

英文版

教育部高等学校心理学教学指导委员会推荐用书

Social Psychology

社会心理学

第八版

[美] David G. Myers 著
戴维·迈尔斯

 人民邮电出版社
POSTS & TELECOM PRESS

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8th edition

social psychology

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总序

王垒

中国心理学有一个很早的开端，却有不长的历史。从1900年京师大学堂开设“心理学概论”课程，1917年北京大學成立中国第一个科学心理学实验室，到随后清华大学、杭州大学等一批学校成立心理学系，说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏，相当多的时间被耽误了，学科发展被拖了后腿，算起来，真正用心做学问的时间大约不过半个世纪。

中国心理学有一个不错的开端，却有坎坷的历程。早在1908~1910、1912~1913年，蔡元培先生两度在德国游学，两度选修了冯特的“实验心理学”课程，这对他后来极力推动北京大学心理学的发展起了很大的影响。更有20世纪20~30年代，唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥大学等名校留学归来，投入国内心理学建设，形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难，后来的战乱，20世纪50~60年代对心理学的不公正对待和后来的文化大革命，中国心理学“几起几落”。

改革开放以来，中国心理学迎来了大发展的春天，教学和研究迅速普及，师资队伍和学生规模始终呈加速度扩张。在1980年，国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系，到20世纪90年代初中期增加到了约20余所学校，再到21世纪初这几年增加到了100多所学校，几乎是每10年翻两三番！发展速度可谓惊人。

然而，高速发展也产生发展中的瓶颈。一方面，众多学校建设心理学系，开展心理学教学和研究，同时国内社会经济与文化的发展对心理学的需求越来越旺盛；另一方面，国内心理学的总体水平相对西方发达国家还比较落后，教学研究队伍并不壮大，教学研究水平仍亟待提高。这种需求与供给、速度与质量的矛盾不断激化，要保证国内心理学的健康发展，必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学，这无疑对内地心理学教学的发展产生巨大的推动作用。心理学诞生在西方。据统计，美国每年授予博士学位人数最多的学科是心理学，可见心理学在美国的重要和普及程度。心理学的高等教育在西方积累了较丰富的经验，教材在内容、形式上都比较成熟，而且快速有效地跟进国际心理学科学发展的前沿趋势，对于保持高

等教育的水平有举足轻重的作用。相比来看,我国内地一些地区心理学师资匮乏,一些自编教材低水平重复,对教、学质量均有很大负面影响,情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构,负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神,我们与国内外多家出版机构合作,作为一个长期的工程,有计划、分期分批地引进外版教材,以期推动我国心理学教学的快速高效发展。

麦格劳-希尔出版公司在出版心理学教材方面富有经验,此次引进的教材均是麦格劳-希尔多年再版,被实践证明为适合高等学校教学的优秀教材。特别是这些教材均经过国内著名专家学者鉴定并大力推荐,这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意!

希望这套教材对高校的心理学教学有所帮助,并祝愿我国的心理学高等教育事业蓬勃发展!

王垒

北京大学心理学教授
教育部高等学校心理学教学指导委员会主任

序

在美国，如果一本教科书能够占到5%以上的市场份额的话，这本书就堪称经典教材。戴维·迈尔斯的这本书在过去十年中占了将近30%的市场份额（社会心理学类书籍），可以想像这是一本非常优秀的社会心理学教材。

社会心理学的主要特点在于它研究的问题是我们很多人都感兴趣的问题，也就是说，它一定是一门涉及面很广泛的学科。这本教科书是少数几本真正把各个学科的相关论述与社会心理科学的有关理论和发现结合起来的论著，即使是没有心理学背景的读者也会发现这本书的内容和描述引人入胜、发人深省。

社会心理学的另外一个特点是其科学方法和研究思维的严谨性。比起其他由社会学家和科普专家所著的同类书籍来，这本书的材料基本上都是建立在实验社会心理学基础之上的，也就是说，它的每一个观点都是有严格的证据支持的，这种言而有据的表达风格也是本书在美国心理学的教学人员中备受欢迎的原因之一。

本书还有一个与其他教科书不一样的地方，那就是它丰富多彩的插图和插话，由此可以看出作者对本书所下的工夫是很深的，反映出一位老学者对自己专业的热爱和专注。因此，美国心理学会于2003年授予他终身成就奖，以表彰他在社会心理学教学当中的突出贡献。

我从1994年开始在美国密歇根大学和加州大学教授社会心理学，一直使用的就是这本教科书，我很高兴向国内的同行推荐这本书。我相信我们的读者在读过这本书以后也会和我一样对这本书产生浓厚的兴趣。

彭凯平

美国加州大学伯克利分校心理学教授

内容简介

本书被美国 700 多所大学及学院心理系所采用，是这一领域当之无愧的主导教材，已经成为评价其他教材的标准。

本书将基础研究与实践应用完美地结合在一起，以富有逻辑性的组织结构引领学生了解人们是如何思索、影响他人并与他人建立联系的。是人们了解自身、了解社会、了解自己与社会之间关系的最佳的指导性书籍。

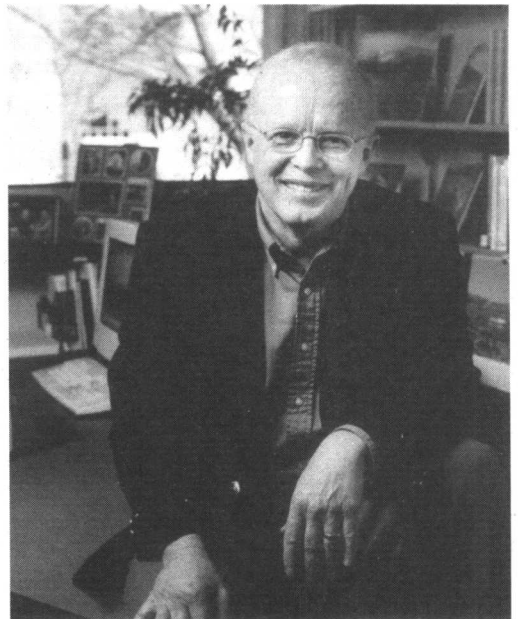
About the author

Since receiving his PhD from the University of Iowa, David Myers has spent his career at Michigan's Hope College, where he is the John Dirk Werkman Professor of Psychology and has taught dozens of social psychology sections. Hope College students have invited him to be their commencement speaker and voted him "outstanding professor."

Myers' scientific articles have appeared in some three dozen scientific books and periodicals, including *Science*, the *American Scientist*, *Psychological Science*, and the *American Psychologist*. In addition to his scholarly writing and his textbooks, he also communicates psychological science to the general public. His writings have appeared in three dozen magazines, from *Today's Education* to *Scientific American*. He also has published general audience books, including *The Pursuit of Happiness* and *Intuition: Its Powers and Perils*.

David Myers has chaired his city's Human Relations Commission, helped found a thriving assistance center for families in poverty, and spoken to hundreds of college and community groups. Drawing on his own experience, he also has written articles and a book (*A Quiet World*) about hearing loss, and he is advocating a revolution in American hearing assistance technology (hearingloop.org).

He bikes to work year-round and plays daily pick-up basketball. David and Carol Myers are parents of two sons and a daughter.



Preface*

When first invited to write this book, I envisioned a text that would be at once solidly scientific and warmly human, factually rigorous and intellectually provocative. It would reveal social psychology as an investigative reporter might, by providing an up-to-date summary of important social phenomena, as well as how scientists uncover and explain such phenomena. It would be reasonably comprehensive, yet would also stimulate students' *thinking*—their readiness to inquire, to analyze, to relate principles to everyday happenings.

How does one select material for inclusion in a “reasonably comprehensive” introduction to one’s discipline—one long enough to allow rich narrative (to weave a story) but crisp enough not to overwhelm? I have sought to present theories and findings that are neither too esoteric for the typical undergraduate nor better suited to other courses in sociology or psychology. I have chosen instead to emphasize material that casts social psychology in the intellectual tradition of the liberal arts. By the teaching of great literature, philosophy, and science, liberal education seeks to expand our thinking and awareness and to liberate us from the confines of the present. Social psychology can contribute to these goals. Many undergraduate social psychology students are not psychology majors; virtually all will enter other professions. By focusing on humanly significant issues, one can present the fundamental content that preprofessional psychology students need in ways that are stimulating and useful to all students.

And what a feast of ideas social psychology offers! In all of recorded history, human social behavior has been studied scientifically for barely more than one century—the one just past. Considering that we have barely begun, the results are gratifying. We have amassed significant insights into belief and illusion, love and hate, conformity and independence.

Much about human behavior remains a mystery, yet social psychology can now offer partial answers to many intriguing questions:

- Will people act differently if they first adopt new attitudes? If so, how can we best persuade them?
- What leads people sometimes to hurt and sometimes to help one another?
- What kindles social conflict, and how can we transform closed fists into helping hands?

Answering such questions—my mission in the pages that lie ahead—expands our self-understanding and sensitizes us to the social forces that work upon us.

Organization

The book opens with a single chapter that introduces social psychological methods of inquiry. The chapter then warns students how findings can seem obvious—once you know them—and how social psychologists’ own values

* 在听取专家意见后，本书影印版删去了14~16章的应用社会心理学部分内容，但这部分内容将在本书中译本（将于2005年9月由人民邮电出版社出版）中全部保留。

permeate the discipline. In addition, a new section, “Some Big Ideas in Social Psychology,” introduces the book’s overarching themes of how we construct our social reality, social intuition, social influences, personal attitudes and dispositions, biological behavior, and applications to everyday life. The intent is to give students just enough to prepare them for what follows.

The book then unfolds around its definition of social psychology: the scientific study of how people *think about* (Part One), *influence* (Part Two), and *relate to* (Part Three) one another, and the application of the principles of social psychology in everyday life (Part Four).

Part One examines *social thinking*—how we view ourselves and others. It assesses the accuracy of our impressions, intuitions, and explanations.

Part Two explores *social influence*. By appreciating the cultural sources of our attitudes and by learning the nature of conformity, persuasion, and group influence, we can better recognize subtle social forces at work upon us.

Part Three considers the attitudinal and behavioral manifestations of both negative and positive *social relations*. It flows from prejudice to aggression, and from attraction to helping, and concludes by exploring the dynamics of conflict and peacemaking.

This edition, like its predecessors, has a multicultural emphasis that can be seen in the treatment of cultural influences in Chapter 6 and integrated throughout the text in the inclusion of research from various cultural settings. All authors are creatures of their cultures, and I am no exception. Yet by reading the world’s social psychology literature, by corresponding with researchers worldwide, and by traveling abroad, I have sought to present the *world* of social psychology to a worldwide student audience. The book’s focus remains *the fundamental principles of social thinking, social influence, and social relations as revealed by careful empirical research*. But hoping to broaden our awareness of the whole human family, I aim to illustrate these principles transnationally.

To assist readers, I have organized chapters into three or four sections. Each begins with a preview and ends with a summary highlighting the organization and key concepts.

Believing with Thoreau that “anything living is easily and naturally expressed in popular language,” I have sought, paragraph by paragraph, to craft the most engaging and effective book possible. A bright, four-color design complements the text revisions and enhances the impact of the photos and figures. As before, definitions of key terms appear both in the margins and in the Glossary.

Eighth edition features

This eighth edition offers

- **Current Research:** A thorough updating, with more than 500 new citations and examples and many new figures and tables, keeps the text on the cutting edge of social psychology.

- **The Story Behind the Research:** This feature offers interviews with researchers to illuminate the thinking behind contemporary, cutting-edge studies, as well as classic research.
- **Focus on:** This feature examines current events related to social psychology and the role of social psychology in everyday life.
- **Making the Social Connection:** Located at the end of each chapter, this section links content across chapters and encourages the reader to view a related video clip on the *SocialSense* CD-ROM that comes with the book.
- **Personal Postscripts:** Each chapter concludes with a reflection on the significance of a topic from the chapter, followed by a “What do you think?” question encouraging readers to apply ideas in social psychology to their experience.
- **Media icons:** Each chapter offers two types of margin icons to alert students to related content and activities that can be found on the *SocialSense* CD-ROM or the Online Learning Center. The *SocialSense* CD-ROM icon appears both within and at the end of each chapter, prompting students to view brief video clips of researchers and important concepts. The Online Learning Center icon directs students to visit the text’s website at www.mhhe.com/myers8, where they will find scenarios, interactivities, quizzes, and additional study aids related to concepts in the text.

Eighth edition chapter-by-chapter revisions

1 Introducing Social Psychology

- New section “Some Big Ideas in Social Psychology” covers overarching themes of how we construct our social reality, social intuition, social influences, personal attitudes and dispositions, biological behavior, and applications to everyday life
- New figure “Some Big Ideas in Social Psychology”

PART 1 SOCIAL THINKING

2 The Self in a Social World

- New coverage of the spotlight effect
- New research on predicting our behavior, self, and self-esteem, and secure self-esteem
- New *Focus on: Self-serving bias*

3 Social Beliefs and Judgments

- Updated coverage on the limits of intuition and on self-fulfilling beliefs

4 Behavior and Attitudes

- Current events examples of cognitive dissonance, foot-in-the-door phenomenon
- New figure and updated coverage of cognitive dissonance
- New research study on amnesia and self-justification

PART 2 SOCIAL INFLUENCE

5 Genes, Culture, and Gender

- Updated coverage of genetics, plus culture, cross-cultural norms
- New research on universal behavior and language patterns, male and female sexuality, biology and culture, plus universal dimensions of social beliefs
- New figure on gender differences

6 Conformity

- New research on reactance

7 Persuasion

- New coverage of persuasion and group identification
- New table on persuasion principles
- Current research on the persuasive message, counterarguments, and attitude inoculation
- Updated and expanded coverage on inoculating children against advertising, plus the Motherhood Project, and attitude inoculation

8 Group Influence

- New figure on the effects of social arousal
- Current events examples of deindividuation, and defections from the majority
- Updated coverage of physical anonymity, polarization, group brainstorming, and recent research on the symptoms of groupthink

PART 3 SOCIAL RELATIONS

9 Prejudice: Disliking Others

- Significantly revised and updated with chapter co-author, Steven Spencer
- Updated coverage of weight discrimination, gender discrimination, distinctiveness, and perceiving people who stand out
- New research on racial discrimination with new figure
- New sections on social dominance orientation, the motivation to avoid prejudice, and the consequences of prejudice

10 Aggression: Hurting Others

- Updated material on genetic influences of aggression, frustration response, observational learning
- New figure on revised frustration-aggression theory
- Updated coverage of media influences on pornography and sexual violence, plus updates on television's effect on behavior and television's effect on thinking
- New section and research on media influence/video games

11 Attraction and Intimacy: Liking and Loving Others

- New research and new table on relationship distress
- Updated coverage of ostracism, similarity and complementarity, perceived equity, and satisfaction

- *New Focus on: Implicit egotism*
 - Significantly updated section on who is considered attractive
- 12 Helping**
- *New Focus on* features on the benefits and costs of empathy-based altruism
 - New research on helping strangers around the world, and on modeling altruism
- 13 Conflict and Peacemaking**
- Updated material on competition breeding conflict, external threats breeding internal unity, and updates on desegregation
 - New research on simplistic thinking and on misperceptions
 - *New Focus on: Why do we care who wins?*

In appreciation

Although only one person's name appears on this book's cover, the truth is that a whole community of scholars has invested itself in it. Although none of these people should be held responsible for what I have written—nor do any of them fully agree with everything said—their suggestions made this a better book than it could otherwise have been.

A special "thank you" goes to Steven Spencer, University of Waterloo, for his contribution to Chapter 9 (Prejudice). Drawing on his extensive knowledge of stereotyping and prejudice, Spencer updated and revised this chapter.

This new edition still retains many of the improvements contributed by consultants and reviewers on the first seven editions. To the following esteemed colleagues I therefore remain indebted:

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University

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- Kenneth Foster, City University of
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- Dennis Fox, University of Illinois at
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Carolina
- Jonathan Iuzzini, Texas A&M
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- Judi Jones, Georgia Southern
College
- Martin Kaplan, Northern Illinois
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- Timothy J. Kasser, Knox College
- Janice Kelly, Purdue University
- Douglas Kenrick, Arizona State
University
- Norbert Kerr, Michigan State
University
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- Marjorie Krebs, Gannon
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Christine M. Smith, Grand Valley State University	Midge Wilson, DePaul University

I have additionally benefited from feedback on the seventh edition provided by many instructors who responded to a survey they received by e-mail prior to the creation of the eighth edition. My sincere thanks also to the following seventh edition reviewers, who provided detailed comments that helped to shape this edition:

Charles Daniel Batson, University of Kansas	Tom Gilovich, Cornell University
Jonathon D. Brown, University of Washington	Tim Kasser, Knox College
David Dunning, Cornell University	Norbert L. Kerr, Michigan State University
Alice H. Eagly, Northwestern University	C.R. Snyder, University of Kansas
Leandre Fabrigar, Queen's University	Mike Wessells, Randolph-Macon College

Finally, a number of teacher-scholars reviewed these new chapters, rescuing me from occasional mistakes and offering constructive suggestions (and encouragement):

Steve Baumgardner, University of Wisconsin-Eau Claire	Maurice J. Levesque, Elon University
Timothy C. Brock, Ohio State University	Terry F. Pettijohn, Mercyhurst College
Deana Julka, University of Portland	Carolyn Whitney, Saint Michael's University
Joachim Krueger, Brown University	

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