A photograph of a person with a shaved head, wearing a black t-shirt and blue cargo shorts, jumping over a large, dense crowd of people. The person is in mid-air, with their arms outstretched and legs bent. The crowd below is a sea of heads and shoulders, mostly in shades of brown and red, suggesting a large gathering or festival. The background is slightly blurred, emphasizing the person in the foreground.

Social Psychology

ALIVE



Steven J. Breckler James M. Olson Elizabeth C. Wiggins

Social Psychology Alive

Steven J. Breckler

American Psychological Association

James M. Olson

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Steven J. Breckler, James M. Olson, Elizabeth C. Wiggins

*The views expressed here are those of the authors and not those of the
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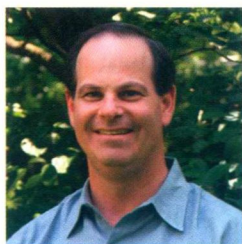
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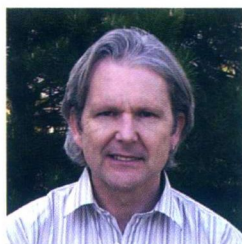
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About the Authors



Steven J. Breckler

Steven Breckler was an undergraduate at UC San Diego, and completed his Ph.D. work at the Ohio State University. Following a post-doctoral year at Northwestern University, he joined the faculty of Johns Hopkins University, where he taught social psychology. In 1994, the students at Johns Hopkins selected Steve as Outstanding Teacher of the Year. Recipient of the prestigious Presidential Young Investigator Award from the National Science Foundation (NSF), Steve's research focuses primarily on the structure and function of social attitudes. In 1995, Steve was appointed Program Director for Social Psychology at NSF, where he then spent nine years helping to shape the future of social psychology through the management of a multimillion dollar funding program. In 2004, Steve was made Executive Director for Science at the American Psychological Association, where he manages the science-related programs for the world's largest professional association of psychologists. In 2003, the Society for Personality and Social Psychology honored Steve for his contributions to social psychology by giving him the Service Award on Behalf of the Discipline. In the same year, the American Psychological Association recognized Steve with a Meritorious Research Service Commendation, for his work on behalf of the entire discipline of psychology.



James M. Olson

James Olson completed his undergraduate degree at Carleton University in Ottawa, Canada, and obtained his Ph.D. at the University of Waterloo. He was hired as an Assistant Professor at the University of Western Ontario in London, Canada, in 1978, where he has remained except for a year as a Visiting Professor at the University of California at Santa Barbara. Jim was promoted to Full Professor in 1990 and served as Chair of the Psychology Department from 1998 to 2003. He teaches social psychology and has twice been named Professor of the Year by the Undergraduate Psychology Club at Western Ontario. Jim has conducted research on many topics, including attitudes, social cognition, justice, and humor. He has published more than 100 articles and chapters and has edited 10 books. He is a co-organizer of the Ontario Symposium on Personality and Social Psychology, a well-known series of conferences on various topics in personality and social psychology. Jim has served as an Associate Editor of three scientific journals, including the Journal of Personality and Social Psychology (Attitudes and Social Cognition Section) from 1995 to 1998. He is a Fellow of the Canadian Psychological Association, the American Psychological Association, and the Society for Personality and Social Psychology.



Elizabeth C. Wiggins

Elizabeth Wiggins was an undergraduate at the University of North Carolina at Chapel Hill, and received her Ph.D. from the Johns Hopkins University and her J.D. from the University of Maryland. Following a post-doctoral year at the Ohio State University, she joined the faculty at Barnard College of Columbia University, where she taught psychology and law and other courses. In 1989, Beth joined the research staff at the Federal Judicial Center and continues her career there today. The Center undertakes empirical research related to judicial processes and develops and administers educational programs for judges and other court personnel. Center projects often have policy significance and involve complex and innovative research methods, for which her social and quantitative psychology have proved invaluable. In 1998, the Judge John R. Brown Scholarship Foundation recognized her contributions to the judicial system with its Brown Award for Judicial Scholarship and Education. Beth is active in the American Psychology-Law Society, and has been a member of its Executive Committee. She recently served on a five-member international team under the auspices of the United Nations, U.S. Department of Justice, and the Council of Europe to make recommendations for restructuring the judicial and prosecutorial systems of Kosovo. Beth pursues filmmaking as a hobby, and recently co-wrote and produced the psychologically based documentary *The Building of a Sanctuary*, which was awarded a CINE Golden Eagle Award.

Preface

Social psychology is a vibrant, living discipline. It addresses crucially important issues. It contains exciting, interesting studies and has ambitious, eloquent theories. It is relevant to everyday life and can help people understand themselves better. Social psychologists know that social psychology is great fun to do. We think that social psychology should also be great fun to study.

Our goal in this textbook and its supporting components is to bring social psychology *alive* for students. We want to communicate to students the enthusiasm that their professors have for the field. We want to get students excited about social psychology—to be fascinated by its experiments, to appreciate its relevance to everyday life, and to recognize that the field addresses questions we must answer to solve pressing social problems. From the inception of the *Social Psychology Alive* project, we developed the textbook, workbook, online labs, and videos in concert so that each component would work seamlessly with the other components to help students recognize social psychological phenomena in the world around them.

We believe that instructors face two key challenges in teaching social psychology. One challenge is that students resist seeing themselves as subject to the forces identified in social psychological research, perhaps especially to the power of the situation. They can understand the concepts and appreciate the cleverness of the research, but they do not really believe that they themselves would exhibit the predicted responses. A second challenge is that students often think that the findings of social psychology are obvious—the results simply confirm common sense and could have been predicted in advance. Students may recognize that the topics of research are important, but they view many results as unsurprising.

The *Social Psychology Alive* package helps instructors correct these erroneous beliefs by having students experience social psychology for themselves. The book, workbook, videos, and online labs were designed to involve the students as researchers, as participants, and as critical observers of social psychology in everyday life. For example, the workbook describes simple projects that students can do to illustrate social psychological processes (e.g., the correspondence bias, attitude change); these projects give students a sense of what it means to collect data. Social PsychologyNow is a web-based diagnostic study system that gauges each student's unique study needs and provides a personalized study plan. The online labs, integrated into Social PsychologyNow, allow students to participate in more than a dozen studies on social psychological topics (e.g., priming effects, dissonance, stereotypes); students' data are stored, enabling them to see for themselves that they responded in predicted ways. The Instructor Video (VHS or DVD) and Student CD-ROM show social psychology videos for each chapter that illustrate principles from the book in real-life settings (e.g., job interviews, video dating services); these clips show students that the findings apply to their own lives. The textbook has boxes in every chapter, labeled "Social Psychology in Your Life," describing settings and events that illustrate important findings (e.g., road rage, the shooting of Amadou Diallo),

as well as a unique final chapter, also titled “Social Psychology in Your Life,” that summarizes the many ways in which the field can be applied to students’ lives and careers. We confront the belief that findings in social psychology are obvious in several ways. For instance, in the book, we ask students to try to predict the outcome of studies in advance. Also, when possible, we articulate competing hypotheses for an experiment. We often ask students to imagine themselves in a condition of the study and think about how they would respond. Students are also encouraged in the book and workbook to think about how contrasting principles might be applied to real-life settings, an exercise that underscores the uncertainty of social behavior.

Thus, the various elements of the *Social Psychology Alive* package get students personally involved in social psychology. Students learn that they are affected by social psychological processes and that the field has generated interesting and surprising findings. The materials demonstrate the relevance of social psychology to students’ everyday lives, while providing a broad and accessible coverage of research and theory. In the following paragraphs, we identify some of the key features of the textbook and supplementary materials. We then describe the full package of ancillary materials. Taken together, the textbook and supplementary materials provide a comprehensive and absorbing introduction to social psychology.

Relevance to Everyday Life

For social psychology to come alive, students must appreciate the relevance of social psychological knowledge to everyday life. We work toward this goal in the textbook and supplementary materials in several ways.

- **Chapter Openings** We begin every textbook chapter by describing an event that is relevant to the topic of the chapter. We then refer back to this event at appropriate points in the chapter to provide a coherent framework for understanding the material. These events supplement our other everyday examples throughout the chapter to underscore the relevance of social psychology to real-life behavior. Most of the events used to open chapters are real, such as the events of September 11, 2001, and the tragic ending of Jim Jones’s Peoples Temple; a few chapters open with hypothetical events that students are asked to imagine themselves in, such as life without advertisements and being the recipient of a substantial, unrequested favor (based on Catherine Ryan Hyde’s book *Pay It Forward*, 1999).
- **Application Boxes** A special feature in every chapter of the textbook is the series of boxes labeled “Social Psychology in Your Life.” These boxes describe settings or events that illustrate important findings. Examples of topics described in these boxes include recovered memories, the false hope syndrome, advertising, corporal punishment, and jury decisions.
- **Real-Life Examples** Throughout the text, we provide dozens of real-life examples of social psychological phenomena, both historical events (e.g., the *Columbia* disaster, the end of the Cold War, the torturing of Iraqi prisoners in Abu Ghraib prison, wrongful convictions, cults, genocide in Darfur and elsewhere) and common, everyday experiences (e.g., effects of television, friendships, comparing ourselves to others, salespersons, blood donations, the “hot hand” in sports, making attributions, priming effects, “what if” thinking after traumatic events). A continuing theme in every chapter is how theories and principles can be applied to students’ own lives. The practical value of social psychological theories is emphasized.
- **Imagine Yourself** In the textbook and supplementary materials, we often ask students to imagine how they would behave in particular situations—a strategy designed to make specific principles more personally relevant for students. We try to involve students directly in the material. Situations that students are asked to imagine are very numerous and include ones related to autobiographical memory,

peer ridicule, obedience to authority, blind dates, hypocritical behavior, stereotypes, and helping behavior.

- **Cross-Cutting Contexts** Rather than having separate, individual chapters on “applied” topics such as health or law, we refer throughout the book to three cross-cutting contexts: culture, health, and law. Wherever it is appropriate, research findings are applied to these contexts, and implications for society are considered. Here are just a few examples of topics: cultural differences in identity; the strength of the correspondence bias in different cultures; attitudes research applied to HIV prevention; optimism and health; social cognition research applied to eyewitness testimony; and group polarization in juries.
- **Diversity** Instead of a separate chapter on gender, we address gender issues in every chapter. We discuss both gender differences and similarities, and present various theoretical perspectives on these findings. This integration of gender into the textbook parallels our treatment of culture. Other diversity considerations include a detailed discussion of the target's perspective in coverage of discrimination, consideration of same-sex relationships in coverage of liking and loving, and frequent discussion of the experiences of members of minority groups.
- **Applications Chapter** A unique final chapter titled “Social Psychology in Your Life” summarizes some of the many applications of social psychology to students' lives. The chapter puts the material presented in the book in the context of the students' lives, noting the discrepancy between what we know and how we sometimes behave. Finally, the chapter outlines some of the career opportunities in social psychology, explaining how social psychological knowledge can be helpful in many kinds of jobs such as business, law, government, teaching, and health, among others. The chapter concludes with a discussion of the future of social psychology, including social neuroscience, nanotechnology, and the Internet.
- **Student Workbook** A student workbook complements the relevance theme of the text by providing activities that apply the basic principles to students' lives. For instance, the workbook describes numerous simple projects that students can do to demonstrate social psychological processes. Other workbook features include Critical Thinking About Social Psychology, which reproduces newspaper and magazine articles that illustrate social psychological principles, and instructions for maintaining a *Social Psychology Alive* Journal, in which students record personal experiences related to material in the course.

Comprehensive, Accessible Descriptions of Research

For social psychology to come alive, students must understand how theories and research develop and evolve. The *Social Psychology Alive* package is designed to provide a thorough coverage of the literature in an accessible writing style. We want students to get a clear sense of the procedures and results of individual studies and to appreciate that knowledge advances in an incremental fashion. Several features of our research coverage help to achieve this goal.

- **Mix of Research** A mix of classic and contemporary studies is presented. We provide comprehensive, up-to-date coverage of social psychology by including many contributions from the last decade, but early and influential studies are also described to provide a framework for understanding recent research. To take just one example, the coverage of cognitive dissonance theory begins with a description of Festinger and Carlsmith's (1959) famous \$1/\$20 experiment, and closes with descriptions of studies investigating cultural differences in how dissonance is aroused (Hoshino-Browne et al., 2002) and whether dissonance theory applies to implicit attitudes (Gawronski & Strack, 2004).

- **Accessible Writing** Our descriptions of theories and studies are presented in a conversational writing style. Studies are described in enough detail that students get a clear idea of how participants in the research felt and how the procedures created the intended psychological conditions. Extensive use of graphs and figures makes findings easier to understand. By drawing connections between theories, experimental manipulations, and real-world variables, we help students relate social psychology to nonlaboratory settings.
- **Person in the Situation** A distinctive chapter titled “The Person in the Situation” reviews personal characteristics that are important for understanding social behavior. The chapter begins with the *self*, describing research on self-concept, identity, and self-esteem. Gender is then discussed as a social psychological construct. Finally, a number of personality dispositions that have frequently been included in social psychological research are described, including self-monitoring, need for cognition, and dispositional optimism.
- **Know Yourself** Throughout the textbook, features labeled “Know Yourself” provide full or condensed versions of individual differences scales for students to complete. The items, response scales, and scoring instructions are provided. The dimensions presented include self-monitoring, self-esteem, social comparison orientation, need for cognition, preference for consistency, and others. Students learn about themselves while also getting a clearer idea of what each dimension represents.
- **Online Labs** Students have access to an online laboratory that allows them to participate in more than a dozen studies. These online experiments give students personal experience in social psychological research while expanding their knowledge of the topics addressed by the studies. Topics of the experiments include the universality of emotional expressions, evaluative conditioning as a source of attitudes, the effects of stereotypes on social perception, and cooperation/competition.

An Engaging, Multimedia Package of Ancillary Materials

Our supplementary materials are the best and broadest in the field. These components have been developed simultaneously to create a coherent and comprehensive package. They use various media to capture students' interest and to allow them to experience social psychology themselves. We list students' ancillaries first and then instructors' ancillaries.

Students' Ancillaries

- **Student Workbook** Written by Elizabeth C. Wiggins and Meghan Dunn, the workbook developed for this text is unique. In addition to being a study guide, it includes exercises that students can complete to learn more about social psychological principles and their application to everyday life and world events. The exercises include simple experiments and demonstrations (Try It Yourself), readings and analytical questions about social psychology as it relates to world events (Thinking Critically About Social Psychology), instructions to students for observing social psychology in their daily lives and the world around them (*Social Psychology Alive Journal*), and Internet-based activities (On the Web). Each workbook chapter includes an introduction to the Social Psychology Labs for the corresponding textbook chapter, and concludes with questions to guide the students' study of the text (Learning Objectives) and a test (Test Yourself) comprised of multiple-choice, sentence-completion, and matching questions. Grading rubrics for the more involved activities will be available on the instructor's companion website.

ISBN: 0-534-57835-7

- **Student Online Labs** Developed by Stephanie Goodwin, Greg Francis, and Ian Neath of Purdue University, this unique online laboratory component gives students firsthand experience in actual social psychological experiments. Students can partic-

ipate in more than a dozen studies on a variety of topics, including priming effects, mere exposure, postdecisional dissonance, and interpersonal attraction. Students are randomly assigned to participate in one condition of a study, which usually takes 10–15 minutes. They can also run through other conditions if they wish to understand the nature of the manipulations. Students' responses are saved (from their first condition only), and they can view their own responses or a summary of all responses from their class or from all classes. Full explanations and expected findings are given for each study. Students will watch as research results are compiled at the online laboratory site, and they will see how data are summarized to test hypotheses. The online laboratory will give students a sense of personal involvement in social psychology. The labs are integrated into Social PsychologyNow so it's easy for students to access them.

Online Purchase ISBN: 0-495-12955-0

Standalone ISBN: 0-495-12956-9

- **Social PsychologyNow™** With pre- and posttests written by John Bickford of the University of Massachusetts–Amherst, this personalized study system is designed to give students maximum benefit for their study time. Social PsychologyNow helps them succeed by focusing their efforts on the concepts they're having the most difficulty mastering. It also includes an Instructor Grade Book, which assists instructors in tracking grades and monitoring student progress. Student grades can also be exported from Social PsychologyNow to a WebCT or Blackboard grade book. Whether or not instructors choose to use the grade book, students can benefit from the intelligent study system without any instructor setup or involvement.

Online Purchase ISBN: 0-495-03169-0

Standalone ISBN: 0-495-09311-4

- **WebTutor Advantage™ on WebCT® and Blackboard®** Ready to use as soon as you log in to <http://webtutor.thomsonlearning.com>, WebTutor Advantage is a complete course management system and communication tool! WebTutor is preloaded with text-specific content (including practice quizzes and more) organized by chapter for convenient access. Customize this content in any way you choose—from uploading images and text to adding web links and your own practice materials. Then, manage your course by conducting virtual office hours, posting syllabi and other course materials, setting up threaded discussions, tracking student progress with quizzing material, and much more. Robust communication tools—such as a course calendar, asynchronous discussion, real-time chat, a whiteboard, and an integrated e-mail system—make it easy for you to connect with your students, and for your students to stay connected with their course.

WebTutor Advantage on WebCT ISBN: 0-534-63464-8

WebTutor Advantage on Blackboard ISBN: 0-534-63463-X

Also available with *Social Psychology Alive* in e-Book format

WebTutor Advantage Plus on WebCT ISBN: 0-495-00303-4

WebTutor Advantage Plus on Blackboard ISBN: 0-495-00304-2

- **Student CD-ROM** Developed by John Bickford of the University of Massachusetts–Amherst, a Student CD-ROM accompanies the textbook for those instructors who choose it. The CD includes videos from classic studies such as Milgram's obedience research and Bandura's bobo-doll studies. Other video segments show real-life settings that illustrate social psychological principles, such as military boot camp, job interviews, public service announcements, and video dating services. In addition, the videos present conversations with well-known researchers, including Craig Anderson, Mahzarin Banaji, Elizabeth Loftus, Claude Steele, Greg Herek, and Greg Mendoza-Denton. Each video segment on the student CD has associated multiple-choice questions and critical thinking questions for the student to answer, and the results can be e-mailed to the instructor, making it easy to assign.

ISBN: 0-534-57836-5

- **Book Companion Website** Students will have access to a website (<http://psychology.wadsworth.com/breckler1e/>) that provides several additional resources. Online quizzes and flash cards will allow students to test their knowledge of textbook material (especially when combined with the guided study questions and sample test items presented in the workbook). Internet links to sites that are relevant to topics in the textbook will also be provided.
- **InfoTrac® College Edition** For instructors who choose it, students will have access to a unique resource: Wadsworth's InfoTrac College Edition website. This website provides students with access to a variety of scholarly journals. Students enter keywords to a search engine and receive a list of relevant articles. This resource encourages students to look beyond the textbook for information and can assist them in preparing written assignments in the course.

Instructors' Ancillaries

- **Multimedia Manager Instructor's Resource CD-ROM** Written by Alan Swinkels, St. Edward's University, the *Instructor's Resource CD-ROM* provides a range of materials to assist instructors in the classroom. PowerPoint® summaries of principal ideas in each chapter are provided for use in lectures. PowerPoint reproductions of most figures in the textbook are also provided. The CD-ROM also includes a few sample video clips as well as a complete listing of available videos. The Multimedia Manager IRCD also contains the electronic Word files of the *Instructor's Resource Manual* and *Test Bank*.
ISBN: 0-534-63467-2
- **Instructor's Manual** Written by Gail Knapp, Mott Community College, the *Instructor's Resource Manual* offers a variety of information to assist lecture preparation and classroom participation. It provides detailed teaching plans for every chapter, lists ideas for classroom activities, outlines possible assignments for students, and provides information about additional resources for lecture preparation.
ISBN: 0-534-63465-6
- **Test Bank** Written by Eric Vanman, Georgia State University, a comprehensive *Test Bank* provides 150 multiple-choice questions for every chapter, with textbook page references for each item. Some items are also provided to test information presented in the workbook, if instructors want to require workbook activities. In addition, 10 fill-in-the-blank, 20 true/false, and 10 essay questions are presented, again with textbook page references.
Print Test Bank ISBN: 0-534-63466-4
Exam View ISBN: 0-534-64139-3
- **Instructor Video** Consultant: John Bickford. This video contains all of the video that is featured on Social PsychologyNow and the Student CD-ROM. It is available in VHS or DVD format for easy in-class viewing.
VHS ISBN: 0-495-03110-0
DVD ISBN: 0-495-03111-9
- **JoinIn™ on TurningPoint®** Written by John Bickford of the University of Massachusetts-Amherst, this is the easiest way to turn your lecture hall into a personal, fully interactive experience for your students. If you can use Microsoft PowerPoint®, you can use JoinIn on TurningPoint. Ask any question, collect students' responses, and immediately display the results in your PowerPoint presentation—all without switching between programs. The prebuilt content includes polls for each chapter, multiple-choice questions for each chapter, multiple-choice questions for each video in the video package, and multiple-choice questions for each lab in the online Social Psychology Labs.
ISBN: 0-495-12957-X

Distinctive Content

Our textbook provides comprehensive coverage of the basic content of social psychology, organized according to the major research areas in the field. The structure and order of the chapter topics are relatively traditional for an introductory social psychology textbook, although at least two chapters are unusual (The Person in the Situation, Social Psychology in Your Life). Every chapter, however, has some content that is distinctive from most textbooks in the field. We summarize some of the distinctive content in each chapter in the following paragraphs.

Chapter 1: Introducing Social Psychology

- We describe the hindsight bias in the context of discussing the fact that social psychological findings sometimes seem to be “obvious,” and offer suggestions to students about how to avoid this bias when studying social psychology.
- We compare and contrast social psychology with other disciplines (e.g., sociology, anthropology) and other areas in psychology (e.g., personality psychology, cognitive psychology).
- We provide a brief history of social psychology, including its roots in philosophy.

Chapter 2: The Methods of Social Psychology

- In our coverage of experimental methods, we use the question “Does contact with members of a group cause more favorable attitudes toward that group?” as a recurring example when discussing many concepts, including independent variables, dependent variables, extraneous variables, random assignment, and factorial designs.
- We present a thorough discussion of ethical issues in social psychology, including deception, informed consent, debriefing, and Institutional Review Boards.
- We discuss the implications of the Internet for social psychology, as well as how technology can be made to work for social psychology.

Chapter 3: Social Cognition

- We outline the workings of human memory as a background to social cognition, including the concepts of schemas, associative networks, automatic and controlled processes, and accessibility.
- We include a section on counterfactual thinking, describing its causes and consequences.
- We include a section on reconstructive memory, which outlines social psychological research on this topic and discusses related social issues including the validity of recovered memories of abuse and the accuracy of eyewitness testimony.

Chapter 4: Social Perception

- We discuss developmental changes in social perception, including age-related shifts in nonverbal behavior and social comparison.
- A recurrent question we ask is whether perceptual biases identified by social psychologists, including positive self-evaluations, optimism, and perceived control, reflect adaptive or maladaptive processes; in this context, we discuss both learned helplessness and the false hope syndrome.
- In Know Yourself features, students learn about individual differences in (and their own standing on) social comparison orientation, self-handicapping, and optimism.

Chapter 5: The Person in the Situation

- This entire chapter is distinctive; we focus on personal characteristics that have been shown to influence social behavior, including the self-concept, gender, and dispositions.

- We include a comprehensive section on identity and self-esteem, including the importance of social identity, cultural differences in self-concepts, and secure versus defensive self-esteem.
- In Know Yourself features, students learn about individual differences in (and their own standing on) self-esteem, self-monitoring, need for cognition, and dispositional optimism.

Chapter 6: Attitudes and Social Behavior

- We discuss the measurement of attitudes, including the challenge of assessing implicit attitudes.
- We include a biological perspective on attitudes, including the effects of drugs and the role of genetic factors.
- We discuss developmental changes in attitudes, including the topic of socialization and the issue of whether people become more conservative as they grow older.

Chapter 7: Attitude Change

- We provide a detailed consideration of propaganda, including wartime propaganda, manipulative techniques used by cults, and examples of propaganda in everyday life.
- We discuss cultural factors in attitude change, including cultural differences in dissonance arousal and in responses to persuasive messages.
- In a Know Yourself feature, students learn about individual differences in (and their own standing on) preference for consistency.

Chapter 8: Conformity, Compliance, and Obedience

- We discuss the conformity pressure exerted on young adults to use tobacco, alcohol, and illegal drugs; we also describe prevention programs designed to teach social skills to resist this pressure.
- We discuss cultural factors in conformity and provide a Know Yourself feature that introduces students to individual differences in (and their own standing on) independent and interdependent self-construal.
- We present terror management theory as one explanation of some instances of conformity.

Chapter 9: Stereotypes, Prejudice, and Discrimination

- We present integrated threat theory as a comprehensive model of prejudice.
- We include a detailed discussion of gender stereotypes and sexism, including Know Yourself features that introduce students to individual differences in (and their own standing on) old-fashioned versus modern sexism and ambivalent sexism.
- We discuss the topic of genocide, including conditions that may precipitate this form of mass murder.

Chapter 10: Group Dynamics and Intergroup Conflict

- We cover the topic of leadership in detail, including how leaders emerge, the trait approach to leadership, and contingency models of leadership effectiveness.
- We discuss intergroup conflict, including conflict escalation and reduction and terrorism as a form of intergroup threat.
- We present contrasting theoretical explanations of the effects of deindividuation.

Chapter 11: Aggression and Violence

- We use the general aggression model (GAM) as a unifying framework for the chapter.
- We present a thorough discussion of the effects of the media on aggression, including recent data on the effects of television violence, the impact of violent video games, and the effects of pornography—drawing a distinction between erotica and violent pornography.

- We discuss domestic violence, including characteristics of batterers and the effects on children of witnessing domestic violence.

Chapter 12: Helpful Social Behavior

- We discuss whether there is an “altruistic personality” and provide a Know Yourself feature that introduces students to individual differences in (and their own standing on) interpersonal reactivity (empathy).
- We discuss cultural factors in helpful social behavior.
- We present detailed coverage of social support, including recipients’ reactions to being helped, the nature of social support networks, and the relation between social support and health.

Chapter 13: Liking, Loving, and Close Relationships

- We include an evolutionary perspective on interpersonal attraction and relationships.
- We provide a detailed discussion of attachment, including attachment theory, infant attachment, and adult attachment.
- We discuss same-sex attraction and relationships.

Chapter 14: Social Psychology in Your Life

- This entire chapter is distinctive; we discuss the many implications of social psychology for understanding one’s life.
- We discuss career opportunities in social psychology, as well as the applicability of social psychological knowledge to many occupations.
- We describe some emerging new frontiers for social psychology.

We are excited about *Social Psychology Alive*. The diverse, multimedia elements of the package give students a unique introduction to social psychology by involving them directly in the learning process. The textbook emphasizes the relevance of the discipline, the workbook complements the text with custom-made, hands-on activities, Social Psychology Online Labs give students the experience of participating as subjects in experiments (as accessed through Social PsychologyNow), and the Instructor Video was built to give you the video that you want to show and discuss in class. (The same clips are featured on Social PsychologyNow and the Student CD-ROM.) These various components combine to form an engrossing presentation of a vigorous field.

We invite feedback from students and instructors. We are eager to hear about users’ experiences with all elements of the package. We have greatly enjoyed the challenge of preparing these materials and hope that you will be caught up in the fascinating science of social psychology.

Acknowledgments

The creation of a social psychology textbook with a full range of supplementary materials is a team effort. We are extremely fortunate to have had very talented people working with us on this project. Let us acknowledge the contributions of these individuals.

John Bickford of the University of Massachusetts–Amherst played a key role in the development of the Student CD-ROM; he also created the Social PsychologyNow quizzes and the teaching tool JoinIn on TurningPoint. Stephanie Goodwin, Greg Francis, and Ian Neath, all of Purdue University, set up the online experiments in Social Psychology Labs. Gail Knapp of Mott Community College authored the *Instructor’s Resource Manual*. Alan Swinkels of St. Edward’s University developed the *Instructor’s Resource CD-ROM*. Eric Vanman of Georgia State University wrote the *Test Bank*. Meghan Dunn of the Federal Judicial Center helped to create the *Student Workbook*.

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