

Social

Eleventh Edition

PSYCHOLOGY

ROBERT A. BARON

DONN BYRNE

NYLA R. BRANSCOMBE

Social Psychology

ELEVENTH EDITION

Robert A. Baron

Rensselaer Polytechnic Institute

Donn Byrne

University at Albany, State University of New York

Nyla R. Branscombe

University of Kansas



Boston • New York • San Francisco

Mexico City • Montreal • Toronto • London • Madrid • Munich • Paris

Hong Kong • Singapore • Tokyo • Cape Town • Sydney

Series Editor: Susan Hartman
Editorial Assistant: Therese Felser
Marketing Manager: Pam Laskey
Editorial-Production Administrator:
Annette Joseph
Editorial-Production Service: Colophon
Text Designer: Joyce C. Weston
Photo Editor: Katharine S. Cook

Electronic Composition:
Omegatype Typography
Electronic Art: Precision Graphics
Composition/Prepress Buyer: Linda Cox
Manufacturing Buyer: Megan Cochran
Cover Administrator: Linda Knowles
Cover Designer: Susan Paradise

For related titles and support materials, visit our online catalog at
www.ablongman.com.

Copyright © 2006, 2003, 2000, 1997, 1994, 1991, 1987, 1984, 1981, 1977, 1974
Pearson Education, Inc.

All rights reserved. No part of the material protected by this copyright notice
may be reproduced or utilized in any form or by any means, electronic or
mechanical, including photocopying, recording, or by any information storage
and retrieval system, without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written
request to Allyn and Bacon, Permissions Department, 75 Arlington Street, Suite
300, Boston, MA 02116 or fax your request to 617-848-7320.

Between the time website information is gathered and then published, it is not
unusual for some sites to have closed. Also, the transcription of URLs can result
in typographical errors. The publisher would appreciate notification where
these errors occur so that they may be corrected in subsequent editions.

Library of Congress Cataloging-in-Publication Data

Baron, Robert A.
Social psychology / Robert A. Baron, Donn Byrne, Nyla R. Branscombe.—11th ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-205-44412-1 (alk. paper)
1. Social psychology. I. Byrne, Donn Erwin. II. Branscombe, Nyla R. III. Title.
HM1033.B35 2006
302—dc22

2004065416

Printed in the United States of America

10 9 8 7 6 5 4 3 2 VHP 10 09 08 07 06 05

*Photo credits appear on page 653, which constitutes a continuation of the
copyright page.*

■ To Rebecca, whose love, help, and wise counsel mean more to me than I can ever say.

—R.A.B.

■ Throughout my early school years—from kindergarten at Matthews Elementary School in Austin, Texas, to East Bakersfield High School in California—a number of outstanding (and tolerant) teachers helped me survive, thrive, and then move on. Two high school teachers stand out because they exerted a major influence on my life. For all that they did, I especially want to thank Margaret Schilling, Social Science, and Joy Robinson, English.

—D.B.

■ To my siblings: Rose, Howard, Marlene, Leona, Gerald, and Elaine. No one could have better “litter mates.”

—N.R.B.

PREFACE

Why We Don't "Leave Well Enough Alone"

In the Preface to the third edition of this book (published in 1981), we wrote these words:

Books, like human beings, can (and do!) go stale. In fact, it is our impression that by the time they reach their third edition, many texts show signs of entering a complacent . . . "middle age." The topics covered, style of writing, illustrations, and many other features remain largely unaltered from edition to edition. The dangers of such stagnation are obvious. When a text ceases to change, it runs the very real risk of losing touch with the field it represents. This is especially true in the case of a vigorous and youthful field such as social psychology—one that often changes substantially over short periods of time. Any text that fails to reflect such shifts, we feel, will quickly outlive its usefulness. Even worse, it may present students with a misleading and dated image of social psychology.

Although twenty-four years have passed since we expressed these views, we still believe them to be true. In fact, if anything, we accept them even more strongly than when we first stated them. And that belief has been a key guiding principle for this, the *eleventh edition*. In our view, the pace of change—and progress—in social psychology has accelerated, so it is even more crucial than ever that any text seeking to represent the field stay in touch with what is happening *today*; failure to do so will result in a book that will be perceived as badly out of date by social psychologists and one that—because it has lost its sense of excitement with the field—is more likely to generate yawns than enthusiasm from students.

With this principle in mind, we have adopted the following rule for revising our text: *Nothing—no discussion, no topic, no illustration—is sacred*. On the contrary, *everything* should be reviewed and revised to reflect the current knowledge of social psychology—and the true cutting edge of its recent progress. To implement this basic value, we have made many changes in the book. Below is a summary of the changes we view as being most important—and most constructive.

A New Coauthor

By far the most important change of all involves the addition of Nyla R. Branscombe as a coauthor. Professor Branscombe's expertise in such topics as prejudice, the self, gender, group processes, and many other key areas of research complements our own knowledge, and adds tremendous strengths to the book—and to our presentation of social psychology. Because she worked closely with the original authors and provided invaluable input on every chapter, her presence—and invaluable contributions—appear throughout the book. The result? This text is visibly stronger, more up to date, and better integrated than ever before. What a win for us—and our readers!—in every respect.

Changes in Content

Social psychology advances at a dizzying pace! To reflect this fact, every chapter has been thoroughly revised and updated to take into account new findings, lines of research, research methods, and approaches. These changes have taken several major forms. First,

we have devoted special attention to the task of representing *emerging new themes* in the field. Among these are the following:

- The interface (and interplay) between social cognition and social behavior
- Social neuroscience
- The role of implicit (nonconscious) processes in both social thought and social behavior
- Growing attention to social diversity and the complex issues it involves

Second, we have totally revised several chapters to reflect major advances and reorientations. For instance, Chapter 5 (The Self) is almost entirely new in content, and now covers many new topics such as the effects of perceiving the self as a target of prejudice, introspection as a method of gaining self-insight, and identity as a rebel. In addition, coverage of several other topics is greatly expanded and updated (e.g., social comparison). Similarly, to better represent growing interest in the application of social psychology to practical problems and issues, we have added two new Modules—one (Module A) dealing with applications of social psychology to law and health and the other (Module B) dealing with applications of social psychology to work settings and to entrepreneurship.

Third, to take account of new lines of research and important new findings, we have included coverage of literally dozens of new topics. Listing all of these here would generate a truly gigantic list, so instead, we simply present a sample of these new topics below:

- An overview of several new trends in social psychology, including social neuroscience, increasing attention to implicit (nonconscious) processes (Chapter 1)
- A new section on the distinct neural bases of controlled and automatic processing (Chapter 2)
- New information on the role of automatic processes in counterfactual thinking (Chapter 2)
- New evidence on the role of linguistic style in the detection of deception (Chapter 3)
- New information on the origins of the correspondence biases (fundamental attribution error) (Chapter 3)
- A new section on implicit personality theories and their role in impression formation (Chapter 3)
- A new discussion of third-person effects of media exposure (Chapter 4)
- Discussion of attitudes toward many social issues (e.g., same-sex marriage, Muslims, age) (Chapter 4)
- Chapter 5: This chapter is almost entirely new in content.
- Discussion of research concerning the consequences of exposure to other people's prejudiced actions (Chapter 6)
- New research on prejudice reduction techniques (Chapter 6)
- New research on the role of laughter in attraction (Chapter 7)
- New coverage of mortality salience as a basis for affiliation (Chapter 7)
- New findings on the effects of loneliness on health and life span (Chapter 8)
- New coverage of the good and bad ways couples deal with disagreements (Chapter 8)
- A new section on automatic activation of norms (Chapter 9)
- An entirely new section on *symbolic social influence*—how we are influenced by our mental representations of other persons, even when they are not actually present (Chapter 9)

- New evidence on the nature of heroism (Chapter 10)
- New research on the implicit bystander effect (Chapter 10)
- New research on the effect of ethnicity on volunteerism and charitable donations (Chapter 10)
- A new section on the effects of violent pornography (Chapter 11)
- A new section on forgiveness as a means for reducing aggression (Chapter 11)
- A new discussion of the benefits and costs of group membership, including the reasons why groups sometimes splinter (Chapter 12)
- A new section on deindividuation, including recent work on the role of self-awareness and social identity in this process (Chapter 12)

A New Special Feature Designed to Highlight the Value of Social Psychology

We think that one of the most exciting aspects of social psychology is the fact that the findings it obtains are often *counterintuitive*—the opposite of what common sense would suggest. (Or, at least, social psychology's findings refine and correct the conclusions of common sense.) To capture this important element of the field (which, we think, clearly illustrates its intrinsic value), each chapter includes a special section labeled **The Science of Social Psychology: Making Sense of Common Sense**. These sections show how the findings of social psychology have reversed or refined ideas contained in common sense. Following are a few examples of some of the titles:

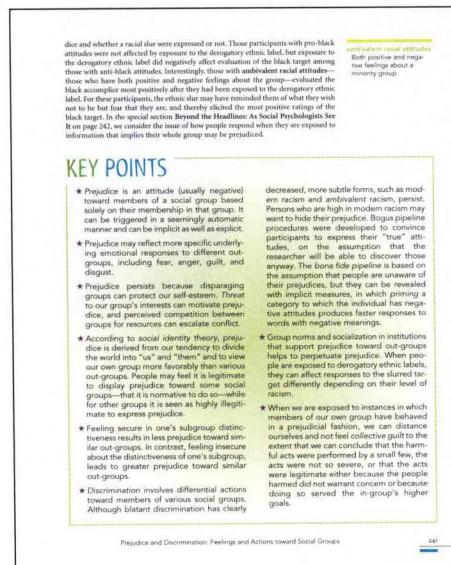
- Is Being in a Good Mood Always a Plus? The Potential Downside of Feeling “Up” (Chapter 2)
- Can We Be Scared into Changing Our Attitudes? (Chapter 4)
- Is Looking Inwardly the Best Route to Self-Insight? (Chapter 5)
- Complementarity: Do Opposites Attract? (Chapter 7)
- Written in the Stars or We Met on the Internet? (Chapter 8)
- Do Women and Men Differ in the Tendency to Conform? (Chapter 9)
- Catharsis: Does Getting It Out of Your System Really Help? (Chapter 11)
- Are Groups Really Less Likely Than Individuals to “Go over the Edge”? (Chapter 12)

Features Retained from the Previous Edition

Although we have made many changes, our basic approach to writing the book remains the same: We have tried very hard to produce a text that accurately reflects the nature and content of modern social psychology but at the same time is highly readable and useful for students. To attain this goal, we have retained several special features of previous editions:

- **Beyond the Headlines** sections. These special sections, which appear in every chapter, take an actual newspaper headline and examine it from the





perspective of social psychology. They illustrate how social psychologists think and how the principles of our field can be applied to virtually any aspect of human social behavior. Though the idea behind these sections remains much the same, the sections themselves are all *new* to this edition.

- **Ideas to Take with You—and Use!** sections. These appear at the end of each chapter and are designed to highlight important concepts you should remember—and use—long after this course is over. In our view, you will definitely find these principles helpful in many contexts in the years ahead.
- **Other Features Designed to Make the Book More Useful.** Each chapter begins with an outline that provides a “road map” that points out the major sections within the chapter. Within the text itself, key terms are printed in dark type like **this** and are followed by a definition. These key terms are also defined in a running glossary in the margins, as well as in a glossary at the end of the book.

To help students understand the materials presented, each major section is followed by a list of Key Points—a brief summary of major concepts and findings. These are repeated, together, in the Summary at the end of each chapter. Finally, all figures and tables are designed to be clear and simple, and most contain special labels and notes that call readers’ attention to the points being illustrated.

Supplementary Materials

All good texts should be supported by a complete package of supplementary material, both for the students and for the instructor. This book provides ample aid for both.

■ For the Instructor:

The following are available for qualified instructors only. Please contact your Allyn & Bacon representative.

Instructor’s Manual

Michele Van Volkom, Monmouth University

Prepared by Michele Van Volkom of Monmouth University, this rich collection of teaching material can be used by first-time or experienced teachers. Each chapter includes an At-A-Glance Grid, with detailed pedagogical information linking to other available supplements; a detailed chapter outline; teaching objectives covering major concepts within the chapter; a list of key terms; lecture material and student activities; numerous handouts; and an updated list of web links. In addition, this manual includes a preface, a sample syllabus, and a comprehensive list of video sources.

Test Bank and Computerized Test Bank

Robert B. Stennett, Gainesville College

Robert B. Stennett, Gainesville College, has created a thoroughly updated test bank with challenging questions that target key concepts. Each chapter includes over 100 questions, including multiple choice, true/false, short answer, and essay, each with an answer justification, page reference, a difficulty rating, and type designation.

This product is also available in TestGen 5.5 computerized version, for ease in creating tests for the classroom.

PowerPoint Presentation

Katherine Demitrakis, Albuquerque Technical Vocational Institute

This dynamic multimedia resource contains key points covered in the textbook, images from the textbook, questions to provoke classroom discussion, a link to the companion website for corresponding activities, and the electronic Instructor's Manual files.

Allyn and Bacon Transparencies for Social Psychology, © 2005

Approximately 100 revised, full-color acetates to enhance classroom lectures and discussions. Includes images from Allyn & Bacon's major Social Psychology texts.

Interactive Video for Social Psychology

A wonderful tool including 9 video clips. Clips cover such topics as self-esteem, plastic surgery, philanthropy, bullying, sororities, age discrimination, and more. Critical thinking questions accompany each clip. In addition, the video guide provides further critical thinking questions and Internet resources for more information.

MyPsychLab for Social Psychology

This interactive and instructive multimedia resource can be used to supplement a traditional lecture course or to administer a course entirely online. It is an all-inclusive tool, a text-specific e-book plus multimedia tutorials, audio, video, simulations, animations, and controlled assessments to completely engage students and reinforce learning. Fully customizable and easy to use, MyPsychLab meets the individual teaching and learning needs of every instructor and every student. Visit the site at www.mypsychlab.com.

■ For the Student:

Grade Aid Study Guide

Melinda Blackman, California State University, Fullerton

Written by Melinda Blackman, California State University, Fullerton, this guide aids students in synthesizing the material they are learning and helps them prepare for exams. Each chapter includes "Before You Read," with a brief chapter summary and chapter learning objectives; "As You Read," a collection of demonstrations, in-depth activities, and exercises; "After You Read," containing three short practice quizzes and one comprehensive practice test; "When You Have Finished," with web links for further information; and crossword puzzles using key terms from the text. An appendix includes answers to all practice tests and crossword puzzles.

Companion Website (www.ablongman.com/baronbyrne11e)

A unique resource for connecting the textbook to the Internet. Each chapter includes learning objectives; chapter summaries; updated and annotated web links for additional sources of information; flashcard glossary terms; online practice tests with multiple choice, true/false, and essay questions; and psychology activities. Visit this site at www.ablongman.com/baronbyrne11e.

Research Navigator Guide: Psychology, with access to Research Navigator™

Allyn & Bacon's new Research Navigator™ is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and three exclusive databases of credible and reliable source material including EBSCO's ContentSelect Academic Journal Database, New York Times Search by Subject Archive, and "Best of the Web" Link Library, Research Navigator™ helps students quickly and efficiently make the most of their research time. The booklet contains a

practical and to-the-point discussion of search engines; detailed information on evaluating online sources and citation guidelines for web resources; web activities for Psychology; web links for Psychology; and a complete guide to Research Navigator.

Some Concluding Comments

In closing, we would like to ask, once again, for your help. As was true of past editions, we have spared no effort to make this new one the best ever. While it's possible to *imagine* perfection, we fully realize that it is impossible to attain. So, we sincerely request your ideas and suggestions for further improvements. If there is something you feel can be better, please let us know. Write, call, e-mail, or fax us at the addresses below. We'll be genuinely glad to receive your input and—even more important—we will definitely listen! Thanks in advance for your help.

Robert A. Baron
Pittsburgh Building
Rensselaer Polytechnic Institute
Troy, NY 12180-3590
Phone: (518) 276-2864
E-mail: baronr@rpi.edu
Fax: (518) 276-8661

Donn Byrne
Department of Psychology
University at Albany, SUNY
Albany, NY 12222
Phone: (518) 768-2643
E-mail: vyaduckdb@aol.com
Fax: (518) 442-4867

Nyla R. Branscombe
Department of Psychology
University of Kansas
1415 Jayhawk Blvd.
Lawrence, KS 66045
Phone: 785-864-9832
E-mail: nyla@ku.edu
Fax: 785-864-5696

ACKNOWLEDGMENTS

Words of Thanks

Each time we write this book, we gain a stronger appreciation of the following fact: We couldn't do it without the help of many talented, dedicated people. Although we can't possibly thank all of them here, we do wish to express our appreciation to those whose help has been most valuable.

First, our sincere thanks to the colleagues listed below who responded to our survey regarding how the eleventh edition could be improved. Their input was invaluable to us in planning this new edition.

Susan Doyle, Gainesville College

Karen A. Couture, Keene State College

M. Denise McClung, West Virginia University

John W. Porter, Thomas More College

Helen Harton, University of Northern Iowa

Timothy Franz, St. John Fisher College

J. Beth Mabry, Indiana University of Pennsylvania

Nancy J. Karlin, University of Northern Colorado

Daniel McElwreath, William Paterson University

Chris R. Logan, Southern Methodist University

Paul Windschitl, University of Iowa

Second, we wish to offer our personal thanks to Kelly May and Susan Hartman, our editors at Allyn & Bacon. It has been a pleasure to work with them and get to know them, and we wish to thank them for their help, enthusiasm, and efforts to make this new edition the best one yet.

Third, our sincere thanks to Max Effenson Chuck, our developmental editor. Her insightful comments helped to improve the book in many ways, and we are truly grateful to her for her excellent suggestions, her encouragement, and her obvious commitment to the project. Thanks, Max!

Fourth, our thanks to Kristina Smead for very careful and constructive copyediting. Her comments were insightful and thought provoking, thus providing valuable help in improving and clarifying our words.

Fifth, our thanks to all of those others who contributed to various aspects of the production process: to Katharine S. Cook for photo research, to Joyce C. Weston for design work, and to Susan Paradise for the cover design.

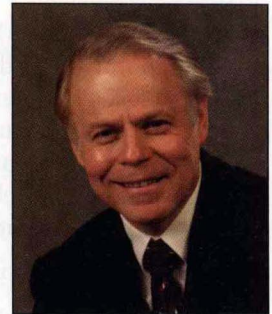
We also wish to offer our thanks to the many colleagues who provided reprints and preprints of their work. These individuals are too numerous to list here, but their input is gratefully acknowledged.

Special thanks are also extended to Rebecca A. Henry for her insightful comments on several of the chapters, to Amy Le Fevre for her work on the references, and to Lindsey Kelley Byrne and Rebecca Byrne Kelley for their help in many different ways.

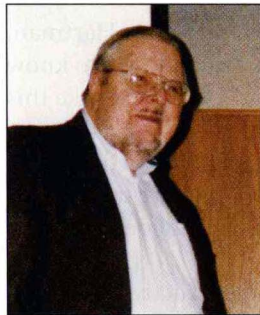
Finally, our sincere thanks to Michele Van Volkom for her work on the Instructor's Manual; and to Melinda Blackman for her help in preparing the Study Guide. To all of these truly outstanding people, and to many others, too, our warmest personal regards and thanks.

ABOUT THE AUTHORS

Robert A. Baron is Professor of Psychology and Wellington Professor of Management at Rensselaer Polytechnic Institute. He received his Ph.D. from the University of Iowa in 1968. Professor Baron has held faculty appointments at Purdue University, the University of Minnesota, the University of Texas, the University of South Carolina, and Princeton University. In 1982 he was a Visiting Fellow at Oxford University. From 1979 to 1981 he served as a Program Director at the National Science Foundation (Washington, DC). He has been a Fellow of the American Psychological Association and is also a Fellow of the American Psychological Society. In 2001, he was appointed an Invited Senior Research Fellow by the French government, and held this post at the Université des Sciences Sociales at Toulouse, France.



Professor Baron has published more than one hundred articles in professional journals and thirty-five chapters in edited volumes. He is the author or coauthor of forty-two books, including *Behavior in Organizations* (8th ed.), *Psychology: From Science to Practice*, and *Entrepreneurship: A Process Perspective*. Professor Baron holds three U.S. patents based on his research, and served as president of his own company (Innovative Environmental Products, Inc.) from 1992 to 2000. Professor Baron's current research focuses mainly on the social and cognitive factors that influence entrepreneurs' success, and on various forms of workplace aggression.



Donn Byrne holds the rank of Distinguished Professor of Psychology at the University at Albany, State University of New York. He received his Ph.D. in 1958 from Stanford University and has held academic positions at the California State University at San Francisco, the University of Texas, and Purdue University, as well as visiting professorships at the University of Hawaii and Stanford University. He was elected president of the Midwestern Psychological Association and of the Society for the Scientific Study of Sexuality. He headed the personality program at Texas, the social-personality programs at Purdue and at Albany, and was chair of the psychology department at Albany. Professor Byrne is a Fellow of the American Psychological Association and a Charter Fellow of the American Psychological Society.

During his career, Professor Byrne has published over 150 articles in professional journals, and twenty-nine of them have been republished in books of readings. He has authored or coauthored thirty-six chapters in edited volumes, and fourteen books, including *Psychology: An Introduction to a Behavioral Science* (four editions plus translations in Spanish, Portuguese, and Chinese), *An Introduction to Personality* (three editions), *The Attraction Paradigm*, and *Exploring Human Sexuality*.

He has served on the editorial boards of fourteen professional journals, and has directed the doctoral work of fifty-two Ph.D. students. He was invited to deliver a G. Stanley Hall lecture at the 1981 meeting of the American Psychological Association in Los Angeles and a state of the science address at the 1981 meeting of the Society for the Scientific Study of Sexuality in New York City. He was invited to testify at Attorney

General Meese's Commission on Obscenity and Pornography in Houston in 1986 and to participate in Surgeon General Koop's Workshop on Pornography and Health in 1986 in Arlington, Virginia. He received the Excellence in Research Award from the University at Albany in 1987 and the Distinguished Scientific Achievement Award from the Society for the Scientific Study of Sexuality in 1989. In 2002, he participated in a Festschrift honoring his scientific contributions at the University of Connecticut organized by his graduate students (past and present) from Texas, Purdue, and Albany. He delivered the William Griffitt Memorial Lecture at Kansas State University in 2004. Professor Byrne's current research focuses on the determinants of interpersonal attraction, adult attachment styles, and sexually coercive behavior.

Nyla R. Branscombe is Professor of Psychology at University of Kansas. She received her B.A. from York University in Toronto in 1980, a M.A. from the University of Western Ontario in 1982, and her Ph.D. from Purdue University in 1986. Professor Branscombe held a postdoctoral appointment at the University of Illinois at Urbana-Champaign in 1987. In 1993 she was a Visiting Fellow at Free University of Amsterdam. She served as Associate Editor of *Personality and Social Psychology Bulletin* for three years, and presently serves as Associate Editor of *Group Processes and Intergroup Relations*.



Professor Branscombe has published more than eighty articles and chapters in professional journals and edited volumes. In 1999, she was a recipient of the Otto Klienbergr prize for research on Intercultural and International Relations from the Society for the Psychological Study of Social Issues. In 2004, she coedited the volume, *Collective Guilt: International Perspectives*. Professor Branscombe's current research focuses primarily on two main issues: the psychology of privileged groups, in particular when and why they may feel guilt about their advantages, and the psychology of disadvantaged groups, especially how they cope with prejudice and discrimination.

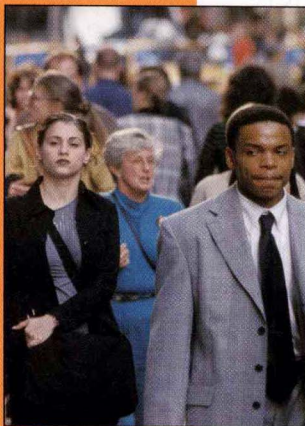
BRIEF CONTENTS

- Chapter 1. THE FIELD OF SOCIAL PSYCHOLOGY:
How We Think about and Interact with Others 3
- Chapter 2. SOCIAL COGNITION: Thinking about the Social
World 39
- Chapter 3. SOCIAL PERCEPTION: Perceiving and Understanding
Others 81
- Chapter 4. ATTITUDES: Evaluating the Social World 123
- Chapter 5. THE SELF: Understanding “Who Am I?” 169
- Chapter 6. PREJUDICE: Its Causes, Effects, and Cures 209
- Chapter 7. INTERPERSONAL ATTRACTION: Meeting, Liking,
Becoming Acquainted 255
- Chapter 8. CLOSE RELATIONSHIPS: Family, Friends, Lovers,
and Spouses 293
- Chapter 9. SOCIAL INFLUENCE: Changing Others’
Behavior 337
- Chapter 10. PROSOCIAL BEHAVIOR: Helping Others 377
- Chapter 11. AGGRESSION: Its Nature, Causes, and Control 417
- Chapter 12. GROUPS AND INDIVIDUALS: The Consequences of
Belonging 459
- Module A. SOCIAL PSYCHOLOGY IN ACTION: Applications to
Law and Health 502
- Module B. SOCIAL PSYCHOLOGY GOES TO WORK:
Applying Social Psychology to Work Settings and
Entrepreneurship 537

CONTENTS

Special Features	xxiii
Preface	xxv
Acknowledgments	xxx
About the Authors	xxxii

1. THE FIELD OF SOCIAL PSYCHOLOGY: How We Think about and Interact with Others 3



■ Social Psychology: A Working Definition	6
Social Psychology Is Scientific in Nature	7
Social Psychology Focuses on the Behavior of Individuals	9
Social Psychology Seeks to Understand the Causes of Social Behavior and Social Thought	9
Social Psychology: Summing Up	14
■ Social Psychology: Its Cutting Edge	15
Cognition and Behavior: Two Sides of the Same Social Coin	15
Social Neuroscience: Where Social Psychology and Neuroscience Meet	16
The Role of Implicit (Nonconscious) Processes	17
Taking Full Account of Social Diversity	18
■ Answering Questions about Social Behavior and Social Thought:	
Research Methods in Social Psychology	19
Understanding Research Methods: What's in It for You	20
Systematic Observation: Describing the World around Us	20
Correlation: The Search for Relationships	21
The Experimental Method: Knowledge through Systematic Intervention	25
Interpreting Research Results: The Use of Statistics, and Social Psychologists as Perennial Skeptics	28
The Role of Theory in Social Psychology	29
■ The Quest for Knowledge and Rights of Individuals:	
Seeking an Appropriate Balance	31
■ Using This Book: A Fugitive Preface	33
■ Summary and Review of Key Points	34
■ Ideas to Take with You—and Use!	35
■ Key Terms	36
■ For More Information	37

2. SOCIAL COGNITION: Thinking about the Social World

39



■ Schemas: Mental Frameworks for Organizing—and Using—Social Information	42
The Impact of Schemas on Social Cognition: Attention, Encoding, Retrieval	42
The Self-Confirming Nature of Schemas: When—and Why—Beliefs Shape Reality	44
■ Heuristics and Automatic Processing: How We Reduce Our Effort in Social Cognition	46
Representativeness: Judging by Resemblance	47
Availability: “If I Can Think of It, It Must Be Important.”	48
Anchoring and Adjustment: Where You Begin Makes a Difference	49
BEYOND THE HEADLINES: AS SOCIAL PSYCHOLOGISTS	
SEE IT—Unsafe at Any Size?	50
Automatic Processing in Social Thought: Saving Effort—But at a Cost!	53
Controlled versus Automatic Processing in Evaluating the Social World: Evidence from Social Neuroscience	54
■ Potential Sources of Error in Social Cognition: Why Total Rationality Is Rarer Than You Think	56
Negativity Bias: The Tendency to Pay Extra Attention to Negative Information	57
The Optimistic Bias: Our Tendency to See the World through Rose-Colored Glasses	58
Counterfactual Thinking: The Effects of Considering What Might Have Been	61
Thought Suppression: Why Efforts to Avoid Thinking Certain Thoughts Sometimes Backfire	63
Limits on Our Ability to Reason about the Social World: Magical Thinking and Ignoring Moderating Variables	65
Social Cognition: Some Words of Optimism	67
■ Affect and Cognition: How Feelings Shape Thought and Thought Shapes Feelings	68
The Influence of Affect on Cognition	68
The Influence of Cognition on Affect	70
THE SCIENCE OF SOCIAL PSYCHOLOGY: MAKING SENSE OF COMMON SENSE—Is Being in a Good Mood Always a Plus?	
The Potential Downside of Feeling “Up”	71
■ Summary and Review of Key Points	75
■ Connections	77
■ Ideas to Take with You—and Use!	77
■ Key Terms	78
■ For More Information	78

3. SOCIAL PERCEPTION: Perceiving and Understanding Others

81



■ Nonverbal Communication: The Language of Expressions, Gazes, and Gestures	84
Nonverbal Communication: The Basic Channels	84
Recognizing Deception: The Role of Nonverbal Cues	88
THE SCIENCE OF SOCIAL PSYCHOLOGY: MAKING SENSE OF COMMON SENSE—Does “Women’s Intuition” Exist? And If So, Is It Based on the Ability to Use and Interpret Nonverbal Cues?	92
■ Attribution: Understanding the Causes of Others’ Behavior	92
Theories of Attribution: Frameworks for Understanding How We Attempt to Make Sense of the Social World	93
Attribution: Some Basic Sources of Error	99
Applications of Attribution Theory: Insights and Interventions	105
■ Impression Formation and Impression Management: How We Integrate Social Information	108
A True Classic in Social Psychology: Asch’s Research on Central and Peripheral Traits	108
Implicit Personality Theories: Schemas That Shape First Impressions	110
Impression Formation: A Cognitive Perspective	112
Other Aspects of Impression Formation: The Nature of First Impressions and Our Motives for Forming Them	113
Impression Management: The Fine Art of Looking Good	114
BEYOND THE HEADLINES: AS SOCIAL PSYCHOLOGISTS SEE IT—First Impressions on the Run: Speed Dating	117
■ Summary and Review of Key Points	118
■ Connections	120
■ Ideas to Take with You—and Use!	120
■ Key Terms	121
■ For More Information	121