

Philip G. Zimbardo

VITA

PHILIP G. ZIMBARDO

Office:

Emeritus Professor
Department of Psychology
Jordan Hall, Mail Code 2130
Stanford University
Stanford, CA 94305-2130
Telephone: (650) 725-2417
Fax: (650) 725-5699

Home:

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

Email: zim@stanford.edu

Professor, Pacific Graduate School of Psychology
Palo Alto, CA. (2006-Present)

Distinguished Senior Fellow (2004-Present)
Department of Homeland Defense and Security
Naval Postgraduate School (NPS)
Monterey, CA.

President, Philip G. Zimbardo Educational Foundation
(Sicily- USA Cultural Exchanges)

President, Western Psychological Foundation

Past Chair, Council of Scientific Society Presidents (CSSP)

Director, Center for Interdisciplinary Policy, Education, and Research on Terrorism (CIPERT)
Stanford Medical School and Naval Post Graduate School, Sponsors.

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; lapsed)

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
Emeritus Professor, Stanford University, 2004 onward.
Honorary Degree (to be awarded) Webster University, Vienna, May 2007
Honorary Degree (to be awarded) Brooklyn College, June 2007

HONORS AND AWARDS

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
 Visiting Scholar and Adjunct Professor, Naval Post Graduate School (Monterey)

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. & 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)
 APA Division 1 award, Ernest Hilgard Award for Lifetime Contributions to General Psychology, 2000
 Distinguished Contributions to Scientific Hypnosis (APA, Division 30, 2001)
Psychology Today Magazine, Mental Health Award for Research and Treatment of Shyness, 2001
 Distinguished Contribution to Psychology as a Profession, California Psychological Association, 1998
 Los Angeles County Psychological Association: Psyche Award for Lifetime Contributions to Psychology as a Science and Art (2000)
 Distinguished Lifetime Contributions to Psychology, California Psychology Association, 2003
 Ig Nobel Prize In Psychology, 2003, AIR, Harvard University
 Nobel Prize in Psychology (Virtual) 2004, Klagenfurt University, Austria
 Havel Foundation Vision 97 Award, 2005, for lifetime of research contributions to knowledge
 Carl Hovland Distinguished Lecturer, Yale, 2005.

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
 New England Council of Latin American Studies (NECLAS) prize for the best book published on Latin American in 2002

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 35th year celebration reflecting on the contributions in each field of science, November, 1996
 Phi Beta Kappa, Distinguished Visiting Lecturer, 1989-1990
 President of the American Psychological Association, 2002
 Chair of the Council of Scientific Society Presidents (CSSP) representing more than 60 science and math societies, with 1.5 million members, 2005
 Elected President of the Western Psychological Foundation, 2005
 Board Member, American Psychological Foundation, 2005
 WPA Service Award, 2003

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)
 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 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

Senior Fellow, Monterey Naval Postgraduate School, 2004-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)

Visiting Professor Naval Postgraduate School, courses on the Psychology of Terrorism, for DHS Masters Program, Visiting Professor of Social Psychology, Webster University, Vienna, 2007).

PROFESSIONAL MEMBERSHIPS

American Psychological Association (APA), Fellow; Div. 1(F), 2(F), 3(F), 8(F), 9(F), 13(LM), 15(F), 26(LM), 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 (PSR)

Council of Scientific Society Presidents (CSSP)

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)

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

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, Cammarata, Sicily Conference on Italian-American Culture Confrontations,

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 Paolo, 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), Webster University (Vienna), Advanced School of Social Psychology (Warsaw), State University of Moscow, St. Petersburg University (Russia)

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 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, Phillips Graduate Institute, Gallaudet College, Montgomery C.C., St. George's C.C. (Maryland), Tidewater C.C. (Virginia), Hampton College (Norfolk, VA)

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), Eastchester, High School (New York), Mother Teresa High School (Cammarata, Sicily).

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 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 my 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 work in social settings. 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. I have been willing to take public positions in opposition to my government’s positions on the Vietnam War, the preemptive war against Iraq, and its policies regarding torture of civilians captured and detained in the “war against terrorism: —as a loyal, patriotic dissident.

TEACHING CAREER

The year 2007 marks my golden anniversary of 50 years as an educator, having completed six decades of 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 13th 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).

Since its inception in 1989 to 2006, a half a million people 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.”

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 300 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.

Emeritus Teaching during the years 2004, 2005, and 2006, the university recalled me to teach half time (half salary) for three years. Rather than the typical small seminar or dialogue teaching to a half dozen students, I developed an entirely new lecture course for several hundred undergraduate students, with ten teaching assistants. It was an intensive course that met for 6 hours weekly plus sections, with extended office hours, and four required papers, of which I read and gave detailed feedback on one fourth of each of them. All lectures were new or major improvements on earlier ones using new pedagogy of Keynote and PPT. The course had many unique features that made it the most popular and successful class I have ever taught--Exploring Human Nature: A Life-Changing Experience (2004-2005). In addition, during my final emeritus teaching year at Stanford I developed a new Honors Research course for 21 seniors engaged in developing senior honors theses, over three terms. The course became a "capstone" experience for these outstanding students to develop and exchange their original ideas in a supportive yet regimented intellectual setting.

Lecture Courses:

Exploring Human Nature: A Life-Changing Experience (2004-2005)
 Introductory Psychology
 The Psychology of Mind Control
 Social Psychology (taught solo and also as a co-instructor)
 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
 Honors Research Course in Psychology (2006)

Individual Study, Reading and Laboratory Projects:

(I usually have had 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.)

Beyond Stanford Teaching: I have helped to develop and continue to regularly teach a course on The Psychology of Terrorism with colleagues from our terrorist center (CIPERT) at Monterey's Naval Postgraduate School. Our students are enrolled in a Masters level program within the Department of Homeland Security and represent local city and state governments, the military, police, fire and emergency responder agencies, and others. Over the five years we have taught the course, it has been one of the most highly rated in the curriculum.

My newest teaching is in advanced social psychology directed to clinical graduate students in the Ph.D. and Psy.D. Programs at the Pacific Graduate School of Psychology (PGSP), where I have been hired as a part-time core faculty member.

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, vandalism, cults, memory, shyness, pro-social and anti-social behavior, time perspective, madness, evil, prisons, political psychology, torture, ethics, heroism, and the teaching of psychology.

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, ZTPI), 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 *Journal of Personality and Social Psychology* article) proposes that Time Perspective exerts profound influences across a wide range

of human experiences and actions, yet its power is unrecognized by most psychologists and the public. 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. John Boyd and I have embarked on summarizing our research and ideas in a forthcoming popular trade book.

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, Journal of Abnormal Psychology*) 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 hypochondriasis. 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 (now functioning within the structure of PGSP).

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). 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.

My most current research in this domain focuses on the "banality of evil" that explores how ordinary people take heroic actions, disobeying authority, or "blowing the whistle." We are using a variant of Milgram's Obedience paradigm to focus on the decisive heroic moment when a person refuses to surrender his or her freedom of action to a dominant authority figure in an experimental setting, and then investigate the psychological dynamics of that decision (with Piero Bocchiaro in Palermo, Sicily).

The capstone experience of my research and writing is combined in my newest trade book, *"The Lucifer Effect: Understanding How Good People Turn Evil "* (Random House, 2007). It is the most significant work of my entire career in so far as it brings to bear the full set of psychosocial processes I have been investigating for decades on understanding the evil of torture and abuse at Iraq's Abu Ghraib Prison.

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 1962 that provided “Head Start” type educational opportunities for pre-school and elementary school children in New York’s Harlem area (Lexington Ave. and 128th St.), 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 has led to some 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). 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 developed a content-intensive web site that provided in-depth information from experts about a range of psychological topics related to improving one’s self in personal, social and career domains (no longer on line). I have also been involved with developing an internet-based program for people to make the human connection in dating services and in making friends (www.weAttract.com).

Central to my presidential initiatives as APA President was the development of an on-going web site that documents the ways in which psychological research, methods, and theories have had significant practical applications. This site is now housed within the APA’s web network as: www.PsychologyMatters.org, and is constantly updated for use by psychologists, students, and the general public. My article in the *American Psychologist* (2004) answers in the affirmative its title question: “Does Psychology Make a Significant Difference in Our Lives?”

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
 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

Research mentor to Honors students, 5 of whom have won Firestone Distinguished Research Awards

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

Frequent guest lecturer to alumni clubs throughout the nation and abroad.

Updated: March 2007