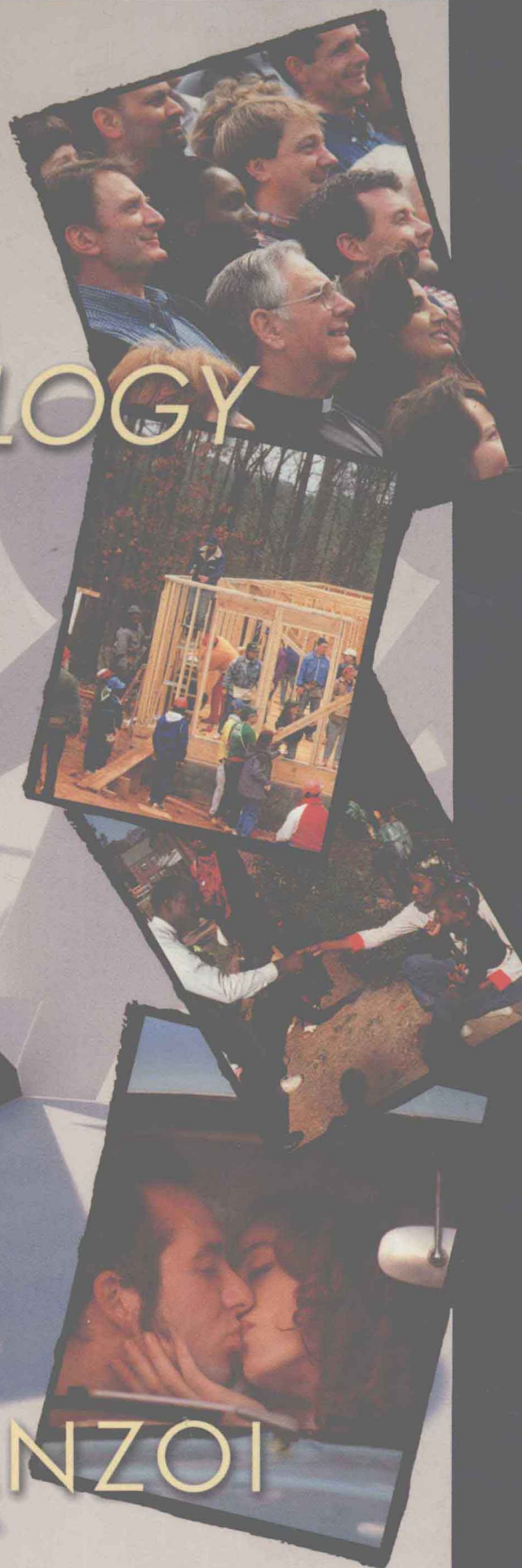


second edition

SOCIAL PSYCHOLOGY

STEPHEN L. FRANZOI



Second Edition

SOCIAL PSYCHOLOGY

Stephen L. Franzoi

Marquette University



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Mexico City Milan New Delhi Seoul Singapore Sydney Taipei Toronto

DEDICATION

To the women in my life: Cheryl, Amelia, and Lillian,
To my parents, Lou and Joyce,
And to my brother and sister, Randy and Susie.
Together, and singly, they influence
the essential elements of my life.

McGraw-Hill Higher Education 

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SOCIAL PSYCHOLOGY, SECOND EDITION

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This book is printed on acid-free paper.

2 3 4 5 6 7 8 9 0 QPH/QPH 0 9 8 7 6 5 4 3 2 1 0

ISBN 0-07-043494-8

Editorial director: *Jane E. Vaicunas*

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Compositor: *Carlisle Communications, Ltd.*

Typeset: *10/12 Palatino*

Printer: *Quebecor Printing Book Group/Hawkins, TN*

Cover design: *Sean Sullivan*

Interior design: *Kristyn Kalnes*

Photo research: *Rose Deluhery*

Cover images: *Background image, Gray Buss/FPG International, first, second, and fourth image on right side of cover, Tony Stone Images, third image is from Corbis.*

The credits section for this book begins on page 597 and is considered an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Franzoi, Stephen L.

Social psychology / Stephen L. Franzoi. — 2nd ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-07-043494-8

1. Social psychology. I. Title.

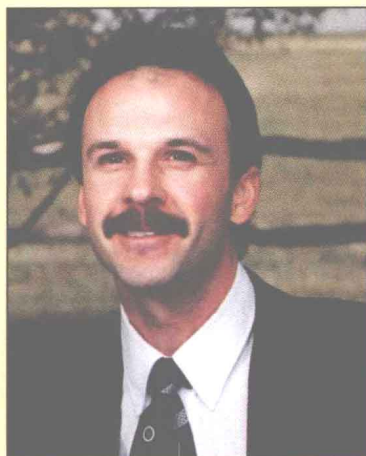
HM1033.F73 2000

302—dc21

99-24520

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A B O U T T H E A U T H O R



Stephen L. Franzoi is an associate professor in the psychology department at Marquette University. Born and raised in Iron Mountain, Michigan, he received his B.S. in both psychology and sociology from Western Michigan University in 1975. After earning his Ph.D. in social psychology from the University of California at Davis in 1981, he spent three years at Indiana University in an NIMH-sponsored postdoctoral research program studying the self. During that time, he also served as the assistant editor of *Social Psychology Quarterly*. Since 1984 Dr. Franzoi has been a faculty member at Marquette University, where he teaches both undergraduate and graduate courses in social psychology and publishes primarily in the areas of body esteem, self-awareness, and personal relationships. Over the years, Dr. Franzoi has discussed his research in such media outlets as the *New York Times*, *USA Today*, National Public Radio, and the Oprah Winfrey Show. Because of his desire to apply social psychological knowledge to real-world problems, Dr. Franzoi regularly provides gender equity and multicultural workshops to schools and organizations, including NAACP-sponsored programs. With his students, he has also developed and presented social skills and achievement training workshops for the Milwaukee Boys and Girls Club and social service agencies promoting employment opportunities to the economically disadvantaged and recently incarcerated adults. Stephen and Cheryl Figg are parents of Amelia, age 12, and Lillian, age 9.

P R E F A C E



Revising a textbook is like renovating a building. The goal is to retain those designs and features that are essential in maintaining the integrity and attractiveness of the original product, while enhancing and updating the contents so that it will continue to serve a useful function. Just as successful architects base their renovations on the feedback of those who actually live in the buildings being restored, I have substantially based my “renovations” of this second edition on the opinions expressed by professors and students who used the first edition. For those of you who “inhabited” the first edition, I think you will find many familiar features among the various new additions. The primary goal of this updating process was to make the second edition of *Social Psychology* an even better structure where teaching and learning are fostered. I hope that you will find that I have succeeded in this endeavor.

RENOVATIONS IN THE SECOND EDITION

In writing the second edition, I evaluated every aspect of the book in terms of its contribution to effective teaching and learning. Described below are the primary pedagogical revisions.

INCREASED ATTENTION TO CRITICAL THINKING

One reason for initially undertaking this project was that I saw a need for an undergraduate text that would encourage students to critically examine their own social surroundings while they were simultaneously digesting social psychological theories and research. To accomplish this goal, in the first edition I regularly asked students questions in the text. These questions often invited students to guess a study’s hypotheses, results, or alternative interpretation of findings. Further elaboration of text material was also encouraged by inserting questions into the captions of figures, tables, photos, and cartoons. For these text and caption questions, the answers usually could be found on the same text page. All of these attempts to foster student analysis are continued in the second edition. In addition, a new feature is that each chapter contains prominently displayed critical thinking sidebars in which the student reader is asked to critically analyze a particular topic under current discussion. Unlike the regular questioning, the answers to these sidebar questions are not contained in the chapter, but one possible answer to each question is contained in an end-of-book appendix.

EMPHASIZING CONNECTIONS WITH STUDENTS’ LIVES AND CURRENT EVENTS

In teaching social psychology, professors are essentially trying to persuade their students that the information presented is a valuable way to understand social behavior and the process of living on this planet. There are compelling arguments in the message of social psychology, and most professors believe that if they can get students to critically analyze the message, they will become

more competent in dealing with future life events. However, one thing that social cognition research tells us is something that good teachers have intuitively known for many years: Even students who enjoy intellectual stimulation will engage in lazy thinking when the material has little perceived relevance to their lives. In addition, this research further informs us that people who are typically lazy thinkers can become critical thinkers if they find the message content personally compelling and relevant. In writing the second edition, I endeavored to describe social psychological theory and research in such a way that students would be more likely to emotionally identify with the material. I encourage this identification by including more than twenty self-report questionnaires in the textbook and by directly asking the student readers to consider how the specific text material relates to their own lives. The self-report questionnaires are those currently used by researchers, and the results of studies employing them are part of the text material. Thus, as students learn about various social psychological theories and relevant research findings, they also learn something about themselves. Following are the questionnaires contained within each chapter.

Chapter 1

Values Hierarchy Exercise p. 18

Chapter 2

Who Am I Test? p. 38

Self-Esteem Scale p. 43

Measuring Private and Public Self-Consciousness p. 47

Chapter 3

Susceptibility to Embarrassment Scale p. 79

Chapter 4

Just-World Scale p. 135

Attributional Style Measure p. 139

Chapter 5

Need to Evaluate Scale p. 150

Preference for Consistency Scale p. 179

Chapter 6

Need for Cognition Scale p. 212

Chapter 7

The Protestant Ethic Scale and the Humanitarianism-Egalitarianism Scale p. 247

Ambivalent Sexism Inventory p. 250

Chapter 10

Body Esteem Scale p. 370

Measuring Loneliness p. 383

Chapter 11

Adult Attachment Styles p. 398

Self-Disclosure Scale p. 404

Styles of Love p. 415

Chapter 12

Rape Myth Acceptance Scale p. 459

Acceptance of Interpersonal Violence Scale p. 460

Chapter 13

Helping Orientation Questionnaire p. 480

Measuring Empathic Concern and Personal Distress p. 508

SOCIAL PSYCHOLOGY IN APPLIED SETTINGS

Beyond self-report questionnaires, I also demonstrate to students how social psychology can be applied to their own lives by including an *Application Section* at the end of chapters 2 to 13. In these sections, which are generally two to three pages long, students learn how the theories and research in a particular area of social psychology can be applied to real-world settings. This end-of-chapter format allows many more applied topics to be discussed than in the typical social psychology textbook that has a very limited number of end-of-book application chapters. In addition, a new feature accompanying the application section is the *Featured Study* section. This Featured Study summarizes the purpose, method, and results of a recently published scientific article (within the past six years) that is relevant to the material covered in the applications section. These studies are described in the general format and style of a journal article, although they are much shorter and do not contain the statistical analyses. Following are the topics covered in the end-of-chapter application sections and their accompanying featured studies:

The Self

Chapter 2: Do You Engage in Binge Drinking or Eating to Escape from Yourself?

Featured Study: Depletion of Self-Regulation Resources

Self-Presentation and Social Perception

Chapter 3: How Good Are You at Detecting Lies?

Featured Study: Telling Lies to Those Who Care

Social Cognition

Chapter 4: How Do You Explain Negative Events in Your Life?

Featured Study: Explanatory Style and Untimely Death

Attitudes

Chapter 5: How Do Reference Groups Shape Your Social and Political Attitudes?

Featured Study: The Persistence of Political Attitudes

Persuasion

Chapter 6: Can You Be Persuaded by Subliminal Messages?

Featured Study: Testing the Effectiveness of Subliminal Self-Help Tapes

Prejudice and Discrimination

Chapter 7: How Can Our Schools Both Reduce Intergroup Conflict and Promote Academic Achievement?

Featured Study: Student Cooperation and Prejudice Reduction

Social Influence

Chapter 8: Could You Be Pressured to Falsely Confess to a Crime?

Featured Study: Falsely Accepting Guilt

Group Behavior

Chapter 9: How Do Juries Make Decisions?

Featured Study: Defendant-Juror Similarity and Juror Judgments

Interpersonal Attraction

Chapter 10: How Can Social Skills Training Improve Your Life?

Featured Study: Mood Regulation Prior to Social Interaction

Intimate Relationships

Chapter 11: How Can You Cope with Jealousy?

Featured Study: Gender Differences in Jealous Responding

Aggression

Chapter 12: How Can Acquaintance Rape Be Prevented?

Featured Study: Outcomes of a Rape Prevention Education Program

Prosocial Behavior: Helping Others

Chapter 13: How Can Television and This Course Enhance Prosocial Behavior?

Featured Study: Prior Experience with a Need and Empathy

CONTINUED COVERAGE OF DIVERSITY AND CULTURAL ANALYSIS

As in the previous edition, when discussing social psychological topics, I have taken great care to recognize the diverse nature of my readership. For example, in the self chapter, I analyze how ethnic minorities cope with racial intolerance by developing positive ethnic identities. In the chapter on prejudice and discrimination, different forms of racism are examined, as are strategies to promote racial tolerance in our schools. When examining intimate relationships, both heterosexual and homosexual friendships and romantic relationships are discussed, which helps the reader to better understand related issues, such as the avoidance of intimacy in heterosexual male friendships. In the examples used throughout the text, I use people from different countries around the globe and different ethnic groups within North American culture. Through these types of discussions and in the diverse examples given to illustrate the theories and principles of social psychology, I seek to foster in the writing a sense of inclusion for all readers.

When examining social behavior in a cross-cultural context, the particular aspect of culture highlighted is *individualism versus collectivism*. Why? Throughout the history of American social psychology, the concept of individualism has been an influential, yet unexamined, force directing our analysis of social life. All too often, American social psychologists have generalized their findings about social life in this country to all the inhabitants of the planet. Now, with the emerging influence of social psychology in Europe and in Third World countries, some of the basic assumptions of the relationship of the individual to the group have been questioned. This text includes discussions about how people from individualist and collectivist cultures respond to similar social situations, helping students to better understand the richness and flexibility of social life. This cross-cultural analysis is fully integrated into each chapter, rather than treated as a separate boxed insert or separate chapter.

ADDITION OF A SUMMARY CHAPTER

The last chapter in the second edition is titled “The Personal Relevance of Social Psychology.” It is designed to help students better understand what they have learned about the psychology of social behavior in the hopes that this knowledge may prove useful beyond the classroom, specifically in their future careers and intimate relationships. This summary chapter is organized around the four sections of the text, and each book section “walk-through” includes one or two relevant, but not previously mentioned, research studies. This new information will further help students make connections between what they have learned and what they will soon be doing in their personal and professional lives. For students who are interested in learning more about how one becomes a social psychologist, this chapter ends with a brief overview of the profession as a career option, highlighting the process of graduate school education and career opportunities, and discussing the discipline’s possible future interconnections with other disciplines.

SUPPLEMENTARY MATERIAL

The supplements listed here may accompany Franzoi, *Social Psychology*, second edition. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

INSTRUCTOR'S MANUAL

**BY KRIS VASQUEZ, UNIVERSITY
OF WISCONSIN-MADISON AND
STEPHEN L. FRANZOI, MARQUETTE UNIVERSITY,
COAUTHOR**

The *Instructor's Manual* has been carefully revised and expanded in this edition to provide a variety of useful tools for both the novice and experienced professor of social psychology. Benefiting from the author's involvement in the revision, this edition includes for each chapter, a chapter overview, detailed chapter outline, and key terms and targeted learning objectives. These learning objectives are also used across the package in the test bank and study guide for better consistency in student learning. Complete lecture suggestions are provided for each major chapter concept. In addition, realistic classroom activities with handouts provide interesting suggestions for applying course material to students' lives. Further, the discussion questions are designed to promote critical thinking and target the concepts with which students may have the most difficulty. Finally, extensive media resources are included that can be utilized in a variety of ways to enliven the classroom. Included in the media resources are the McGraw-Hill Social Psychology Image Database, which is available in CD-ROM and online formats; an extensive list of web sites pertinent to the chapter material, which can be reached through hotlinks on the McGraw-Hill web site; and a variety of film and video selections for improved classroom planning. Additionally, there is an appendix on "Using Video in the Classroom" which provides detailed suggestions for applying some popular videos in a social psychology course.

TEST BANK

**BY KRIS VASQUEZ, UNIVERSITY
OF WISCONSIN-MADISON**

The *Test Bank* was expanded in this edition to include more than 2,100 questions written specifically for testing material in the main text. Questions include fill in the blank, matching, essay, and multiple-choice, which will give instructors a wide variety of choice in creating their testing and quizzing materials. In addition, all multiple-choice questions are identified by type (factual, conceptual, or applied) and level (easy, medium, difficult) for easier instructor editing.

COMPUTERIZED TEST BANK

**BY KRIS VASQUEZ, UNIVERSITY
OF WISCONSIN-MADISON**

This computerized test bank contains all of the questions in the print version and is available in both Macintosh and Windows platforms.

THE MCGRAW-HILL SOCIAL PSYCHOLOGY IMAGE DATABASE CD-ROM

This set of 200 full-color images was developed using the best selection of our social development art and tables and is available in a CD-ROM format with a fully functioning editing feature, as well as on the text web site at <http://www.mhhe.com/franzoi2>. Instructors can add their own lecture notes to the CD-ROM as well as organize the images to correspond to their particular classroom needs.

POWERPOINT™ SLIDE PRESENTATION

This set of PowerPoint slides follows the chapter organization of *Social Psychology*, 2/e and includes images from the image database for a more effective lecture presentation.

WEB SITE

Please visit our social psychology web site for additional information on this title as well as text-specific resources and web links for both instructors and students. Our web site address is <http://www.mhhe.com/franzoi2>

ANNUAL EDITIONS—SOCIAL PSYCHOLOGY 1999/2000

Published by Dushkin/McGraw-Hill, these editions are a collection of forty-five articles on topics related to the latest research and thinking in social psychology. These editions are updated annually and contain helpful features including a topic guide, an annotated table of contents, unit overviews, and a topical index. An instructor's guide containing testing materials is available.

SOURCES: NOTABLE SELECTIONS IN SOCIAL PSYCHOLOGY

These selections are a collection of articles, book excerpts, and research studies that have shaped the study of social psychology and our contemporary understanding of it. The selections are organized topically around major areas of study within social psychology. Each selection is preceded by a head note that establishes the relevance of the article or study and provides biographical information on the author.

STUDENT STUDY GUIDE BY MICHELE ACKER, OTTERBEIN COLLEGE

The *Study Guide* has been revised substantially to reflect the changing needs of students as suggested in instructor/student reviews. Additionally, each chapter includes learning objectives, a chapter outline, flashcards, key terms, crossword puzzles, multiple-choice questions, essay questions, and a guide to Internet web sites relevant to that chapter, all aimed at helping students succeed in their social psychology course.

THE MCGRAW-HILL SOCIAL PSYCHOLOGY SERIES

This popular series of paperback titles is written by authors about their particular field of expertise and are meant to complement any social psychology course. The series includes:

Berkowitz, Leonard, *Aggression: Its Causes, Consequences, and Control*
Brannigan, Gary G., and Matthew R. Merrens, *The Social Psychologists:
Research Adventures*

Brehm, Sharon S., *Intimate Relationships*, second edition
 Brown, Jonathon, *The Self*
 Burn, Shawn M., *The Social Psychology of Gender*
 Ellyson, Steve L., Amy G. Halberstadt, *Explorations in Social Psychology: Readings and Research*
 Fiske, Susan T., and Shelley E. Taylor, *Social Cognition*, second edition
 Milgram, Stanley, *The Individual in a Social World*, second edition
 Myers, David G., *Exploring Social Psychology*
 Pines, Ayala M., and Christina Maslach, *Experiencing Social Psychology: Readings and Projects*, third edition
 Plous, Scott, *The Psychology of Judgement and Decision Making*
 Ross, Lee, and Richard E. Nisbett, *The Person and the Situation: Perspective of Social Psychology*
 Rubin, Jeffrey Z., Dean G. Pruitt, and Sung Hee Kim, *Social Conflict: Escalation, Stalemate, and Settlement*, second edition
 Schroeder, David, Louis Penner, John Dovidio, Jane Piliavan, *The Psychology of Helping and Altruism: Problems and Puzzles*
 Triandis, Harry C., *Culture and Social Behavior*
 Zimbardo, Philip G., and Michael R. Leippe, *The Psychology of Attitude Change and Social Influence*

ACKNOWLEDGEMENTS

During the time I spent writing this text, many people have provided invaluable assistance and understanding. I first want to thank my family for not only supporting my writing efforts and forgiving my memory lapses during this time, but also for providing me with wonderful examples of social psychological principles that I used throughout the text. I also apologize to my daughters, Amelia and Lillian, for any future embarrassment I may cause them by retelling some of their life experiences in the book!

I also wish to thank the students in my social psychology courses at Marquette University who are the first to be exposed to my new stories of the social psychological enterprise. In addition, I would like to thank those students using my book at other colleges and universities who wrote me letters and e-mail concerning their reactions to what they read. The encouragement, enthusiasm, and criticism of all these students has made this revision much easier.

Appreciation is also extended to the many Internet-user members of the Society of Personality and Social Psychology who graciously responded to two important requests during the revision process: (1) sending me reprints and preprints of recent scientific articles describing recent advances in our understanding of social behavior, and (2) providing me with their opinions on where social psychology is headed as a discipline in the twenty-first century. Their response to the first request greatly aided me in offering a second edition of *Social Psychology* that incorporates exciting new research and theoretical developments. Their response to the second request about the future of social psychology closely corresponded to the opinions expressed by Steven Breckler, another SPSP member, who is also the social psychology program director at the National Science Foundation. These *Possible Future Connections* are summarized in chapter 14. The following are some of the SPSP members who responded to my requests:

Andrea Abele-Brehm
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- Sheldon Solomon
Skidmore College
- Joseph Vandello
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- Paul Van Lange
Free University
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University of Nijmegen
- Rex Wright
University of Alabama-Birmingham
- Ron Wright
University of Arizona
- Vincent Yzerbyt
Catholic University of Louvain

Finally, I would like to thank my Acquisitions Editor, Mickey Cox and my Developmental Editor, Sharon Geary, for having sufficient confidence in this project to move it into production. I would also like to thank Editorial Assistant Sara Davis who coordinated the ancillary package for the text. Production Editor Joyce Berendes was a god send to me, always handling my anxieties and questions with a calming efficiency that not only strengthened the book but also enhanced my mental health. I had fun again working with Photo Research Editor Rose Deluhery who has a wonderful aesthetic sense when searching for just the right photographs to embellish text material. Stuart Patterson, Visuals/Design Specialist, made sure the book has the right “look” and that it would be pleasing to the reader’s eye, while Sean Sullivan capped it off with a fine cover. Permissions Coordinator Sharon Geary adeptly secured the rights to a great deal of valuable material that is included in this text. Last but certainly not least, thanks to Jane Vaicunas, Executive Publisher, who had the wisdom and foresight to provide the necessary resources at all stages of development and production to make this a first-rate text.

The writing of this book was helped tremendously by the input of numerous reviewers who obviously care very much about the field of social psychology and about the art and craft of teaching. For their generous participation, I would like to thank:

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Beloit College

TO THE STUDENT

I hope you enjoy reading this book. One of my main objectives in writing it was for you to experience how much fun it is to learn about the rich inner workings of our social world. The sole purpose of social psychology is to provide us with a better understanding of how the presence of other people influences our own thoughts, feelings, and behaviors. Social psychology can provide us with valuable insights about why people behave the way they do when in the social arena.

In my own social psychology classes, I tell my students many stories—stories about current events, stories about famous social psychological studies, and even stories about me and my family. By doing so, I hope to capture their imaginations in a way that will make learning enjoyable and relevant. For this textbook, I put some of these same stories on paper for you. When you read them, try to make personal connections between yourself and the material. I think this will help you develop a greater appreciation for the value of social psychology.

Whenever I teach, I learn a lot from my students about how to make the course better. I would like to have a similar opportunity to learn from you how I can improve this textbook. Your feedback about what you like or don't like about the book is important to me. To make it easy for you to provide this feedback, my school address, telephone number, and e-mail address are listed below. I will personally respond to all comments and questions.

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H O W T H I S B O O K W O R K S



Chapter outlines at the beginning of each chapter prepare you for the material to come.

Vivid, real-life stories introduce each major topic area. News events, historical incidents, or one of the author's personal experiences will help you, the reader, apply social psychological theories to the real world.

Key terms appear in bold type and are defined in context and in the page margin when they are first introduced. Key terms and their definitions can also be found in the end-of-book glossary.

Critical thinking exercises located within each chapter encourage you to carefully analyze a particular topic under current discussion. A possible answer to each question is contained in an end-of-book appendix.

Tables and figures throughout the text visualize information and clarify material.

Self-report questionnaires within each chapter promote a better understanding of the material at hand and help relate social psychological theories to situations we experience every day.

End-of-chapter *Application* sections show how the chapter's material can be used to solve real-life problems.

The *Featured Study* sections following each end-of-chapter application section describe recently published scientific articles that elaborate on the applications topic.

Section summaries at the end of each major chapter section review the major theories and terms covered in that section.

Suggested reading lists at the end of each chapter can help you find books about specific topics within social psychology and may be useful sources for research papers.

Web site resources are provided at the end of each chapter with descriptions of each site as it relates to the chapter content. The hot-linked web addresses can be found on the text web site at <http://www.mhhe.com/franzoi2>.

The closing chapter, "The Personal Relevance of Social Psychology," is designed to help you apply what you have learned about the psychology of social behavior beyond the classroom, specifically in your future careers and intimate relationships. This chapter ends with a discussion of social psychology as a career option, highlighting graduate school education and career opportunities, and discussing possible future interconnections with other disciplines.

B R I E F C O N T E N T S

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