

影印第7版

ELLIOT ARONSON

TIMOTHY D. WILSON

ROBIN M. AKERT

Social Psychology, 7e

# 社会心理学

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## Why Do You Need this New Edition?

If you're wondering why you should buy this new edition of *Social Psychology*, here are 6 good reasons!

- 1 A brand new section at the end of each chapter called, "Critical Thinking: How Could You Use This?" We pose questions to students about their everyday lives—ones that they should find interesting and intriguing—and ask them to address the questions using one or more of the major concepts from the chapter. The purpose of this feature is to encourage students to think critically about the material and apply it to their own lives.
- 2 Also new to this edition are end of chapter sample test questions that are designed to communicate how to study and learn the material. These questions, which are mostly from our own test files, are critical-thinking type questions that are designed to encourage students to understand social psychological concepts and apply them to new situations, rather than viewing the material as a set of facts to be memorized.
- 3 Chapter 2, "Methodology: How Social Psychologists Do Research" includes a new section entitled, "New Frontiers in Social Psychological Research." This section discusses new methods and approaches that social psychologists have adopted in recent years, including cross-cultural research, evolutionary psychology, and social neuroscience.
- 4 Chapter 5 has been reorganized and renamed, "The Self: Understanding Ourselves in a Social Context," to reflect the fact that it includes a broad coverage of research on the self and not just self-knowledge. Reflecting the broader coverage of research on the self, there is a new major heading called, "Self-Control: The Executive Function Of The Self" that discusses recent research on self-regulation. There is also increased coverage of cultural differences in the self.
- 5 Chapter 9, "Group Processes: Influence in Social Groups" has a new opening vignette that discusses President George W. Bush's decision to initiate the Iraq War. Later in the chapter we return to this example (in a "Connections" feature) that discusses whether the decision to invade Iraq was the result of groupthink, based on recent books by Bob Woodward, Scott McClelland, and others. The section on "Why People Join Groups" has been revised to include research on social rejection and social identity, and the section on gender and leadership is updated with a discussion of recent research on the "glass cliff."
- 6 Chapter 11, "Prosocial Behavior: Why Do People Help?" features two new Try It! exercises. This popular feature makes concepts from social psychology concrete and helps you see how they can be applied to your own life. Also, discussions of group selection, what causes people to feel empathy, and research on religion and prosocial behavior have been added.

To my grandchildren: Jacob, Jason, Ruth, Eliana, Natalie, Rachel and Leo Aronson. My hope is that your wonderful capacity for empathy and compassion will help make the world a better place.

—E.A.

To my family, Deirdre Smith, Christopher and Leigh Wilson

—T.D.W.

To my mentor, colleague, and friend, Dane Archer

—R.M.A.

## 出版前言

社会心理学是一方万象纷呈、引人入胜的领土。顾名思义，社会心理学这一学科意在实现群体与个人两种向度的交汇，由此探询世界与自我之间的微妙关系。它既不单纯是对气质各异的个体的纵深钻研，也不完全是通过社会、历史等视角对人的行为进行宏观的考察；它恰恰结合了两者，从整体层次出发挖掘个体，追问人在特定社会情境的影响下做出某行为的心理动因。借助社会心理学，我们可以看到身边人在种种社会现象中的具体表现，剖析生活的真实本质。我们为什么会这样看待某个人？我们又是怎样认识自己的？在一个团体中，我们是如何受到影响甚至控制的？我们为什么喜欢上某个人？为什么人们有时给予帮助，有时又会伤害别人？生活难免遇到这些问题，我们自然会对答案感到好奇；而社会心理学与所有这些问题联系得如此紧密，它给我们提供了一种求解的途径。

《社会心理学》无疑是这方领土上的一部重磅之作。三位作者都是该研究领域的佼佼者，包括《社会动物》的作者阿伦森教授。他们通力合作，希望为读者讲述他们所理解的答案。不难看出，本书的章节经过用心安排，易于由浅入深。有理有据，重点突出，实例生动，语言流畅，学术性与生活化并行不悖，寓教于乐又不失严谨，这些特点都使本书跻身社会心理学最佳教科书之列。

作者十分注重与日常生活的关联、与读者的互动，特意编排了三章“实践中的社会心理学”，运用社会心理学的理论来研究环境、健康和法律的现实问题。每章开篇都用某个生活实例或具体情境引出主题，“链接”也为读者提供了真实事件的心理学解读。每章贯穿了“试一试！”“如何学以致用？”等特别栏目，引导读者积极思考相关话题。随文还配有很多鲜明的图表，以使所述内容更为直观；重要概念都会标注于正文旁，以示强调。每章章末均设置总结、习题和答案，有助于读者梳理和复习该章的知识。最关键的是，作者将他们的生活感悟和人文关怀融进写作本书的过程。在本书开始，三位作者的自述无不传达出这一点。相信读者阅读时既能享受思考的种种乐趣，又能强烈地体会到书中流露出的对生活的热忱、对我们所处世界的关注。通过思考、研究来解决人的精神世界的问题，乃至促进我们的生活，正是社会心理学等人文社会科学的意义。

因此，我们若要起步探索人与社会这片瑰丽的疆域，这本书是颇好的向导。《社会心理学》是三位作者的心血结晶，经过不断增删变化，迄今已更新至第7版，内容愈趋成熟，理论要点和实例也坚持贴近当下。为使读者接触到这本广受欢迎的著作的原文，以最直接的方式深入理解社会心理学，我们影印出版了第7版。影印本在章节标题处加上了相应中文，以供参考。我们也已出版了第7版的中文版，读者可以对照阅读。

希望本书的出版，能满足广大读者阅读原文以掌握社会心理学精髓的需要，帮助读者加深对社会心理学的理解。

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When we began writing this book, our overriding goal was to capture the excitement of social psychology. We have been pleased to hear, in many kind letters and e-mail messages from professors and students, that we succeeded. One of our favorites was from a student who said that the book was so interesting that she always saved it for last, to reward herself for finishing her other work. With that one student, at least, we succeeded in making our book an enjoyable, fascinating story, not a dry report of facts and figures.

There is always room for improvement, however, and our goal in this, the seventh edition, is to make the field of social psychology an even better read. When we teach the course, there is nothing more gratifying than seeing the sleepy students in the back row sit up with interest and say, "Wow, I didn't know that! Now *that's* interesting." We hope that students who read our book will have that very same reaction.

## What's New in This Edition?

We are pleased to add two new features to this edition that we believe will appeal greatly to students. The first being the, "Critical Thinking: How Could You Use This?" feature. In Chapter 9, for example, we point out to students that sooner or later they will be part of a group that needs to make an important decision, and invite them to think about how they might use concepts from the chapter to ensure that the group makes the best decision it can. The purpose of this feature is to encourage students to think critically about the material and apply it to their own lives.

In addition, we added sample test questions at the end of each chapter. Both of these new features, we believe, will be of substantial help in teaching students how to approach the material presented in the book.

In addition to adding these new features we have updated the seventh edition substantially with numerous references to new research. Here is a sampling of the new research that is covered:

- A brand new section at the end of each chapter called, "Critical Thinking: How Could You Use This?" We pose questions to students about their everyday lives—ones that they should find interesting and intriguing—and ask them to address the questions using one or more of the major concepts from the chapter. The purpose of this feature is to encourage students to think critically about the material and apply it to their own lives.
- Also new to this edition are end of chapter sample test questions that are designed to communicate how to study and learn the material. These questions, which are mostly from our own test files, are critical-thinking type questions that are designed to encourage students to understand social psychological concepts and apply them to new situations, rather than viewing the material as a set of facts to be memorized.
- Chapter 2, "Methodology: How Social Psychologists Do Research" includes a new section entitled, "New Frontiers in Social Psychological Research." This section discusses new methods and approaches that social psychologists have adopted in recent years, including cross-cultural research, evolutionary psychology, and social neuroscience.
- Chapter 3, "Social Cognition: How We Think about the Social World," has been updated with over 40 references to recent research. We added a major new section entitled "Cultural Differences in Social Cognition" that discusses cultural influences on schemas and recent research on holistic versus analytic thinking in different cultures.
- In Chapter 4, "Social Perception: How We Come to Understand Other People," we have updated the section on nonverbal communication, discussing several recent studies that address the evolutionary significance of facial expressions of emotion (for example, the work on pride and shame by Tracy & Matsumoto, 2008). We have revised and updated the section on attribution and culture. We begin this section with holistic versus analytic thinking, discussing the research of Masuda and colleagues (2008). We continue with studies that have used a social neuroscience methodology to study cultural differences in attribution, discussing the work of Hedden and colleagues (2008) and Lewis and colleagues (2008). In the area of attributional biases, we include new research on how perceptual saliency affects the correspondence bias in police interrogations and new research on cultural differences in the self-serving bias.
- Chapter 5 has been reorganized and renamed, "The Self: Understanding Ourselves in a Social Context," to reflect the fact that it includes a broad coverage of research on the self and not just self-knowledge. Reflecting the broader coverage of research on the self, there is a new major heading called, "Self-Control: The Executive Function Of The Self" that discusses recent research on self-regulation. There is also increased coverage of cultural differences in the self.

- In Chapter 6, “The Need to Justify Our Actions,” we have sharpened and updated our coverage of self-justification and included some new research on cultural differences. We have also included some recent research showing cognitive dissonance in monkeys. We have also expanded our coverage of research by Harmon-Jones showing differences in brain activity during the experience of dissonance and dissonance reduction.
- Chapter 7, “Attitudes and Attitude Change: Influencing Thoughts and Feelings,” includes over 50 references to recent research. There is an expanded discussion of implicit attitudes, including recent research on the origins of implicit attitudes. We added a new section with the heading “Confidence in One’s Thoughts and Attitude Change” that discusses recent research by Petty and Briñol and colleagues. Finally, we revised substantially the section on subliminal advertising, with new research examples, and added a section on the effects of the media on attitudes toward weight in men and women.
- Chapter 8, “Conformity: Influencing Behavior,” includes over 45 new references to recent research. The opening vignette (the McDonald’s hoax) has been updated to reflect the recent conclusion of the suspect’s criminal trial. We have substantially revised the section on injunctive and descriptive norms, including discussion of the “boomerang effect.” We discuss new research on the use of informational conformity to change people’s behavior. The section on body image and conformity has also been updated with recent research. A major new section has been added, “The Obedience Studies, Then and Now,” which discusses the startling results of Jerry Burger’s (2009) research, the first replication of the Milgram obedience study in the United States in 30 years. This section has also been expanded to include a discussion of the ethical issues surrounding the obedience studies.
- Chapter 9, “Group Processes: Influence in Social Groups” has a new opening vignette that discusses President George W. Bush’s decision to initiate the Iraq War. Later in the chapter we return to this example (in a “Connections” feature) that discusses whether the decision to invade Iraq was the result of group-think, based on recent books by Bob Woodward, Scott McClelland, and others. The section on “Why People Join Groups” has been revised to include research on social rejection and social identity, and the section on gender and leadership is updated with a discussion of recent research on the “glass cliff.”
- Chapter 10, “Interpersonal Attraction: From First Impressions to Close Relationships,” includes over 50 new references to recent research. The section on evolution and love has been substantially revised. For example, recent research by Johnston and colleagues (2001) and Gangestad and colleagues (2007) is presented, which focuses on how the menstrual/ovulatory cycle affects women’s perceptions of male attractiveness. A second major addition is to the attachment styles section, which focuses on the genetic contribution to attachment styles, and discusses the recent work of Gillath and colleagues (2008) and Donnellan and colleagues (2008). Additional new material and revisions occur throughout the chapter, for example, in the sections on propinquity, similarity, facial attractiveness, assumptions about attractive people, and cultural definitions of love.
- Chapter 11, “Prosocial Behavior: Why Do People Help?” features two new Try It! exercises. This popular feature makes concepts from social psychology concrete and helps you see how they can be applied to your own life. Also, discussions of group selection, what causes people to feel empathy, and research on religion and prosocial behavior have been added.
- In Chapter 12, “Aggression: Why We Hurt Other People,” we have added comments on Craig Anderson’s recent study (2009) on the possible effects of global warming on aggression. We have also discussed Bushman’s (2007) research on scriptural violence and aggressive behavior. We have also included some recent research on building empathy as a way of curbing aggression.
- In Chapter 13, “Prejudice: Causes and Cures,” one of the major additions is on the election of an African American to the presidency. It has produced what one social psychologist has dubbed the Obama effect. Shortly after the election of Barack Obama, researchers were able to show two consequences of that election. Plant and colleagues (2009) showed a decrease in prejudice against African Americans; Dillon (2009) showed an apparent decrease in stereotype threat among African American test takers.
- Social Psychology in Action 1, “Making a Difference with Social Psychology: Attaining a Sustainable Future,” was new to the previous edition. We believe it was a timely addition, given current interest in global warming and other environmental issues, as well as the more general question of how social psychology can be used to address important social problems. We updated the chapter in this edition with a discussion of recent research, including studies by Goldstein, Cialdini, and Giskevicius (2008) on getting hotel guests to reuse their towels, research by Graham, Koo, and Wilson (in press) on how to get college students to conserve energy by driving less, and a study by Holland, Aarts, and Langendam (2006) on getting people to recycle more. Finally, in the section, “What Makes People Happy?” we added a description of a study by Dunn, Aknin, and Norton (2008) showing that helping others makes people happy.
- Social Psychology in Action 2: “Social Psychology and Health” includes a new opening vignette, namely a true story about a woman who showed remarkable re-



silence after losing 12 family members in a four-year period. The section on social support is completely revised, including the addition of recent research by Shelley Taylor and colleagues on cultural differences in social support and research by Niall Bolger and colleagues on visible versus invisible social support.

- Social Psychology in Action 3: “Social Psychology and the Law” has been updated considerably. For example, the section on line-ups and how to improve them is updated with an example of recent research by Gary Wells, research on individual differences in detecting lies by Bond and DePaulo (2008), and a study on recovered memories by Geraerts and colleagues (2007).

Social psychology comes alive for students when they understand the whole context of the field: how theories inspire research, why research is performed as it is, how further research triggers yet new avenues of study. We have tried to convey our own fascination with the research process in a down-to-earth, meaningful way and have presented the results of the scientific process in terms of the everyday experience of the reader; however, we did not want to “water down” our presentation of the field. In a world where human behavior can be endlessly surprising and where research results can be quite counterintuitive, students need a firm foundation on which to build their understanding of this challenging discipline.

The main way we try to engage students is with a storytelling approach. Social psychology is full of good stories, such as how the Holocaust inspired investigations into obedience to authority and how reactions to the marriage of the crown prince of Japan to Masako Owada, a career diplomat, illustrates cultural differences in the self-concept. By placing research in a real-world context, we make the material more familiar, understandable, and memorable. Each chapter begins with a real-life vignette that illustrates the concepts to come. We refer to this event at several points in the chapter, clarifying to students the relevance of the material they are learning. Examples of the opening vignettes include the tragic death of Amadou Diallo, who was shot 41 times by four white police officers, as he reached for his wallet in the vestibule of his New York apartment building (Chapter 3, “Social Cognition: How We Think about the Social World”), and some amazing acts of altruism at the sites of the terrorist attacks on September 11, 2001 (Chapter 11, “Prosocial Behavior: Why do People Help?”).

We also weave “mini-stories” into each chapter that both illustrate specific concepts and bring the material to life. For each one, we first describe an example of a real-life phenomenon that is designed to pique students’ interest. These stories are taken from current events, literature, and our own lives. Next, we describe an experiment that attempts to explain the phenomenon. This experiment is typically described in some detail because we believe that students should not only learn the major theories in social psychol-

ogy, but also understand and appreciate the methods used to test those theories. For example, in Chapter 4 on social perception, we introduce the correspondence bias by discussing public reaction to an event celebrating Rosa Parks’s courageous refusal in 1955 to move to the back of the bus in segregationist Montgomery, Alabama. In 2005, at the time of her death, transit companies across America posted signs in their city buses, asking people to leave the seat behind the driver empty for the day, in tribute to her. Despite the sign, some people sat in the seat anyway. A journalist, traveling on New York City buses, asked other riders what they thought of these “sitters.” Very negative internal attributions were made about them (e.g., that they were disrespectful, contemptuous or even racist). In fact, the explanation for their behavior was typically situational, that is, something external to them as a person. They hadn’t seen the sign, which was small in size and lost in the visual clutter of other signs in the bus, and therefore didn’t know that they weren’t supposed to sit in that seat. We invite you to thumb through the book to find examples of these mini-stories.

Last but not least, we discuss the methods used by social psychologists in some detail. How can “boring” details about methodology be part of a storytelling approach, you might ask? We believe that part of what makes the story of social psychology so interesting is explaining to students how to test hypotheses scientifically. In recent years, the trend has been for textbooks to include only short sections on research methodology and provide only brief descriptions of the findings of individual studies. In this book, we integrate the science and methodology of the field into our story in several ways. First, we devote an entire chapter to methodology (Chapter 2). We use our storytelling approach by presenting two compelling real-world problems related to violence and aggression: Does pornography promote violence against women? Why don’t bystanders intervene more to help victims of violence? We then use actual research studies on these questions to illustrate the three major scientific methods (observational research, correlational research, and experimental research). Rather than a dry recitation of methodological principles, the scientific method unfolds like a story with a “hook” (what are the causes of real-world aggression and apathy toward violence?) and a moral (such interesting, real-world questions can be addressed scientifically). We have been pleased by the positive reactions to this chapter in the previous editions.

Second, we describe prototypical studies in more detail than most texts. We discuss how a study was set up, what the research participants perceived and did, how the research design derives from theoretical issues, and the ways in which the findings support the initial hypotheses. We often ask readers to pretend that they were participants so they can better understand the study from the participants’ point of view. Whenever pertinent, we’ve also included anecdotal information about how a study was done or came to be; these brief stories allow readers insights into the heretofore hidden world of creating research. See, for example,

the description of how Nisbett and Wilson (1977) designed one of their experiments on the accuracy of people's causal inferences in Chapter 5 and the description of the origins of Aronson's jigsaw puzzle technique in Chapter 13.

Finally, we include a balanced coverage of classic and modern research. The field of social psychology is expanding rapidly, and exciting new work is being done in all areas of the discipline. In this seventh edition, we have added a great deal of new material, describing dozens of major studies done within the past few years. We have added hundreds of references from the past few years. Thus the book provides thorough coverage of up-to-date, cutting-edge research. But by emphasizing what is new, some texts have a tendency to ignore what is old. We have tried to strike a balance between the latest research findings and classic research in social psychology. Some older studies (e.g., early work in dissonance, conformity, and attribution) deserve their status as classics and are important cornerstones of the discipline. For example, unlike several other current texts, we present detailed descriptions of the Schachter and Singer (1962) study on misattribution of emotion (Chapter 5), the Festinger and Carlsmith (1959) dissonance study (Chapter 6), and the Asch (1956), and Sherif (1936) conformity studies (Chapter 8). We then bring up the older theories to date, following our discussions of the classics with modern approaches to the same topics. This allows students to experience the continuity and depth of the field, rather than regarding it as a collection of studies published in the past few years.

## Ancillary Package

A really good textbook should become part of the classroom experience, supporting and augmenting the professor's vision for the class. *Social Psychology* offers a number of supplements that enrich both the professor's presentation of social psychology and the students' understanding of it.

Pearson/Prentice Hall is pleased to announce the **Association for Psychological Science (APS)** reader series, *Current Directions in Social Psychology*, 2e (ISBN: 0136062806) edited by Janet Ruscher and Elizabeth Yost Hammer.

This reader contains selected articles from APS's journal *Current Directions in Psychological Science*. *Current Directions* was created for scientists to quickly and easily learn about new and significant research developments outside their major field of study. The journal's concise reviews span all of scientific psychology, and because of the journal's accessibility to audiences outside specialty areas, it is a natural fit for use in college courses. These readers offer a rich resource that connects students and scholars directly to leading scientists working in psychology today.

The APS is the only association dedicated solely to advancing psychology as a science-based discipline. APS members include the field's most respected researchers and educators representing the full range of topics within psychological science. The APS is widely recognized as a lead-

ing voice for the science of psychology in Washington, and is focused on increasing public understanding and use of the knowledge generated by psychological research.

## Instructor Supplements



- **MyPsychLab**

(www.mypsychlab.com) This robust course management

platform enables instructors to assign tests, quizzes, and projects online, and view the results of those assignments as a class aggregate, or as focused as on a student-by-student, text section-by-text section basis. A series of self-diagnostic tests serves as the foundation of this exciting new platform, which also includes and integrates assignments, remediation content, and study activities that feed results into the platform's gradebook. The diversified collection of study content and activities encompasses videos, quizzes, the American Psychological Society (APS) reader *Current Directions in Social Psychology*, author-recommended websites, and more. All supplementary resources are also housed on the MyPsychLab platform.

- **Contemporary Videos in Social Psychology** (0132398060) Contemporary Videos in Social Psychology is now available on DVD, and contains a series of segments illustrating key social psychological concepts. Through filmed experiments, interviews, documentary and more, we've provided a visual component that will enhance class lectures and discussions. Please contact your local Pearson sales representative to obtain a copy.

**ABC Social Psychology DVD:** Through Pearson Education's partnership with ABC, we are pleased to produce a DVD product featuring over 30 clips from various ABC news programs. These clips are a great way of showing the relevance of social psychology theory and research to everyday life.

- **PowerPoints** (0138144834) The PowerPoints provide an active format for presenting concepts from each chapter and incorporating relevant figures and tables. The PowerPoint files can be downloaded from the [www.pearsonhighered.com](http://www.pearsonhighered.com)
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**NEW! Social Psychology Community (SPC).** Pearson is excited to announce the launch of the SPC. The SPC is the ultimate instructor's tool offering two unique features:

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  - **Test Bank** (013814480X) Each of the over 2,000 questions in this test bank is page-referenced to the text and categorized by topic and skill level. Each question in the test bank was reviewed by several instructors to ensure that we are providing you with the best and most accurate content in the industry. We thank the following professors for their contribution and suggestions: Jesse Rude (University of California, Davis), Christopher Leone (University of North Florida), Vincent Fortunato (Boise State University), Steve Kilianski (Rutgers University), Paul Silvia (University of North Carolina, Greensboro), Mary Johannesen-Schmidt (Oakton Community College), William Rick Fry (Youngstown State University), Esther Jenkins (Chicago State University), Jackie White (University of North Carolina, Greensboro). The test bank is available to adopters in both Windows and Macintosh computerized format.
  - **MyTest Testing Software** (0138144850) This web-based test generating software provides instructors "best in class" features in an easy to use program. Create tests and easily select questions with drag-and-drop or point-and-click functionality. Add or modify test questions using the built-in Question Editor and print tests in a variety of formats. The program comes with full technical support.

## Student Supplements



- **MyPsychLab**

(www.mypsychlab.com) This robust learning management

platform contains chapter learning objectives to help students focus on key concepts, online quizzes that include instant scoring and coaching responses, videos, flashcards, writing resources and activities designed to

promote critical thinking, and built-in routing that gives students the ability to forward essay responses and graded quizzes to their instructors. Students are provided with a customized study plan to help them prepare for tests and quizzes based upon the results of their pre- and posttests.

- **Student Study Guide** (0138144826) The Student Study Guide contains chapter overviews, learning objectives and outlines, a guided review section, study activities, key terms, and practice tests.

## Other Titles of Interest

- **Thinking Critically about Research on Sex and Gender** (Harper Collins Publishing, 2009) (020564645X) Now in its third edition, this supplement, written by Paula J. Caplan of Brown University and Jeremy B. Caplan of Brandeis University, encourages students to evaluate the massive and diverse research that has appeared on this subject of sex and gender in recent decades. After demonstrating that much of the existing research is not as well established as one would think, the book provides readers with the critical tools necessary to assess the huge body of literature and to draw realistic and constructive conclusions.
- **Influence: Science and Practice** (Allyn and Bacon Publishing, 2000) (0321011473) This fascinating best-seller by Robert B. Cialdini of Arizona State University, now in its fourth edition, draws on evidence from research and the working world of influence professionals to examine the psychology of compliance. Focus is on the six basic psychological principles directing human behavior—reciprocation, consistency, social validation, liking, authority, and scarcity. This is must reading!

## Acknowledgments

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Thank you for inviting us into your classroom. We welcome your suggestions, and we would be delighted to hear your comments about this book.

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## About the Authors 关于作者

### Elliot Aronson

When I was a kid, we were the only Jewish family in a virulently anti-Semitic neighborhood. I had to go to Hebrew school every day, late in the afternoon. Being the only youngster in my neighborhood going to Hebrew school made me an easy target for some of the older neighborhood toughs. On my way home from Hebrew school, after dark, I was frequently waylaid and roughed up by roving gangs shouting anti-Semitic epithets.

I have a vivid memory of sitting on a curb after one of these beatings, nursing a bloody nose or a split lip, feeling very sorry for myself and wondering how these kids could hate me so much when they didn't even know me. I thought about whether those kids were taught to hate Jews or whether, somehow, they were born that way. I wondered if their hatred could be changed—if they got to know me better, would they hate me less? I speculated about my own character. What would I have done if the shoe were on the other foot—that is, if I were bigger and stronger than they—would I be capable of beating them up for no good reason?

I didn't realize it at the time, of course, but eventually I discovered that these were profound questions. And some thirty years later, as an experimental social psychologist, I had the great good fortune to be in a position to answer some of those questions and to invent techniques to reduce the kind of prejudice that had claimed me as a victim.

*Elliot Aronson is one of the most renowned social psychologists in the world. In 2002 he was chosen as one of the 100 most eminent psychologists of the twentieth century. He is currently Professor Emeritus at the University of California at Santa Cruz and Distinguished Visiting Professor at Stanford University.*

*Dr. Aronson is the only person in the 110-year history of the American Psychological Association to have received all three of its major awards: for distinguished writing, distinguished teaching, and distinguished research. Many other professional societies have honored his research and teaching as well. These include the American Association for the Advancement of Science, which gave him its highest honor, the Distinguished Scientific Research award; the American Council for the Advancement and Support of Education, which named him Professor of the Year of 1989; and the Society for the Psychological Study of Social Issues, which awarded him the Gordon Allport prize for his contributions to the reduction of prejudice among racial and ethnic groups. In 1992, he was named a Fellow of the American Academy of Arts and Sciences. He has served as president of the Western Psychological Association as well as president of the Society of Personality and Social Psychology.*

### Tim Wilson

One day, when I was 8, a couple of older kids rode up on their bikes to share some big news: They had discovered an abandoned house down a country road. "It's really neat," they said. "We broke a window and nobody cared!" My friend and I hopped onto our bikes to investigate. We had no trouble finding the house—there it was, sitting off by itself, with a big, jagged hole in a first-floor window. We got off of our bikes and looked around. My friend found a baseball-sized rock lying on the ground and threw a perfect strike through another first-floor window. There was something exhilarating about the smash-and-tingle of shattering glass, especially when we knew there was nothing wrong with what we were doing. After all, the house was abandoned, wasn't it? We broke nearly every window in the house and then climbed through one of the first-floor windows to look around.

It was then that we realized something was terribly wrong. The house certainly did not look abandoned. There were pictures on the wall, nice furniture, books in shelves. We went home feeling frightened and confused. We soon learned that the house was the residence of an elderly couple who were away on vacation. Eventually my parents discovered what we had done and paid a substantial sum to repair the windows. For years, I pondered this incident: Why did I do such a terrible thing? Was I a bad kid? I didn't think so, and neither did my parents. How, then, could a good kid do such a bad thing? Even though the neighborhood kids said the house was abandoned, why couldn't my friend and I see the clear signs that someone lived there? How crucial was it that my friend was there and threw the first rock? Although I didn't know it at the time, these reflections touched on several classic social psychological issues, such as whether only bad people do bad things, whether the social situation can be powerful enough to make good people do bad things, and the way in which our expectations about an event can make it difficult to see it as it really is. Fortunately, my career as a vandal ended with this one incident. It did, however, mark the beginning of my fascination with basic questions about how people understand themselves and the social world—questions I continue to investigate to this day.

*Tim Wilson did his undergraduate work at Williams College and Hampshire College and received his Ph.D. from the University of Michigan. Currently Sherrell J. Aston Professor of Psychology at the University of Virginia, he has published numerous articles in the areas of introspection, attitude change, self-knowledge, and affective forecasting, as well as the recent book, *Strangers to Ourselves: Discovering the Adaptive Unconscious*. His research has received the support of the National*

*Science Foundation and the National Institute for Mental Health. He has been associate editor of the Journal of Personality and Social Psychology and a member of the Social and Groups Processes Review Committee at the National Institute of Mental Health. He has been elected twice to the Executive Board of the Society for Experimental Social Psychology and is a Fellow in the American Psychological Society and the Society for Personality and Social Psychology. In 2009, he was named a Fellow of the American Academy of Arts and Sciences. Wilson has taught the Introduction to Social Psychology course at the University of Virginia for more than twenty years. In 2001 he was awarded an All University Outstanding Teaching Award.*

## Robin Akert

One fall day, when I was about 16, I was walking with a friend along the shore of the San Francisco Bay. Deep in conversation, I glanced over my shoulder and saw a sailboat capsize. I pointed it out to my friend, who took only a perfunctory interest and went on talking. However, I kept watching as we walked, and I realized that the two sailors were in the water, clinging to the capsized boat. Again I said something to my friend, who replied, "Oh, they'll get it upright, don't worry."

But I was worried. Was this an emergency? My friend didn't think so. And I was no sailor; I knew nothing about boats. But I kept thinking, "That water is really cold. They can't stay in that water too long." I remember feeling very confused and unsure. What should I do? Should I do anything? Did they really need help?

We were near a restaurant with a big window overlooking the bay, and I decided to go in and see if anyone had done anything about the boat. Lots of people were watching but not doing anything. This confused me too. Very

meekly, I asked the bartender to call for some kind of help. He just shrugged. I went back to the window and watched the two small figures in the water. Why was everyone so unconcerned? Was I crazy?

Years later, I reflected on how hard it was for me to do what I did next: I demanded that the bartender let me use his phone. In those days before "911," it was lucky that I knew there was a Coast Guard station on the bay, and I asked the operator for the number. I was relieved to hear the Guardsman take my message very seriously.

It had been an emergency. I watched as the Coast Guard cutter sped across the bay and pulled the two sailors out of the water. Maybe I saved their lives that day. What really stuck with me over the years was how other people behaved and how it made me feel. The other bystanders seemed unconcerned and did nothing to help. Their reactions made me doubt myself and made it harder for me to decide to take action. When I later studied social psychology in college, I realized that on the shore of the San Francisco Bay that day, I had experienced the "bystander effect" fully: The presence of other, apparently unconcerned bystanders had made it difficult for me to decide if the situation was an emergency and whether it was my responsibility to help.

*Robin Akert graduated summa cum laude from the University of California at Santa Cruz, where she majored in psychology and sociology. She received her Ph.D. in experimental social psychology from Princeton University. She is currently a Professor of psychology at Wellesley College, where she was awarded the Pinanski Prize for Excellence in Teaching early in her career. She publishes primarily in the area of nonverbal communication and recently received the AAUW American Fellowship in support of her research. She has taught the Social Psychology course at Wellesley College for nearly thirty years.*

# Special Tips for Students 给学生的特别提示

**T**he two quotes in the margin below, taken together, sum up everything you need to know to be a proficient student: Be an active, creative consumer of information, and make sure it sticks! How do you accomplish these two feats? Actually, it's not difficult at all. Like everything else in life, it just takes some work—some clever, well-planned, purposeful work. Here are some suggestions about how to do it.

## Get to Know the Textbook

*There is then creative reading as well as creative writing.*

—Ralph Waldo Emerson, 1837

Believe it or not, in writing this book, we thought very carefully about the organization and structure of each chapter. Things are the way they appear for a reason, and that reason is to help you learn the material in the best way possible. Here are some tips on what to look for in each chapter.

**Key terms are in boldface type in the text so that you'll notice them.**

We define the terms in the text, and that definition appears again in the margin. These marginal definitions are there to help you out if later in the chapter you forget what something means. The marginal definitions are quick and easy to find. You can also look up key terms in the alphabetical Glossary at the end of this textbook.

**Make sure you notice the headings and subheadings.** The headings are the skeleton that holds a chapter together. They link together like vertebrae. If you ever feel lost, look back to the last heading and the headings before that one—this will give you the “big picture” of where the chapter is going. It should also help you see the connections between sections.

**The summary at the end of each chapter** is a succinct shorthand presentation of the chapter information. You should read it and make sure there are no surprises when you do so. If anything in the summary doesn't ring a bell, go back to the chapter and reread that section. Most important, remember that the summary is intentionally brief, whereas your understanding of the material should be full and complete. Use the summary as a study aid before your exams. When you read it over, everything should be familiar and you should have that wonderful feeling of knowing more than is in the summary (in which case you are ready to take the exam).

*I am a kind of burr, I shall stick.*

—William Shakespeare, 1604

**Be sure to do the *Try It!* exercises.** They will make concepts from social psychology concrete and help you see how they can be applied to your own life. Some of the *Try It!* exercises replicate social psychology experiments. Other *Try It!* exercises reproduce self-report scales so you can see where you stand in relation to other people. Still other *Try It!* exercises are short quizzes that illustrate social psychological concepts.

**Visit our Website** at [www.prenhall.com/aronson](http://www.prenhall.com/aronson). You will be able to do more *Try It!* exercises, take interactive practice tests, and link to other sites.

## Just Say No to the Couch Potato Within

Because social psychology is about everyday life, you might lull yourself into believing that the material is all common sense. Don't be fooled. The material is more complicated than it might seem. Therefore, we want to emphasize that the best way to learn it is to work with it in an active, not passive, fashion. You can't just read a chapter once and expect it to stick with you. You have to go over the material, wrestle with it, make your own connections to it, question it, think about it, interact with it. Actively working with material makes it memorable



and makes it your own. Because it's a safe bet that someone is going to ask you about this material later and you're going to have to pull it out of memory, do what you can to get it into memory now. Here are some techniques to use:

- Go ahead and be bold—use a highlighter! Go crazy—write in the margins! If you underline, highlight, circle, or draw little hieroglyphics next to important points, you will remember them better. We recall taking exams in college where we not only remembered the material but could actually see in our minds the textbook page it was written on and the little squiggles and stars we'd drawn in the margin.
- Read the textbook chapter before the applicable class lecture, not afterward. This way, you'll get more out of the lecture, which will introduce new material. The chapter will give you the big picture, as well as a lot of detail. The lecture will enhance that information and help you put it all together. If you don't read the chapter first, you may not understand some of the points made in the lecture or realize that they are important.
- Here's a good way to study material: Write out a difficult concept or a study (or say it out loud to yourself) in your own words, without looking at the book or your notes. Can you do it? How good was your version? Did you omit anything important? Did you get stuck at some point, unable to remember what comes next? If so, you now know that you need to go over that information in more detail. You can also study with someone else, describing theories and studies to each other and seeing if you're making sense.
- If you have trouble remembering the results of an important study, try drawing your own version of a graph of the findings (you can use our data graphs for an idea of how to proceed). If all the various points in a theory are confusing you, try drawing your own flow-chart of how it works. You will probably find that you remember the research results much better in pictorial form than in words and that the theory isn't so confusing (or missing a critical part) if you've outlined it. Draw information a few times and it will stay with you.
- Remember, the more you work with the material, the better you will learn and remember it. Write it in your own words, talk about it, explain it to others, or draw visual representations of it.
- Last but not least, remember that this material is a lot of fun. You haven't even started reading the book yet, but we think you're going to like it. In particular, you'll see how much social psychology has to tell you about your real, everyday life. As this course progresses, you might want to remind yourself to observe the events of your daily life with new eyes, the eyes of a social psychologist, and try to apply what you are learning to the behavior of your friends, acquaintances, strangers, and, yes, even yourself. Make sure you use the *Try It!* exercises and visit the Website. You will find out how much social psychology can help us understand our lives. When you read newspapers or magazines or watch the nightly news, think about what social psychology has to say about such events and behaviors—we believe you will find that your understanding of daily life is richer. If you notice a newspaper or magazine article that you think is an especially good example of "social psychology in action," please send it to us, with a full reference to where you found it and on what page. If we decide to use it in the next edition of this book, we'll list your name in the Acknowledgments.

We suspect that ten years from now you may not remember all the facts, theories, and names you learn now. Although we hope you will remember some of them, our main goal is for you to take with you into your future a great many of the broad social psychological concepts presented herein. If you open yourself to social psychology's magic, we believe it will enrich the way you look at the world and the way you live in it.