psychology, Eriksonian Conference on New Developments in Therapy, National Conference on Teaching, Texas Junior College Convention. Veteran's Administration Hospital Psychology Programs in Palo Alto, Menlo Park, CA., Bronx, NY, Society for Research in Child Development, California Psychological Association, Midwest Institute for Teachers of Psychology.

### *Colleges, High Schools*

University of Virginia Visiting Scholar (lectured at VMI, Virginia Tech, George Mason, William & Mary Colleges); University of California: at Berkeley, Davis, La Jolla, Los Angeles, Riverside, Santa Barbara, Santa Cruz, San Francisco (Extension Program), San Francisco (Langley Porter Institute); California State University: at Fresno, Long Beach, San Diego, San Marino, Sonoma; Claremont-McKenna College, Claremont College, Cal Tech, University of Southern California, San Francisco State University, College of San Mateo, Foothill College, D'Anza College, NYU, Columbia University, Yeshiva University, New School for Social Research, Queens College, Hunter College, Brooklyn College, Lehman College, City University of New York, Einstein Medical School, West Point Military Academy, University of Vermont, Dartmouth College, Cornell University, Harvard University, Boston University, Wesleyan University, Yale University, Brandies University, MIT, Pennsylvania University, Temple University, St. Joseph's University, Princeton University, Rutgers University, Montclair State College, University of Delaware, Emory University, Pittsburgh University, University of Cincinnati, Duke University, North Carolina University, University of Florida, Broward Community College, Baton Rouge College, LSU, University of Texas (Austin), Sam Houston Community College, University of Houston, Texas Tech University (Lubbock), McNeese State College, Arkansas University, University of Northern Arizona, Arizona State University, Arizona University, Michigan University, Northwestern University, University of Chicago, University of Illinois- Chicago, St. Louis University, Oregon University, Washington University, University of Central Washington, University of Eastern Washington, Chemmetkita College (Washington), University of Hawaii (Manoa Campus), Central Oklahoma University, University of Puget Sound, Reed College, University of South Carolina, Claremont Graduate School, California State University, Long Beach, Ohio State University, Devry University, College of DuPage, Holy Names College, Baldwin Wallace (Harrington Distinguished Lecturer), Temple University (Uriel Foa Distinguished Lecturer), Tufts University, Prince Georges CC.

Jordan Junior High School (Palo Alto), Crittenden Middle School (Mountain View), Lick-Wilmerding High School (S.F.), Lincoln High School (S.F.), Gunn High School (Palo Alto), Loudin County High School (Virginia), Walt Whitman High School, (Bethesda, Maryland)

### *Non-Academic Lectures, Presentations*

Commonwealth Club (San Francisco), Comstock Club (Sacramento), IBM, Maritz Corporation, Xerox Corporation, New Orleans Chamber of Congress, Harper Collins Publisher, Scott, Foresman Publisher, National College Textbook Publishers Conference, Lucas Arts (Industrial Light and Magic Company), George Lucas Workshop on Creativity, Local PTA Groups, Prison Reform Groups, Peace Group Associations (New York and California).

## **MEDIA PRESENTATIONS (TV AND RADIO)**

"Discovering Psychology" Series, 26 episodes shown nationally on PBS and Internationally in 10 Countries (from 1989 to Present), The Today Show, Good Morning America, 20/20, Night Line, and The Phil Donahue Show (each several times), That's Incredible, Not For Women Only, To Tell The Truth, Tom Snyder Show, Charlie Rose Show, NBC Chronolog, People Are Talking, AM and Late Night TV Shows in NYC, LA, Chicago, Seattle, Washington, DC, Atlanta, Detroit, Philadelphia, Pittsburgh, Boston, Vancouver; Canadian Broadcasting Company, BBC, CNN, National Public Radio, KGO Radio, Live 105 San Francisco Radio, Milt Rosenberg Radio Interview Program (Chicago), Italian TV-RAI (Shyness Program on Quark), Stanford Television Network, The Discovery Channel Program on Torture. 60 Minutes, and, London Weekend TV/ Discovery Channel

Philip G. Zimbardo

program on the "Human Zoo." Only Human", NBC/Discovery Channel.

## **INTERVIEWER/ ON STAGE CONVERSATION SERIES**

Public interviews/conversations for California Academy of Sciences and S. F. City Arts & Lecture Series) with:

Anna Deveare Smith, Oliver Sachs, Jonathan Miller, Robert Coles, Andrew Weil, Frank Sulloway, Sarah Lawrence Lightfoot, Elizabeth Marshall Thomas, Mary Catherine Bateson, Peter Funt (son of Allen Funt), Frank Sulloway, Michael Gazzaniga.

## **CAREER GOALS**

The joys of psychology have come from blending teaching, research, and applications of psychological knowledge as basic career goals. I love to teach and have done it extensively and intensively for nearly 50 years, trying to communicate what we know and how we know it to the next generation of citizens and psychologists. But my training as a research psychologist has prepared me to take much delight in contributing to the basic knowledge about how the mind and behavior works. Publishing that information is not only essential to career advancement, but to sharing with colleagues and the public these new ideas. Finally, it has always been a central goal for me academically and personally to "give psychology away" to the public, to the media, and to those who could use it in ways that enhance the human condition. I like to think of myself as a social change agent--able to use my experience, training, and insights as a psychologist to make a difference in the lives of many people.

## **TEACHING CAREER**

**The year 2003 marks my 46th year as an educator, the sixth decade of continually teaching Introductory Psychology.**

I began teaching in 1957 as a part-time instructor at Yale, in charge of a class of 25 freshmen in Introductory Psychology, and continued this wonderful experience for several more years until my first full-time appointment as assistant professor at New York University, Heights Campus in the Bronx. That was teaching in the raw: 12 semester courses a year, including summer school, all lecture courses, including 3 large Introductory Psychology courses per year. Living in New York on semi-starvation wages forced me to add a 13<sup>th</sup> course for several years, moonlighting up at Yale, teaching the Psychology of Learning to master's level students in the Education School, and another year teaching Social Psychology at Barnard College. Some years I taught summer school at Stanford, in Louvain, Belgium, and Lugano, Switzerland.

I love to teach large lecture classes where I am on the "performing center," doing demonstrations, class experiments, and integrating novel AV materials, but it is more challenging to be intimately connected to students in seminars where I learn from our interaction. In addition to this in-class teaching, I have always mentored students in individual study, undergraduate honors research, and thesis research of masters and doctoral students.

Another dimension of teaching for me has been to develop teaching materials, and course supplements that make teaching both more effective and easier. To this end, I have not only written many basic texts and primers in Introductory and Social Psychology, but pioneered the new breed of Instructor's Manual that helps teachers with every aspect of course preparation and curriculum design. I have also developed Student Guides and Workbooks, and a variety of demonstrations and AV resources for teachers. Among the later are: the "Discovering Psychology" PBS - video series of 26 programs covering all of general psychology, "Candid Camera Classics," one for Introductory and another for Social Psychology courses (with teacher's manuals for each), "Quiet Rage," the video documentary of the Stanford Prison Experiment, and a public web site slide show of my experiment ([www.prisonexp.org](http://www.prisonexp.org)).

In the past decade, about 70,000 students in Tele-Courses have received full credit for Introductory Psychology by passing a standard test based on the "Discovering Psychology: video series and a basic textbook. For me, that represents an ideal in "outreach teaching."

Philip G. Zimbardo

Another dimension of teaching in my career has been training teachers also to discover the joys of teaching by helping them to do their job really well. I regularly give workshops on teaching throughout the country, at professional meetings (APA, APS, WPA, National Conference on Teaching, and others); in many universities and colleges; organize my own workshops at Stanford (for local area teachers at all levels of psychology education), and have given many teaching workshops internationally as well. I also contribute to teaching by training my own teaching associates to become experts through working closely with them in an intensive Practicum in Teaching course, that I innovated in 1960 at NYU, and have developed over the years into a training program that includes undergraduate TAs as well as graduate students. Many of these students have gone on to become distinguished, prize-winning teachers in colleges across the country and in national competitions.

**STANFORD TEACHING:** I believe that I have taught more students, for more credits, in a greater variety of courses, than any other Full Professor in the history of Stanford University. Since 1968, I have regularly taught large lectures in **Introductory Psychology**, one of the most popular courses in the University, typically to about 325 students, but have taught this course to as many as 1000 students, and as few as 10 students in a special seminar format with computerized daily interaction on written assignments, in addition to lectures.

**Unit Mastery Instruction:** For several years, I taught about 600 students in a Unit Mastery System with Personalized Instruction that included taking individual testing on each of 18 chapters of the text, and oral exams on an additional reading. Proctors, 200 of them, administered all testing in their dorms separately to each of their 3 students, and met weekly with me to discuss issues relevant to this form of teaching. About 50 other undergraduate teaching assistants worked in pairs to lead their weekly discussion section component of the course.

**Practicum in Teaching** is a seminar I designed to train graduate and undergraduate teaching assistants to become effective teachers, first by helping them to develop engaging weekly sections that are coordinated with my lecture course, **Introductory Psychology**, based on original experiments, demonstrations and exercises that I designed and are available in my Instructor's Manual for this course. In addition, this course is designed to teach students to value the honor of being able to teach and guide them toward successful careers in teaching.

*Lecture Courses:*

Introductory Psychology  
The Psychology of Mind Control  
Social Psychology (taught solo and also as a co-teacher)  
Social Psychology In Action  
Social Alienation  
The Nature of Madness  
The Psychology of Hypnosis  
Sex Roles in the U.S. and Italy (During Florence teaching term)  
Cross-Cultural Psychology (During Florence teaching term)  
Psychology and Drama (Co-taught with Patricia Ryan, Drama Department)

*Seminar Courses:*

The Psychology of Imprisonment (Co-taught with Carlo Prescott, former inmate)  
The Dynamics of Shyness (general students and Freshman, Co-taught with Lynne Henderson)  
The Psychology of Time Perspective (Sophomore Seminars)  
On Becoming a Professional Psychologist (for advanced graduate students)  
Effective Teaching (Co-taught with David Rosenhan)  
Research Methods in Social Psychology (Graduate Course)  
Research Issues in Social-Cognitive Pathology (Graduate Course)  
Graduate Pro-seminar in Social Psychology (Weekly Area Meetings, Faculty & Graduate Students)  
Practicum in Teaching for Graduate and Undergraduate Teaching Associates

*Individual Study, Reading and Laboratory Projects:*

I usually have several undergraduate Honors students working under my direction each year, and also supervise 5 to 20 undergraduates and graduate students doing individual study with me, either in special laboratory projects or independent reading.

## **RESEARCH INTERESTS**

My research has always focused on trying to understand basic psychological phenomena, from early research on exploratory and sexual behavior (in rats) to test anxiety (in school children), prejudice, affiliation, dissonance, persuasion, motivation, deindividuation, aggression, memory, shyness, pro-social and anti-social behavior, time perspective, madness and more.

The research issues in which I am currently interested center on several fundamental human concerns: time, madness, shyness, and evil.

### **TIME PERSPECTIVE**

The psychological study of temporal perspective investigates the ways in which our learned sense of partitioning experience into the three frames of past, present and future exerts profound influences upon how we think, feel and act. Because of learned biases in over emphasizing one of these three temporal modes, or de-emphasizing one or more of the other time zones, we may distort reality, reduce our personal effectiveness or happiness, create problems in our social relationships, and lead others to misattribute our performance to ability or motivational factors rather than to the subtle, pervasive, and non-obvious operation of our temporal perspective. This issue is studied with a multi-method approach that includes a new assessment instrument (Zimbardo Time Perspective Inventory), large-scale surveys, field studies, interviews, and laboratory experiments. The emerging results have important implications for educational practice, family dynamics, group conflict, creativity, and social problems such as addiction and unwanted teenage pregnancies. Both a sociological and economic level of social class level of analysis supplements the psychological level of analysis of individual behavior. This area of research (begun in 1971 with an original experiment that manipulated time perspectives by transforming future-oriented students into present-oriented hedonists using hypnotic manipulations) advances Time Perspective as a “foundational” process in psychology. My theorizing (elaborated in a Dec., 1999 *JPS* article) proposes that Time Perspective exerts profound influences across a wide range of human experiences and actions, yet is unrecognized in its power. I argue that TP is the foundation upon which many psychological and social constructs are erected, such as achievement motivation, commitment, responsibility, guilt, goal seeking, planning, and many more. Going beyond experimental and correlational research, I (with John Boyd) have developed a new reliable, valid index of time perspective profiles that give promise of organizing much of the research in this area, while stimulating new research on risk taking, health decisions, and addictive behavior.

### **THE DISCONTINUITY THEORY OF THE ORIGINS OF MADNESS**

A similar concern for integrating individual psychology with social analysis is seen in my long-term interest in discovering the process by which “ordinary, normal” people are “recruited into madness.” The conceptual model here seeks to clarify our understanding of the first stages in the process of “going mad,” that is, of beginning to think, feel, or act in ways that the person (as actor) or observers judge to be pathological. This research utilizes a social-cognitive approach to understanding how a person’s attempt to explain a perceived significant discontinuity initiates a search process, which if misdirected because of the operation of specific cognitive biases, can result in “symptomatic” explanations. These attributions are diagnostic of non-rational thinking.

This work, though conducted over the past 25 years, has been published only recently (in **Science**, **JAP**) and featured in an invited chapter for the 1999 (Vol. 31) issue of **Advances in Experimental Social Psychology**. The research first began by clarifying Schachter’s findings on unexplained arousal, then went on to explore the dynamics of emotional arousal without awareness of its source or origins (using hypnosis to induce the physiological arousal and source amnesia). Now its scope is broadened with a new theory about the perception of a significant personal discontinuity in one’s functioning that triggers either a cognitive search for causal meaning (seeking rationality) or a social search (seeking normality). The research offers a new paradigm for studying the origins of psychopathological symptoms and makes provocative and proven predictions about how individual explanatory biases in utilizing certain search frames for meaning of the discontinuity can lead to specific forms of pathology, such as environmental search frames leading to phobias, while people-based search frames are more likely to result in paranoid thinking, and body-related search frames to



Philip G. Zimbardo

hypochrodiasis. This research is a creative synthesis of many lines of thinking, combines cognitive, social, personality and clinical psychology in novel ways, and integrates aspects of them into a new integrated whole that promises to stimulate a renewal of research in experimental psychopathology. It also draws parallels between processes that contribute to individual psychopathology and social forms of pathology in ways never articulated previously

### **THE ROLE OF TECHNOLOGY IN CREATING A SHYNESS EPIDEMIC**

My early research on the dynamics of shyness in adults, adolescents, and children opened this area of research to many new investigators in social and personality psychology, as well as in clinical psychology. My current interest now is in the psychological processes that sustain and exacerbate shyness in clinical populations that we treat in our Shyness Clinic.

But my most recent revival of interest in shyness comes from new data that the prevalence of reported shyness is steadily increasing over the past decade to reach epidemic proportions of 50% or more. One hypotheses being explored is that technology is creating an A-Social environment for heavy users of electronic technology, a self-imposed social isolation that contributes to social awkwardness in "face situations," thus promoting avoidance, and thereby feelings of shyness.

### **POWER OF THE SITUATION AND THE PSYCHOLOGY OF EVIL**

The research demonstration of the power of social situations over individual dispositions is highlighted in the now classic Stanford Prison Experiment, along with Milgram's Obedience research (see [www.prisonexp.org](http://www.prisonexp.org)). This research advances a conceptual view of how ordinary citizens can be transformed into aggressors, into people who act in evil ways. By focusing on social situational variables the can influence or seduce good people to do evil deeds, we move the analysis away from traditional dispositional trait approaches to studying evil. The underlying conception of the transformation of human nature by social forces has led me to new investigations of the nature of the training of young men to become torturers for the State in Brazil, during the reign of the military junta (see *Violence Workers*, U.C. Berkeley Press, 2002, with co-investigators, Martha Huggins and Mika Haritos-Fatouros). In addition, this analysis has been used to understand how German men, ordinary men, could be made into perpetrators of evil for the Nazi state and help to create the ultimate evil of the holocaust. I also maintain an on-going interest in cults and mind control, under this general rubric of the psychology of evil.

### **APPLICATIONS OF PSYCHOLOGY**

My attempts to enhance the human condition by "giving psychology away to the public" have taken many forms over the years, a few examples of which give a flavor of the old and the new instances. I organized "The Harlem Summer Project" in 1965 that provided "Head Start" type educational opportunities for pre-school and elementary school children in New York's Harlem area, along with an introduction to college life for high school students from this area, and a Black Pride program for all 100 children in our center. My work on police interrogation tactics, vandalism, and prisons led to changes in public and government policy. Consulting with a community organization in New Orleans led to many neighborhood programs to reduce crime and vandalism and increase jobs for qualified black citizens. **The Shyness Clinic** and **The Shyness Institute** (with Dr. Lynne Henderson) has directly applied our research findings and theories on shyness to help treat shy clients, and to train therapists to work with shy clients, as well as to disseminate information and research on shyness to the general public (via our web site, [www.shyness.com](http://www.shyness.com)). The Internet now provides the ideal way to give psychology away to millions of people for free, so my colleagues, Lee Ross and Sabrina Lin, and I have developed a content-intensive web site that provides in depth information from experts about a range of psychological topics related to improving one's self in personal, social and career domains

February 03

### **STANFORD UNIVERSITY EXTRAMURAL LECTURES, PRESENTATIONS**

Sloane Foundation Fellows in Business, Frequent Guest Lecturer

Knight Foundation Fellows in Journalism, Frequent Guest Lecturer

Alumni College Lecturer, Frequently

Alumni Club Invited Lecturer: New York, Los Angeles, Hawaii, Denver, Washington, Portland, Napa, San Francisco, Cincinnati, Chicago, Rome

Stanford Community Lecture Series

Philip G. Zimbardo

Stanford Distinguished Teachers Lecture Series  
Sierra Camp Invited Guest Lecturer, several times  
Cowell Student Health Staff Program  
Psychiatry Department Rounds  
Frosh Orientations  
Prospective Donor Lecturer, New Student Admit Expo  
President's Reception for Parents of New Students  
Roundtable Discussant on Technology, Reunion Homecoming  
Lecturer, Stanford Graduate School of Business  
Continuing Education Program Lecturer

## **STANFORD UNIVERSITY 'CITIZENSHIP' ACTIVITIES**

### *Departmental Service*

Director of Summer School Program (1984-2001)  
Founder, Co-Advisor to Stanford Undergraduate Psychology Association (SUPA)  
Reactivated, Advisor to Psychology Honor Society (PSI CHI)  
Head, Social Psychology Graduate Training Program  
Director, Committee Member, Undergraduate Education Committee  
Chair, Colloquium Committee  
Chair, Member, Various Faculty Search Committees  
Major Area Advisor to about 20 students annually  
Sophomore Mentor to 12 students

### *University Service*

Faculty Dormitory Resident and Fellow, Cedro Dormitory  
Organized, Directed about 2000 students engaged in constructive anti-war activities as part of our Political Action Coordinating Committee centered in the Psychology Dept., spring 1969  
Member, Faculty Senate Steering Committee  
Residential Education Guest Presenter, frequently  
Human Subjects Research Committee Member  
Dean Thomas' Committee on Improving Undergraduate Education  
Member, Committee on University and Departmental Honors (subcommittee on Academic Appraisal and Achievement)  
Co-Directed Summer Teaching Program to Improve Quality of High School Psychology  
Teaching held at Stanford University (Funded by National Science Foundation)  
Organized Several Teaching Workshops in Psychology for California teachers at 4-year colleges, Community Colleges, Junior Colleges and High Schools, held at Stanford University.  
Presenter to Prospective Donors to Stanford University  
Faculty Representative to Committee to Renovate Audio-Visual Facilities in Lecture Halls  
Professor, Residential Supervisor, Stanford-in-Florence Program, 1983  
Liaison, Scholar Exchange and Research Program between University of Rome and Stanford University