



SOCIAL PSYCHOLOGY

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WITH
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Foreword

The perspective offered by social psychology on our relationships with one another has never been more important. We live in a world where people are increasingly dependent upon one another and where our actions have implications far beyond ourselves and our families. We also live in an era of rapid change. From the growth of the women's movement and its impact on work and family relationships, to the ongoing struggle for racial equality, what some had assumed were fundamental and fixed features of human behavior have changed. Social psychology provides a perspective that can help us understand these changes. It is a scientifically based view of human behavior that focuses on the interaction between people and their environments. I invite you to learn to see the world through the lens of social psychology, and this text provides a superb introduction to this view.

This text, *Social Psychology*, is sponsored by the Society for the Psychological Study of Social Issues (SPSSI). SPSSI, which celebrated its 50th anniversary in 1986, is a 3,000-plus member organization of psychologists interested in improving relations among people by using and applying social research. Since its inception, SPSSI's goal has been to foster research on social problems by psychologists and to disseminate research findings. SPSSI members are scientists and scientist-practitioners who are not content to see psychology solely as a theoretical field. We are committed to using psychological theory and research to improve the understanding of social issues and to improve conditions in society. This text reflects SPSSI's commitment to disseminating ideas about social behavior and its commitment to the idea that basic research and theory can help us understand and ameliorate some of society's vexing social problems.

SPSSI owes a debt of gratitude to the editors—Professors Reuben Baron, William Graziano, and Charles Stangor—along with the more than 20 authors who developed the chapters in this text. The editors and authors are a distinguished group of psychologists and each is an accomplished researcher and experienced teacher. Their firsthand experience as researchers and their pedagogic acumen helped create detailed, yet easy-to-read chapters.

Developing a highly readable text with 27 editors and authors has been a challenge. It required applying large doses of our knowledge of group and individual behavior and a massive coordination effort. The senior editors, Reuben Baron and William Graziano, were the critical individuals who solicited chapters, reviewed them, and cajoled authors to revise and improve their chapters. Charles Stangor joined the project in its last year of development and took as his task the editing of chapters for consistency in both substance and style. The goal was to take advantage of the expertise of a

diverse group of social psychologists and turn their work into a book. We were supported in our efforts by the editorial staff of Holt, Rinehart and Winston. The care and support by our editors, Eve Howard and Meera Dash, provided both pressure and glue to ensure that the book would be successful.

As Publications Co-Chair for SPSSI, it has been my pleasure and privilege to work on this project with the authors, along with our editors at Holt, Rinehart and Winston. On behalf of the members and officers of SPSSI, I encourage you to reward our efforts by learning about research—and using that knowledge to help us ameliorate the social problems that we now face and will have to deal with in the coming decades.

LEONARD SAXE,
Publications Co-Chair, SPSSI
Waltham, Massachusetts
May 1990

Preface

Of all the branches of psychology, none seems to have as much intuitive appeal as does social psychology. This is the field that deals with topics like attraction, persuasion, prejudice, aggression, and group influence. We all live in a world filled with social experiences; most of us have seen firsthand attraction, persuasion, and maybe even prejudice. Teaching social psychology is a pleasant assignment. It is not hard to come up with examples to breathe life into social psychology principles. It is with these assumptions that we began to assemble this text.

BLENDING SOCIAL ISSUES, THEORY, AND RESEARCH

This book is not the same as other textbooks in social psychology. It was designed to be different. Although it contains virtually all of the topics that are important to contemporary social psychology, it frames them differently. This book approaches social psychology from a social issues perspective. At the same time, the book provides extensive coverage of theory and research. Each chapter uses an important social issue such as prejudice, social conflict, or teenage suicide to introduce the chapter. The goal is to confront each of the social problems with the best research-based knowledge we have available in social psychology. The basic idea underlying the whole text is that social problems can be addressed, and, we hope, improved, with the intelligent use of social psychology theory and research.

What is to be gained by taking a social issues approach? How can we hope to solve complex social problems like prejudice when we still do not understand something simpler like impression formation? Should not social psychology research be objective and steer clear of social problems that often involve value judgments?

First, we know a great deal more about social psychology now than we did even a few years ago. There is still a lot to learn but some broad outlines are beginning to appear. Second, we do not need to assume that the solution to social problems requires the complete understanding of more basic processes. Put another way, if we have to wait until we completely understand basic processes like impression formation, then we might never get around to doing any research on complex social problems like prejudice. Why wait to apply what we know? Third, it might be a mistake to assign labels such as “basic” and “applied” to social psychology. Basic and applied are two sides of one coin. We can understand prejudice from studying impression formation, but the reverse is true, too. Fourth, there are good reasons for conducting well-controlled laboratory research; as persons living in a world

filled with prejudice, poverty, and war, however, we cannot afford to restrict ourselves or to wait for laboratory solutions.

SPSSI'S PERSPECTIVE ON SOCIAL PSYCHOLOGY

These answers are part of a general perspective on social psychology. This text was inspired and sponsored by the Society for the Psychological Study of Social Issues (SPSSI). SPSSI as an organization has always stood for ideals such as social equality and the belief that social science knowledge can be of practical value. At a time when many social psychology researchers were questioning the practical relevance of the field, SPSSI members were busy outside the lab using diverse populations and data collection techniques. There was never any doubt about the social relevance of research SPSSI members were doing. These ideals and values will be expressed throughout the text. Note, however, that SPSSI sponsorship is not only a matter of values but also one of expertise; SPSSI members have been conducting research on social problems, both inside and outside the laboratory, for more than 40 years. Consequently, we had a large collection of experts to help us as we assembled each chapter.

But there are other reasons why we designed this book to be different from other social psychology texts. In the past few years, there has been a remarkable growth of social psychology knowledge. Growth occurred not only in traditional areas, such as attitude change, but also occurred in other areas, such as gender roles and health psychology. A social-problems approach allowed us to present students with an overview of that growth which might be missed in more traditional approaches. It is clear to us that the hand of social psychology can be seen in many diverse areas not usually regarded as social psychology. This approach allowed us to show in a single, systematic way both the full scope of the contemporary field of social psychology and the growth of the field in the past several years.

ORGANIZATION OF THE BOOK

Although this book was designed to differ in approach, the book retains a traditional organization. We believe that this organization makes the book "friendly" to both instructors and students. The material is divided into five parts. Part I presents the basic methods and assumptions of social psychology. Chapter 1 shows where social psychology fits as a branch of psychology and distinguishes psychological social psychology from sociological social psychology. It also traces the development of scientific approaches to social psychology and social issues. Chapter 2 uses racial prejudice as a point of departure in a comprehensive review of field and laboratory research approaches in social psychology.

In Part II, we examine basic social psychological processes largely at the level of the individual person. Chapter 3 presents a discussion of the self

with teenage suicide as the focal social problem. Particular attention is devoted to social influences on self-evaluation. Chapter 4 begins with a discussion of distortions in social thinking and how such distortions contribute to international conflict. The chapter then integrates ideas and research about impression formation, nonverbal expression, attribution theory, sources of errors, and accuracy in social information processing. Chapter 5 discusses gender-role socialization against a backdrop of unequal opportunity in employment. The material builds on Chapter 4 in viewing the psychology of gender-role functioning from the perspective of schematic information processing. Chapters 6 and 7 focus on attitudes on nuclear energy to probe the social psychology of attitudes. Chapter 6 explores attitudes, how they are formed, and how they are measured. Chapter 7 discusses how attitudes change and the relation between attitudes and behavior.

In Part III, the major focus shifts from processes within individuals to processes occurring among persons. Chapter 8 is concerned with interpersonal attraction and close relationships. It focuses on marital conflict and divorce as a social issue. Chapter 9 begins with a discussion of the subway violence associated with Bernhard H. Goetz. This discussion extends into a thorough treatment of biological, social-learning, and cognitive approaches to aggression. Chapter 10 provides an in-depth analysis of helping. It discusses when people help, why people fail to help other people in need, and the factors that underlie this important social behavior. Particular attention is given to the contrast between egoistic and empathetic bases of helping. Chapter 11 reviews the work on social exchange and interpersonal bargaining. It starts with the problem of getting people to conserve water in a drought area and continues with thorough analyses of mixed-motive situations and social conflicts.

In Part IV, we broaden the unit of analysis to groups, organizations, and social institutions. Chapter 12 expands on ideas about social conflict presented in Chapter 11, with attention to issues of power and influence in clashes between groups of unequal status. The focus here is on clashes between doctors and nurses in decision making about patient care. Chapter 13 compares U.S. and Japanese work groups, and it uses the comparison to provide up-to-date coverage of social facilitation, social loafing, group-polarization effects, and leadership. Chapter 14 provides a comprehensive analysis of prejudice and intergroup relations, with racial discrimination in the United States as the major point of departure.

Part V, the final section, provides extensive applications of social psychological principles. Chapter 15 explores the relation between social and environmental psychology in the context of the social issues of vandalism and crowding. Chapter 16 provides an overview of the social psychology of health in the context of AIDS prevention. Chapter 17 deals with the social psychology of the U.S. criminal justice system. The social psychology concepts of equity and fairness are used to examine the workings of the criminal justice system.

THE AUTHORS

This book reflects the the joint efforts of many contributors. Each chapter is written by a recognized expert or team of experts on the topic considered in the chapter. Thus, each chapter provides an expert, state-of-the-art presentation that is based on considerable experience with the topic. The contributors are as follows:

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As the editors of this text, we were concerned with achieving consistency throughout the book. We wanted to maintain a coherent focus on social problems, an even level of writing, and an appropriate distribution of topics and depth of explanation. At the same time, we wanted to keep the diversity of perspectives that the individual experts brought to their chapters. To accomplish this delicate balancing act, we worked closely with Charles Stangor, who helped bring a consistency and evenness to the book that would not have been possible without him. As an extra bonus, he supplied additional expertise to our chapter on social perception and social cognition. It has been a pleasure for us to collaborate with Charles Stangor and the chapter authors in developing this book.

We are also especially indebted to Meera Dash, who served as Holt, Rinehart and Winston's developmental editor during the most critical phases of the evolution of the text. Meera, through gentle persuasion, helped us produce a better-organized, more readable, and more consistently social issue-oriented volume than would have resulted without her expert guidance. Moreover, her good humor and encouragement helped us over what at times seemed like endless hurdles. Thank you, Meera.

SPOTLIGHT ON LEARNING

To the students who will use this book, we want to acknowledge a basic fact. When all is said and done, this book was written for you. We tried to select materials and examples that would be interesting to undergraduate students. We tried to present materials in ways that will help you organize and learn. The following features were designed to facilitate learning in every chapter:

1. Carefully selected visual aids—including tables, figures, and photographs—illustrate concepts, principles, and research findings.
2. “Focus” features both highlight and provide in-depth treatment of current controversial issues, classic research, or further exploration of social issues.

3. “Reflections” yield broader glimpses into the lives of key researchers in social psychology.
4. “Chapter Highlights” summarize each chapter.
5. “Study Questions” allow students to test their understanding of material in chapters.
6. “Concepts” provide definitions at the end of the chapters.
7. “Resources”—books, journal articles, and other readings—are listed and described after the chapters.

The material has been field tested in classes at Texas A&M University and the University of Georgia. We are grateful to the students who read the chapters and gave us feedback. This feedback allowed us to identify the concepts and presentations most likely to be difficult for students and to revise accordingly.

We hope that some of the material will amuse you and other material will challenge you. More important, however, is our hope that the material will fascinate you the way it has fascinated us for many years. To you we entrust what we know, with the hope that you will expand it and use it.

ANCILLARY MATERIALS

Holt, Rinehart and Winston offers an extensive ancillary package with ***Social Psychology***. These items are designed to provide additional teaching aids and resources.

Instructor’s Manual and Test Bank Prepared by Linda Giesbrecht-Bettoli of Tennessee Technological University, the instructor’s manual includes a chapter synopsis, teaching objectives, lecture ideas, student activities, and essay questions for each chapter. The test bank includes up to 100 multiple-choice and true-false questions for each chapter and is page-referenced to the text.

Computerized Test Bases Available in IBM and Macintosh format, Holt, Rinehart and Winston’s new ExaMaster software allows instructors to create tests using fewer keystrokes. The test bases provide a wide range of options in selecting and creating test questions and allow instructors to print up to 99 different versions of the same test and answer sheet.

Test Compilation A service known as RequesTest also is available. Instructors may call a toll-free number to order tests that meet their criteria. Holt, Rinehart and Winston will compile the tests and either mail or FAX them to the instructor within 48 hours.

Gradebook Software A program called ExamRecord allows instructors to record, curve, graph, and print out data on students’ progress in the course.

Discovering Psychology Telecourse Segments Instructors using ***Social Psychology*** have access to programs from the acclaimed television

course, "Discovering Psychology," hosted by Philip Zimbardo. "The Power of the Situation" and "Constructing Social Reality" are offered on one tape in two 26-minute programs.

Holt Teaching Video Modules from "Discovering Psychology" Instructors also are offered video modules that condense the most salient information from "Discovering Psychology." Clips of experiments by such psychologists as Leon Festinger are interwoven with interviews of researchers. The average length of each module is 3½ minutes.

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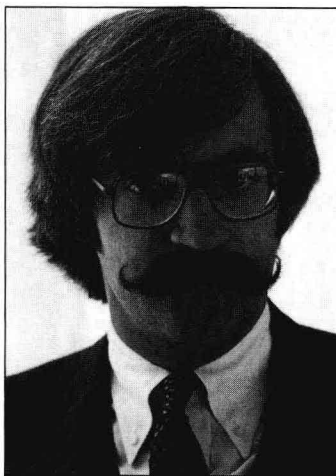
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REUBEN M. BARON



WILLIAM G. GRAZIANO



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