SOURCES

Notable Selections in Social Psychology

TERRY F. PETTIJOHN

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Notable Selections in *Social Psychology*

Edited by

TERRY F. PETTIJOHN
Ohio State University

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1.2 From "Human Use of Human Subjects: The Problem of Deception in Social Psychological Experiments" by H. C. Kelman, 1967, *Psychological Bulletin, 67,* pp. 1, 8–10. Copyright © 1967 by The American Psychological Association. Reprinted by permission. Notes omitted.

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About the Editor

TERRY F. PETTIJOHN is a professor of psychology at the Ohio State University at Marion, where he has been teaching psychology courses for over two decades. As an undergraduate, he attended Alma College and Michigan State University, where he earned his B.S. in 1970. He obtained his M.A. in 1972 and his Ph.D. in experimental psychology in 1974 from Bowling Green State University. He is the author of a number of teaching publications for psychology courses, including *Psychology: A Concise Introduction,* 3rd ed. (The Dushkin Publishing Group, 1992), as well as the accompanying teaching and testing materials. He has served as editor of the *MicroPsych Computer Network Newsletter,* and he currently serves on the Advisory Board for The Dushkin Publishing Group's *Annual Editions: Psychology.* In addition to social psychology, he teaches introductory, experimental, and physiological psychology, learning and memory, motivation, and adjustment. Dr. Pettijohn has been recognized for his teaching efforts, including twice being a recipient of the University Distinguished Teaching Award. His current research interests include animal social behavior, human memory, and social emotion. He is a member of the American Psychological Society, the Psychonomic Society, the Animal Behavior Society, the Society for Computers in Psychology, and the American Psychological Association, where he is affiliated with the Division of the Teaching of Psychology.

Preface

It is hard to imagine a day in which our lives are not influenced by other people, directly or indirectly. We form impressions of other people, make decisions about the motives of our friends and acquaintances, and evaluate the attractiveness of individuals we meet. Through our experiences and interactions we form and modify our attitudes. We help people in need, are active in groups, and do things requested by others. We fall in love and sometimes have conflicts with others. These examples form the core of social psychology, the study of how an individual's behavior, thoughts, and feelings are influenced by others.

All of these situations come to life in *Sources: Notable Selections in Social Psychology,* which brings together 44 selections of enduring intellectual value—classic articles, book excerpts, and research studies—that have shaped the study of social psychology and our contemporary understanding of it. This book provides the opportunity for readers to encounter many of the greatest thinkers in social psychology at first hand. It includes carefully edited selections from the works of some of the most distinguished psychological researchers and theorists, past and present.

The field of social psychology is not yet a century old. Like other areas of psychology, it has experienced an explosion of theories and research findings and has become extremely diverse. Although most social psychology textbooks cover the important topics in social psychology, they are not able to go into the depth required for complete understanding of the discipline. Textbooks summarize results of research studies, but the richness of the original sources is not available. The selections in this book provide the original sources for some of the landmark studies in the social psychology discipline. They allow students to obtain a "behind the scenes" look at how the leaders in social psychology think, feel, conduct research, and develop theories. Some of the writers in this book are of historical significance, while others are on the cutting edge of research and knowledge today. Through reading what these psychologists have to say, students can truly appreciate what social psychology is and where it is going.

Sources: Notable Selections in Social Psychology represents over 70 years of social psychological thought and application. The dates of publication range from 1924 to 1994. An effort has been made to portray social psychology as a dynamic and changing discipline. Obviously, new research has modified our

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understanding of various concepts. An original article might present some information that has since been discredited; however, the article is important in a historical context. In many cases, the original source has stood the test of time.

The majority of the researchers and theorists most frequently cited in social psychology textbooks are included in *Sources*. These widely recognized and well-respected social psychologists have made major contributions to the field. Care has been taken to provide something representative of each author included.

Selection procedure Great attention was paid to finding selections that could communicate the excitement of social psychology to students. Readability was always a top priority in the process, and each selection was carefully edited so that the essence of the original work could be readily understood.

I began with over 200 possible sources for inclusion in this book. After organizing them by area and author, I eliminated studies that were similar. I then asked my own students to help me select the most readable articles and to suggest important studies, theories, and researchers in social psychology that they were aware of. The end result is the 44 selections that make up this book. Some of the selections provide theories that have shaped our discipline; some discuss crucial issues that have confronted social psychologists during the past century; and many present the results of original research studies. Together, they compose a snapshot of social psychology as it currently exists, including the important landmarks of its history.

Organization of the book The selections are organized topically around the major areas of study within social psychology. Part 1 includes selections on the Social Psychological Approach; Part 2, Social Cognitive Processes; Part 3, Attitudes; Part 4, Social Interaction and Relationships; Part 5, Social Influence and Group Processes; Part 6, Helping and Aggression; and Part 7, Applications of Social Psychology. The selections are further organized into 15 chapters that parallel most introductory social psychology textbooks and therefore provide opportunities for students to read the original sources of topics as they are covered throughout the course. However, each selection is independent and can be assigned in any order convenient to the instructor.

Suggestions for reading each selection As you read these original writings, it is important to keep in mind that ideas and standards have changed over the last century. In particular, ethical concerns and language usage need to be mentioned here. Currently, there exist very strict ethical guidelines for conducting psychological research. Researchers must submit proposals to committees that ensure that ethical standards are met. Some of the studies carried out in the past would not be approved now. As you read these selections, consider how the research has contributed to social psychology and whether or not the

benefits in extending knowledge outweigh the potential harm to the subjects who participated in the research studies.

Many early experiments in social psychology involved deception. In many cases the deception was crucial to the study because subjects might have behaved differently if the true purpose were revealed. As you read the selections that include deception, identify how deception was used, what steps were taken to debrief subjects, and what alternative procedures could have been used. Remember that now there are very strict ethical guidelines and that many of the early studies would have to be altered if they were to be conducted today. Informed consent and debriefing, for example, are standard procedures in social psychological research.

Each selection is representative of the time in which it was written. As psychologists have become more sensitive to ethical considerations over the years, so too have they become more sensitive to the language used in writing. Many of the older articles, for example, use the masculine pronoun *he* when referring to both men and women. You should view each selection in the context of when it was written and focus on the psychological issues rather than the semantic ones. These classic studies have had a major impact on the development of social psychology as a discipline and should be read from that perspective.

Each selection is preceded by an introductory headnote that establishes the relevance of the selection, provides biographical information about the author, and includes a brief background discussion of the topic. I have also provided suggestions for understanding statistical tests and thought questions designed to guide your thinking. It is important to read the headnote before beginning the selection itself.

Try to take an active approach when reading each selection. For example, when reading an experiment, determine what the research hypothesis is, identify the independent and dependent variables, and analyze the research methodology. Does the experiment raise ethical concerns? Do the conclusions stem from the results? Are there any extraneous variables or alternative explanations for the results? When reading a theoretical or summary article, organize the main themes, identify the conclusions, and question the applications to everyday social situations.

Let me make a couple of suggestions to help you get the most out of each selection. First, be sure to read the headnote to gain background information on the topic and on the author. Recognize that some of these selections are easy to read and understand, whereas others are more complicated and involve challenging language, theories, or statistical concepts. Try to focus on the main ideas and important details. Remember that research journal articles include an introduction to the problem, a description of the research methods, a presentation of the results, and a discussion of the significance of the results. Book excerpts often discuss and summarize research and theories and are written in a more informal style. When you finish reading a selection, reread the headnote to make sure that you focused on the important concepts. Finally, take notes on the writing and reflect upon the importance of the selection to social psychology.

A word to the instructor An *Instructor's Manual With Test Questions* (multiple-choice and essay) is available for instructors using *Sources: Notable Selections in Social Psychology* in the classroom.

Acknowledgements I was extremely excited when Rick Connelly, president of The Dushkin Publishing Group, first approached me with the idea for *Sources: Notable Selections in Social Psychology.* For a long time I have wanted to be able to introduce my students to original writings in social psychology. I am thrilled to be able to share with students the excitement of learning directly from some of the most influential figures in social psychology.

This project is very much a joint effort. Although my name as editor is the only one on the cover, I had lots of help from many people. Whenever I had a question about the readability or relevance of an article, my students provided comments and suggestions. The Ohio State University Marion Campus library staff was helpful in locating resources. I especially want to thank Tina Spurlock for her assistance. Ohio State University psychologist David Hothersall provided some of the biographical information on the early psychologists. Mimi Egan, publisher for the *Sources* series, was truly a joy to work with and provided many insightful suggestions. David Dean, administrative editor, was always able to find any information I requested throughout the process. My wife, Bernie, typed the reference lists and headnotes and provided much emotional support. And my children, Terry, Karen, and Tommy, were patient as I worked on this project and missed some family activities. My son Terry, a student at Ohio State University, was especially helpful in providing feedback on the readability and relevance of the selections.

Sources: Notable Selections in Social Psychology is designed particularly to meet the needs of those instructors who want to convey to students the richness of the social psychological perspective through original writings. I have worked hard to produce a valuable resource for the social psychology course, and I would very much appreciate any comments or suggestions you might have on the book. Although I feel that these selections represent some of the most significant studies in social psychology, not everyone will agree with all of the particular selections. I promise to carefully consider all of your suggestions as the book goes through the revision process.

Terry F. Pettijohn
Ohio State University

Contents

Preface *i*

PART ONE *The Social Psychological Approach* 1

CHAPTER 1 Introducing Social Psychology 3

1.1 **FLOYD HENRY ALLPORT,** from *Social Psychology* 3

"There is no psychology of groups which is not essentially and entirely a psychology of individuals."

1.2 **HERBERT C. KELMAN,** from "Human Use of Human Subjects: The Problem of Deception in Social Psychological Experiments," *Psychological Bulletin* 7

"What is crucial . . . is that we always ask ourselves the question whether deception, in the given case, is necessary and justified. How we answer the question is less important than the fact that we ask it."

1.3 **MUZAFER SHERIF,** from "On the Relevance of Social Psychology," *American Psychologist* 12

"A social psychology that is relevant must do much more than conduct research on significant social problems after they have already become urgent business to administrators, policy makers, and a general public alarmed by them."

PART TWO *Social Cognitive Processes* 19

CHAPTER 2 Person Perception 21

2.1 **HAROLD H. KELLEY,** from "The Warm-Cold Variable in First Impressions of Persons," *Journal of Personality* 21

"[I]t is quite clear that those given the "warm" preinformation consistently rated the stimulus person more favorably than do those given the 'cold' preinformation."

2.2 LEON FESTINGER, from "A Theory of Social Comparison Processes," *Human Relations* 27

"[W]e would expect to observe behaviour on the part of persons which enables them to ascertain whether or not their opinions are correct and also behavior which enables them accurately to evaluate their abilities."

2.3 MARILYNN B. BREWER, from "The Social Self: On Being the Same and Different at the Same Time," *Personality and Social Psychology Bulletin* 33

"My position is that social identity derives from a fundamental tension between human needs for validation and similarity to others (on the one hand) and a countervailing need for uniqueness and individuation (on the other)."

2.4 KENNETH L. DION AND KAREN K. DION, from "Belief in a Just World and Physical Attractiveness Stereotyping," *Journal of Personality and Social Psychology* 40

"The belief in a just world is associated with a tendency to rely on physical attractiveness, along with other status cues, in making judgments about a stimulus person."

CHAPTER 3 Attribution 49

3.1 HAROLD H. KELLEY, from "The Processes of Causal Attribution," *American Psychologist* 49

"Attribution theory is a theory about how people make causal explanations, about how they answer questions beginning with 'why?' "

3.2 EDWARD E. JONES, from *Interpersonal Perception* 56

"The study of how people perceive each other's emotions, motives, and predispositions to act in certain ways is important precisely because these private conditions are usually not easy to discern in everyday life."

3.3 BERNARD WEINER, from "A Cognitive (Attribution)–Emotion–Action Model of Motivated Behavior: An Analysis of Judgments of Help-Giving," *Journal of Personality and Social Psychology* 62

"The interaction of two dimensions of causality—locus and control—influences judgments of help and, presumably, help-giving."

Notable Selections in Social Psychology

4.1 ALBERT BANDURA, from "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," *Psychological Review* 69

"An efficacy expectation is the conviction that one can successfully execute the behavior required to produce the outcomes."

4.2 MARK SNYDER, from "The Many Me's of the Self-Monitor," *Psychology Today* 75

"I believe that high self-monitoring individuals and low self-monitoring individuals have very different ideas about what constitutes a self and that their notions are quite well-suited to how they live."

4.3 ALICE H. EAGLY, from "Sex Differences in Influenceability," *Psychological Bulletin* 80

"When all available evidence is considered, the widely accepted idea that there is a sex difference in influenceability consistent across types of influence settings appears to be wrong."

4.4 KAY DEAUX AND LAURIE L. LEWIS, from "Structure of Gender Stereotypes: Interrelationships Among Components and Gender Label," *Journal of Personality and Social Psychology* 86

"Gender information alone does lead to the inference of certain sets of characteristics, with the strength of the inference depending on the particular component."

PART THREE *Attitudes 93*

CHAPTER 5 Attitudes and Behavior 95

5.1 RICHARD T. LaPIERE, from "Attitudes vs. Actions," *Social Forces* 95

"It is simple enough to prove that there is no *necessary* correlation between speech and action, between response to words and to the realities they symbolize."

5.2 ICEK AJZEN AND MARTIN FISHBEIN, from "Attitude–Behavior Relations: A Theoretical Analysis and Review of Empirical Research," *Psychological Bulletin* 100

"To predict behavior from attitude, the investigator has to ensure high correspondence between at least the target and action elements of the measures he employs."

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CHAPTER 6 Attitude Change 105

Notable Selections in Social Psychology

6.1 **LEON FESTINGER AND JAMES M. CARLSMITH,** from "Cognitive Consequences of Forced Compliance," *Journal of Abnormal and Social Psychology* 105

"[W]hen an *S* [subject] was induced, by offer of reward, to say something contrary to his private opinion, this private opinion tended to change so as to correspond more closely with what he had said. The greater the reward offered (beyond what was necessary to elicit the behavior) the smaller was the effect."

6.2 **ELLIOT ARONSON AND JUDSON MILLS,** from "The Effect of Severity of Initiation on Liking for a Group," *Journal of Abnormal and Social Psychology* 115

"[P]ersons who undergo a severe initiation to attain membership in a group increase their liking for the group."

6.3 **RICHARD E. PETTY AND JOHN T. CACIOPPO,** from "The Effects of Involvement on Responses to Argument Quantity and Quality: Central and Peripheral Routes to Persuasion," *Journal of Personality and Social Psychology* 121

"[U]nder low involvement, people do not evaluate the message arguments, but the number of arguments in a message serves as a peripheral cue as to the worth of the advocacy."

CHAPTER 7 Prejudice and Discrimination 129

7.1 **GORDON W. ALLPORT,** from *The Nature of Prejudice* 129

"Ethnic prejudice is an antipathy based upon a faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group as a whole, or toward an individual because he is a member of that group."

7.2 **MUZAFER SHERIF,** from "Experiments in Group Conflict," *Scientific American* 135

"Conflict between groups—whether between boys' gangs, social classes, 'races' or nations—has no simple cause, nor is mankind yet in sight of a cure."

7.3 **SAMUEL L. GAERTNER ET AL.,** from "Reducing Intergroup Bias: The Benefits of Recategorization," *Journal of Personality and Social Psychology* 141

"Members of two groups who maintained their original two-group categorization had greater levels of bias than did members whose representations were altered by the recategorization treatment conditions."

PART FOUR *Social Interaction and Relationships* 149

CHAPTER 8 Interpersonal Attraction 151

8.1 **KAREN DION, ELLEN BERSCHEID, AND ELAINE WALSTER,** from "What Is Beautiful Is Good," *Journal of Personality and Social Psychology* 151

"Not only are physically attractive persons assumed to possess more socially desirable personalities than those of lesser attractiveness, but it is presumed that their lives will be happier and more successful."

8.2 **DAVID M. BUSS,** from "The Strategies of Human Mating," *American Scientist* 158

"The results of our work and that of others provide strong evidence that the traditional assumptions about mate preferences—that they are arbitrary and culture-bound—are simply wrong."

8.3 **DONALD G. DUTTON AND ARTHUR P. ARON,** from "Some Evidence for Heightened Sexual Attraction Under Conditions of High Anxiety," *Journal of Personality and Social Psychology* 165

"The present series of experiments is designed to test the notion that an attractive female is seen as more attractive by males who encounter her while they experience a strong emotion (fear) than by males not experiencing a strong emotion."

CHAPTER 9 Love 171

9.1 **ZICK RUBIN,** from "Measurement of Romantic Love," *Journal of Personality and Social Psychology* 171

"[T]he love scores of men (for their girlfriends) and women (for their boyfriends) were almost identical. Women *liked* their boyfriends somewhat more than they were liked in return, however."

9.2 **ELAINE HATFIELD AND RICHARD L. RAPSON,** from *Love, Sex, and Intimacy: Their Psychology, Biology, and History* 178

"Intimate relationships are expected to endure and generally do endure over a long period of time; casual relationships are usually short term. This fact should have two important consequences for the way equity/inequity principles operate in intimate versus casual relationships."

9.3 **ROBERT J. STERNBERG,** from *The Triangle of Love: Intimacy, Passion, Commitment* 184

"A substantial body of evidence . . . suggests that the components of intimacy, passion, and commitment play a key role in love over and above other attributes."

Notable Selections in Social Psychology

PART FIVE *Social Influence and Group Processes* 193

Notable Selections in Social Psychology

CHAPTER 10 Social Influence 195

10.1 STANLEY MILGRAM, from "Behavioral Study of Obedience," *Journal of Abnormal and Social Psychology* 195

"Of the 40 subjects, 26 obeyed the orders of the experimenter to the end, proceeding to punish the victim until they reached the most potent shock available on the shock generator."

10.2 JONATHAN L. FREEDMAN AND SCOTT C. FRASER, from "Compliance Without Pressure: The Foot-in-the-Door Technique," *Journal of Personality and Social Psychology* 205

"One assumption about compliance that has often been made either explicitly or implicitly is that once a person has been induced to comply with a small request he is more likely to comply with a larger demand. This is the principle that is commonly referred to as the foot-in-the-door or gradation technique and is reflected in the saying that if you 'give them an inch, they'll take a mile.' "

10.3 JERRY M. BURGER, from "Increasing Compliance by Improving the Deal: The That's-Not-All Technique," *Journal of Personality and Social Psychology* 211

"[T]he results provide additional support for the prediction that the that's-not-all technique is an effective procedure for increasing sales."

CHAPTER 11 Group Behavior 217

11.1 ROBERT B. ZAJONC, from "Social Facilitation," *Science* 217

"[T]he presence of others, as spectators or as co-actors, enhances the emission of dominant responses."

11.2 BIBB LATANÉ, KIPLING WILLIAMS, AND STEPHEN HARKINS, from "Many Hands Make Light the Work: The Causes and Consequences of Social Loafing," *Journal of Personality and Social Psychology* 224

"The impact that the experimenters have on an individual seems to decrease as the number of coperformers increases, leading to an apparent drop in individual performance, a phenomenon we call social loafing."

11.3 MORTON DEUTSCH AND ROBERT M. KRAUSS, from "The Effect of Threat Upon Interpersonal Bargaining," *Journal of Abnormal and Social Psychology* 232

"We hypothesize that a bargaining agreement is more likely to be achieved when neither party can threaten the other, than when one or both parties can threaten the other."

11.4 IRVING L. JANIS, from *Groupthink: Psychological Studies of Policy Decisions and Fiascoes,* 2d ed. 241

"[W]henever a policy-making group displays most of the symptoms of groupthink, we can expect to find that the group also displays symptoms of defective decision-making."

PART SIX *Helping and Aggression* 245

CHAPTER 12 Prosocial Behavior 247

12.1 JOHN M. DARLEY AND BIBB LATANÉ, from "When Will People Help in a Crisis?" *Psychology Today* 247

"If each member of a group of bystanders is aware that other people are also present, he will be less likely to notice the emergency, less likely to decide that it is an emergency, and less likely to act even if he thinks there is an emergency."

12.2 ALICE M. ISEN AND PAULA F. LEVIN, from "Effect of Feeling Good on Helping: Cookies and Kindness," *Journal of Personality and Social Psychology* 254

"The results of the two studies taken together provide support for the notion that feeling good leads to helping."

CHAPTER 13 Aggression 260

13.1 ALBERT BANDURA, from *Aggression: A Social Learning Analysis* 260

"[A]ggression is characterized as *injurious and destructive behavior that is socially defined as aggressive on the basis of a variety of factors, some of which reside in the evaluator rather than in the performer.*"

13.2 LEONARD BERKOWITZ, from *Aggression: Its Causes, Consequences, and Control* 266

"Repeated exposure to a heavy dose of violence on television has no social benefits and may even help to form antisocial modes of conduct. However . . . witnessed aggression does not always promote aggressive behavior."

PART SEVEN *Applications of Social Psychology* 273

Notable Selections in Social Psychology

CHAPTER 14 Environment 275

14.1 ROBERT SOMMER AND FRANKLIN D. BECKER, from "Territorial Defense and the Good Neighbor," *Journal of Personality and Social Psychology* 275

"Most territories are marked and bounded in some clear way. In the animal kingdom, markers may be auditory . . . olfactory . . . or visual. . . . Since humans rely almost exclusively on visual markers, the authors decided to test the strength of various markers ranging from the physical presence of a person to impersonal artifacts."

14.2 JONATHAN L. FREEDMAN, from *Crowding and Behavior* 283

"I propose that crowding by itself has neither good effects nor bad effects on people but rather *serves to intensify the individual's typical reactions to the situation.*"

CHAPTER 15 Legal, Industrial, and Health Psychology 289

15.1 PHILIP G. ZIMBARDO, from "Pathology of Imprisonment," *Society* 289

"At the end of only six days we had to close down our mock prison because what we saw was frightening."

15.2 ROBERT A. BARON, from "Attributions and Organizational Conflict: The Mediating Role of Apparent Sincerity," *Organizational Behavior and Human Decision Processes* 294

"The results of this study offer support for the hypothesis that subjects exposed to attributional insincerity on the part of an opponent would react more negatively to this person and adopt a less conciliatory stance toward him or her than subjects exposed to attributional sincerity."

15.3 SHELLEY E. TAYLOR, from "Adjustment to Threatening Events: A Theory of Cognitive Adaptation," *American Psychologist* 301

"I will argue that when an individual has experienced a personally threatening event, the readjustment process focuses around three themes: a search for meaning in the experience, an attempt to regain mastery over the event in particular and over one's life more generally, and an effort to enhance one's self-esteem—to feel good about oneself again despite the personal setback."

Index 314

PART ONE

The Social Psychological Approach

Chapter 1 Introducing Social Psychology 3

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