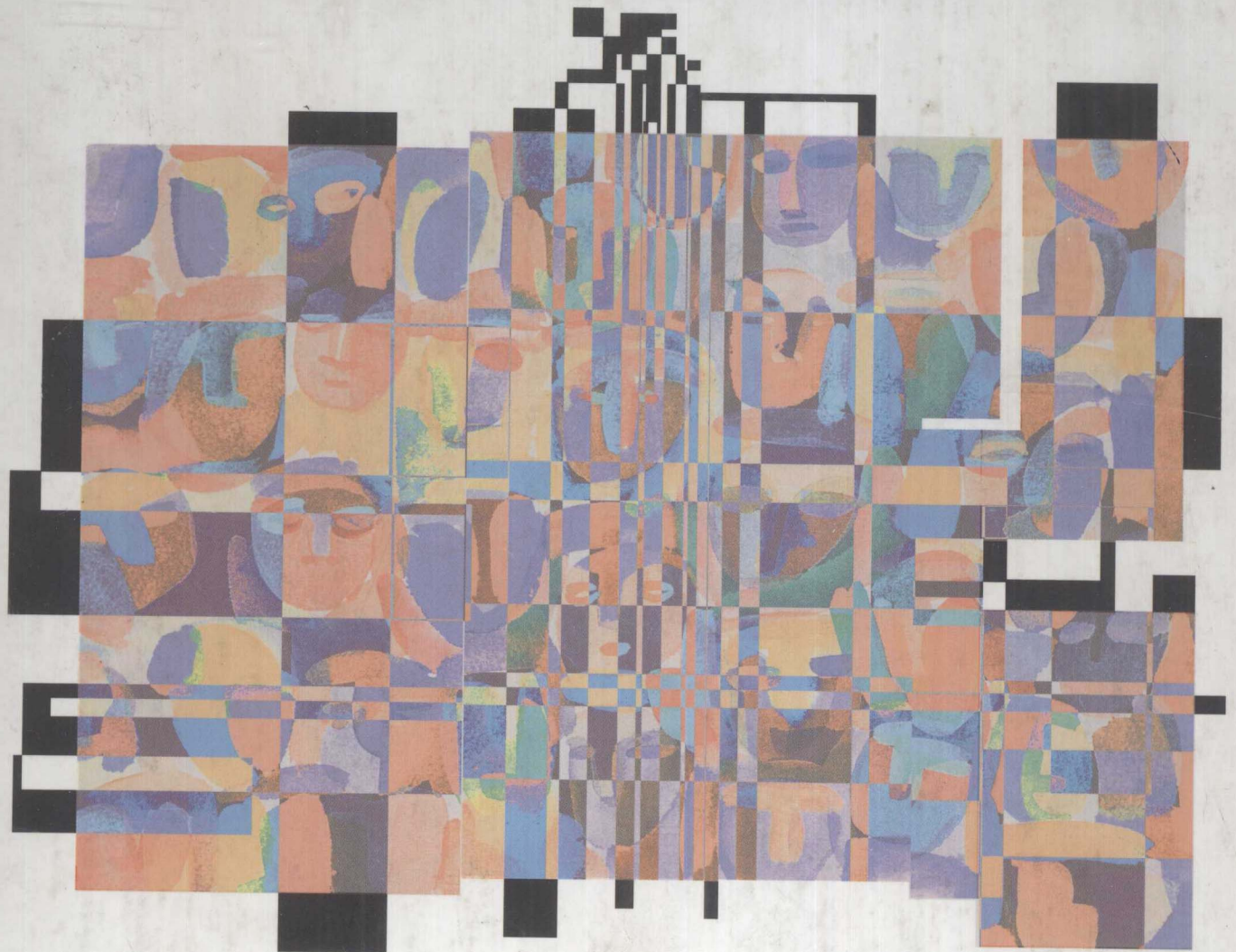


# SOCIAL PSYCHOLOGY



**Elliot Aronson**  
**Timothy D. Wilson**  
**Robin M. Akert**

**Third Edition**

# SOCIAL PSYCHOLOGY

THIRD EDITION

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*To my family, Vera, Hal, Neal, Julie,  
and Joshua Aronson*

—E.A.

*To my family, Deirdre Smith,  
Christopher and Leigh Wilson*

—T.D.W.

*To my mentor, colleague, and friend,  
Dane Archer*

—R.M.A.



# PREFACE

When we began writing this book, our one, overriding goal was to capture the excitement of social psychology. We have been pleased to hear, in many kind letters and E-mail messages from professors and students, that we succeeded. One of our favorites was from a student who said that the book was so interesting that she always saved it for last, to reward herself for finishing her other work. With that one student, at least, we succeeded in making our book an enjoyable, fascinating story, not a dry report of facts and figures.

There is always room for improvement, however, and our goal in this, the third edition, is to make the field of social psychology an even better read. When we teach the course, there is nothing more gratifying than seeing the sleepy students in the back row sit up with interest and say, “Wow, I didn’t know that! Now *that’s* interesting.” We hope that students who read our book will have that very same reaction.

Social psychology comes alive for students when they understand the whole context of the field: how theories inspire research, why research is performed as it is, how further research triggers yet new avenues of study. We are confident that we have conveyed our own fascination with the research process in a down-to-earth, meaningful way and have presented the results of the scientific process in terms of the everyday experience of the reader. However, we did not want to “water down” our presentation of the field. In a world where human behavior can be endlessly surprising and where research results can be quite counterintuitive, it is important to prepare students by providing a firm foundation on which to build their understanding of this challenging discipline. Here, in more detail, is how we present a rigorous, scientific approach to social psychology in a way that engages and fascinates most students.

## A Storytelling Approach

Social psychology is full of good stories, such as how the Kitty Genovese murder prompted research on bystander intervention, how the Holocaust inspired investigations into obedience to authority, and how

reactions to the marriage of the Crown Prince of Japan to Masako Owada, a career diplomat, illustrates cultural differences in the self-concept. By placing research in a real-world context, we make the material more familiar, understandable, and memorable.

## Opening Vignettes

Each chapter begins with a real-life vignette that epitomizes the concepts to come. We refer to this event at several points in the chapter to illustrate to students the relevance of the material they are learning. Examples of the opening vignettes include descriptions of a national program called “Earning for Learning,” in which children are paid \$2 for every book they read (Chapter 5, *Self-Understanding*); a television network called Channel One that broadcasts news—and commercials—in many schools (Chapter 7, *Attitudes and Attitude Change*); the crash of Air Florida Flight 90 in Washington D.C., in which survivors were rescued by complete strangers (Chapter 11, *Prosocial Behavior*); and a real-life murder trial in which an innocent man was sentenced to death because of faulty eyewitness testimony (Social Psychology in Action 3: *Social Psychology and the Law*). To illustrate more specifically the way in which the opening vignettes are tied to social psychological principles, here are a couple of examples in more detail:

- In 1994, after ending an office romance, a woman threw a bag of her lover’s letters, cards, and poems into a dumpster. A homeless man, searching through the dumpster for something to sell, stopped to read the letters and became quite curious as to how two people who had been so in love could now be apart. He found the phone number of the woman’s lover on a piece of stationery and decided to give him a call and find out. “I would have called you sooner,” he told the former boyfriend, “but this was the first quarter I was given today.” (DeMarco, 1994). What would possess a man who was down on his luck—no home, no money, no food—to spend his only quarter on a phone call to a complete stranger? As we say at the

beginning of Chapter 4 on *Social Perception*, it was an endless fascination that we all share about why people do what they do, which leads nicely into a discussion of research on social perception and attribution.

- Chapter 6 on *Self-Justification and the Need to Maintain Self-Esteem* begins with an intriguing tale from the recent mass suicide of the Heaven's Gate cult in California. The members of this cult believed that in the wake of the Hale-Bopp comet there was a large spaceship that would carry them off to a new incarnation. Several weeks before the mass suicide, a few members of the cult purchased a high-powered telescope so that they could glimpse the spaceship that was to be their salvation. They had no trouble finding the comet, but were disappointed when they did not see a spaceship in its wake. How did they deal with the dissonance this must have caused? We answer this question with a discussion of dissonance theory and other modern approaches to self-esteem maintenance. (In case you are wondering about what happened, needless to say, the members of the cult did not reduce dissonance by abandoning their beliefs about existence of the spaceship; they had invested too much time, energy and commitment for that. Rather, they assumed that the telescope must be defective and demanded their money back.)

### "Mini" Stories in Each Chapter

Our storytelling approach is not limited to these opening vignettes. There are several "mini" stories woven into each chapter that illustrate specific concepts and make the material come alive. They each follow a similar format: First, we describe an example of a real-life phenomenon that is designed to pique students' interest. These stories are taken from current events, literature, and our own lives. Second, we describe an experiment that attempts to explain the phenomenon. This experiment is typically described in some detail, because we believe that students should learn not only the major theories in social psychology, but also understand and appreciate the methods used to test those theories. We often invite the students to pretend that they were participants in the experiment, to give them a better feel for what it was like and what was found. Here are a few examples of our "mini" stories (by thumbing through the book, you will come across many others):

- In Chapter 4 on *Social Perception*, we introduce the concept of the fundamental attribution error by discussing the public reaction to the death of Diana, Princess of Wales. Immediately after Diana's death, Queen Elizabeth was openly and strongly criticized by the British people and the media for her lack of grief and for remaining in Scotland at Balmoral Castle during the week preceding the funeral. The public and the media made a dispositional attribution about the Queen's behavior, namely that she was uncaring and unmoved about Diana's death. The Queen offered a different explanation, namely that staying in seclusion in Scotland was the best thing for her grieving grandsons.
- In Chapter 6 on *Self-Justification and the Need to Maintain Self-Esteem* we discuss a phenomenon called the Ben Franklin Effect. Franklin was disturbed by the animosity of a fellow politician in the Pennsylvania state legislature and was determined to win him over. Rather than showering him with favors and affection, Franklin did quite the opposite: He asked the legislator to do favors for him. Those of you familiar with Jecker and Landy's (1969) classic dissonance study will see the wisdom in Franklin's approach: We often come to like the people we do favors for as a way of reducing dissonance. We use Ben Franklin's maneuver as an introduction to the Jecker and Landy study, as well as to modern studies by Leippe and Eisenstadt and Gail Williamson and her colleagues.
- In Chapter 8 on *Conformity*, we discuss normative social influence and the effect that it has had recently in Japanese public schools. "Bullying," in which a class (or even the whole student body) alternates between harassing and shunning one student because he or she is different in some way, has become a problem. The result of this treatment in a highly cohesive, group-oriented culture is profound: Twelve teenage victims of bullying killed themselves in one year.
- In Chapter 12 on *Aggression*, we present an interesting historical observation: For hundreds of years, the Iroquois Indians lived a peaceful existence, rarely, if ever, engaging in aggressive behavior. All of this changed in the seventeenth century, when the newly arrived Europeans brought the Iroquois into direct competition with their neighbors, the Hurons. Within a short time, the Iroquois developed into fierce war-

riors. What does this say about the causes of aggression and its roots in culture? This story leads into a discussion of research by Richard Nisbett and Dov Cohen and their colleagues on the cultural and economic roots of violence.

## **Social Psychological Methods: Another Good Story**

It might seem that a storytelling approach would obscure the scientific basis of social psychology. Quite to the contrary, we believe that part of what makes the story so interesting is explaining to students how to test hypotheses scientifically. In recent years, the trend has been for textbooks to include only short sections on research methodology and to provide only brief descriptions of the findings of individual studies. In this book, we integrate the science and methodology of the field into our story, as follows:

### **Separate Chapter on Methodology**

Unlike virtually all other texts, we devote an entire chapter to methodology (Chapter 2). “But wait,” you might say, “How can you maintain students’ interest and attention with an entire chapter on such dry material?” The answer is by integrating this material into our storytelling approach. Even the “dry” topic of methodology can come alive by telling it like a story. We begin the chapter on methodology with examples of two pressing, real-world problems related to violence and aggression: Does pornography promote violence against women? Why don’t bystanders intervene more to help victims of violence? We then use actual research studies on these questions to illustrate the three major scientific methods (observational research, correlational research, and experimental research). Rather than a dry, recitation of methodological principles, the scientific method unfolds like a story with a “hook” (What are the causes of real-world aggression and apathy toward violence?) and a moral (such interesting, real-world questions can be addressed scientifically). Reactions to this chapter in the previous editions of our book have been very positive.

### **Detailed Descriptions of Individual Studies**

We describe many, prototypical studies in more detail than most texts. We discuss how a study was set

up, what the research participants perceived and did, how the research design derives from theoretical issues, and how the findings offer support for the initial hypotheses. As we mentioned earlier, we often ask the reader to pretend that he or she was a participant, in order to understand the study from the participants’ point of view. Whenever pertinent, we’ve also included anecdotal information about how a study was done or came to be; these brief stories allow the reader to see the hitherto hidden world of creating research. See, for example, the description of Aronson’s jigsaw puzzle technique in Chapter 13 (pp. 540–544).

### **Emphasis on Both Classic and Modern Research**

As you will see from flipping through the book, we include a large number of data figures detailing the results of individual experiments. The field of social psychology is expanding rapidly and exciting new work is being done in all subareas of the discipline. In the third edition, we have added a great deal of new material, describing dozens of major studies done within the past few years. All told, we have added almost 1,000 new references, most from the 1990s. Thus, the book includes a thorough coverage of up-to-date, cutting-edge research.

In emphasizing what is new, many texts have a tendency to ignore what is old. We have striven to strike a balance between current, up-to-date research findings and classic research in social psychology. Some older studies deserve their status as classics (e.g., early work in dissonance, conformity, and attribution) and are important cornerstones of the discipline. We showcase many of the classics as well as covering cutting-edge, modern research. For example, unlike several current texts, we present detailed descriptions of the Schachter and Singer (1962) study on misattribution of emotion (Chapter 5), the Festinger and Carlsmith (1959) dissonance study (Chapter 6), and the Asch (1956) conformity studies (Chapter 8). To illustrate to students how research on the classics has been updated, we follow a discussion of the classics with modern approaches to these same topics, such as research on culture, self, and emotion (e.g., Fiske, Kitayama, Markus, & Nisbett, 1998, in Chapter 5); recent research on self-esteem maintenance in Chapter 6 (e.g., Steele’s self-affirmation theory and Higgins’s self-discrepancy theory), as well as recent research on the process of dissonance reduction in different cultures (e.g., Sakai, 1998; Stone,

Wiegand, Cooper, & Aronson, 1997; Viswesvaran & Deshpande, 1996); and research on minority influence in Chapter 8 (e.g., Wood, Lundgren, Ouellette, Busceme, & Blackstone, 1994). This way, students see the continuity and depth of the field, rather than viewing it only as a mass of studies published in the past few years.

## Significant Changes to the Third Edition

To illustrate more concretely how the third edition has been updated, here is a sampling of new research that is covered:

- Chapter 2, *Methodology: How Social Psychologists Do Research*: More than 40 new references have been added to this chapter, including updated information on the effects of pornography on sexual aggression. The essential story line has remained unchanged, but the examples and references have been substantially updated.
- Chapter 3, *Social Cognition: How We Think about the Social World*: This chapter includes more than 75 new references to research on social cognition, most of them from the past few years. A number of new studies are showcased, such as Victoria Medvec, Scott Madey, and Tom Gilovich's (1995) study of counterfactual reasoning in Olympic athletes. The opening vignette has been replaced and parts of the chapter have been reorganized, such as the section on automatic versus controlled thinking.
- Chapter 4, *Social Perception: How We Come to Understand Other People*: This chapter includes over 90 new references, almost all from the 1990s. We have added new cultural research on nonverbal communication and attributional style and have expanded the discussion of research on two-step attributional processing and self-serving attribution.
- Chapter 5, *Self-Knowledge: How We Come to Understand Ourselves*: We have added more than 90 new references to this chapter, most from the past few years. We have added new sections on the "Function of the Self" and "Gender Differences in the Definition of Self." Other sections have been updated. For example, a recent controversy has erupted over the question of whether rewards can undermine intrinsic motivation. Though it would be tedious for students to present all of the detailed issues involved in this debate, we do represent the recent views of the leading researchers in this area, including Mark Lepper, Ed Deci, and Judy Harackiewicz.
- Chapter 6, *Self-Justification and the Need to Maintain Self-Esteem*: Cognitive dissonance theory is enjoying a comeback in social psychology; increasingly, researchers are returning to basic questions about the nature of dissonance and how it is reduced. In this chapter we cover the most recent research on this question, including studies by J. Aronson, Blanton, and Cooper (1995); Beauvois and Rainis (1993); Elliot and Devine (1994); Fried and E. Aronson (1995); Gibbons, Eggleston, and Benthin (1997); Leippe and Eisenstadt (1997); Sakai (1998); and Stone, Weigand, Cooper, and E. Aronson (1997). The general issue of self-esteem maintenance is also a very active area of research, and this chapter includes up-to-date information on Higgin's self-discrepancy theory, Gollwitzer and Wicklund's self-completion theory, Tesser's self-evaluation maintenance theory, Steele's self-affirmation theory, and Swann's self-verification theory.
- Chapter 7, *Attitudes and Attitude Change: Influencing Thoughts and Feelings*: We include over 50 new references in this chapter to up-to-date, cutting-edge studies on attitudes. For example, we discuss Tesser's (1993) work on the heritability of attitudes and recent work on the effectiveness of advertising, including subliminal advertising (e.g., Pratkanis, Eskenazi, & Greenwald, 1994; Trappey, 1996). We include an updated account of Ajzen's theory of planned behavior (Ajzen, 1996).
- Chapter 8, *Conformity: Influencing Behavior*: This chapter includes over 90 new references. There is expanded coverage of a number of topics, such as normative social influence in everyday life (especially as it affects women's body image) and social impact theory (e.g., how it explains the likelihood that gay men and heterosexual college students will refrain from risky, AIDS-related sexual behavior).
- Chapter 9, *Group Processes: Influence in Social Groups*: We have included over 50 new references in this chapter, most of them from the past few years. Recent work by the leaders in the area of groups is discussed, such as Jim Davis, Norb Kerr, John Levine, and Richard Moreland, and



Garold Stasser. We have added a new section on social dilemmas with a discussion of recent research in this area.

- Chapter 10, *Interpersonal Attraction: From First Impressions to Close Relationships*: This chapter has been substantially revised with the addition of over 120 new references. In addition to covering the classic causes of attraction, such as similarity and propinquity, there is an expanded coverage of new approaches to close relationships, such as relationship dialectics. In addition, there is expanded coverage of research on the determinants of people's perceptions of beauty in the human face (e.g., Langlois & Roggman, 1994), cultural stereotypes of beauty, and cultural definitions of love.
- Chapter 11, *Prosocial Behavior: Why Do People Help?*: We have updated this chapter considerably and added a new section on culture and prosocial behavior. We present a thorough, balanced description of the evolutionary approach to prosocial behavior and an updated account of the question of whether there is any such thing as "pure" empathy.
- Chapter 12, *Aggression: Why We Hurt Other People*: We have made a great many changes in this chapter. In addition to a thorough updating of the existing research on causes and cures of aggression, we have expanded our discussion to include some of the recent work on teaching inner city kids social and problem-solving skills as a way of diminishing aggressive behavior (e.g., Ester, 1995). We have also expanded our discussion of empathy as a way of reducing aggression and have included some recent research on this topic coming from European and Japanese studies. We have also included some recent research on interventions aimed at trying to reduce bullying among school children in Europe (e.g., Olweus, 1997).
- Chapter 13, *Prejudice: Causes and Cures*: Is there any truth to the stereotype that women are more nurturant than men or is it simply a stereotype? Recent work by Janet Swim, Alice Eagly, and others sheds considerable light on this issue. Likewise, in discussing these apparent gender differences (for example that women appear to be more nurturant than men and that men appear to be more assertive than women), we highlighted the ongoing debate between those who feel that such apparent differences are cultural

(Deaux & LaFrance, 1998) and those who feel there may be an evolutionary basis for these differences (Buss, 1995, 1996; Buss & Kenrick, 1998; Buss & Schmitt, 1993). We have also added to our discussion of the minimal group phenomenon as well as to the nature of stereotypes. In addition, we have revisited the issue of whether or not there are genetic differences in intelligence as a function of race (*The Bell Curve*, Herrnstein & Murray, 1995), in the light of recent research by Claude Steele and his colleagues on stereotype threat. We have also updated our discussion of cures for prejudice (e.g., Aronson & Patnoe, 1996).

- *Social Psychology in Action 1: Health*: We have expanded and revised this applied unit considerably. There are new sections on self-efficacy and the effects of framing health messages in various ways. The sections on stress and social support have been expanded and updated. All told, more than 50 new references to recent work have been added.
- *Social Psychology in Action 2: The Environment*: We have replaced the opening vignette in this applied unit and included a new section on how to get people to recycle. Recent research on energy conservation is also showcased. As in all of the chapters, many new references are included, most from the 1990s.
- *Social Psychology in Action 3: The Law*: We have updated and expanded this applied unit considerably. The chapter now has a major new heading entitled "Why Do People Obey the Law?" with sections on whether severe penalties deter crimes (including the death penalty) and on procedural justice. We also include new sections on whether eyewitness memory can be improved and on the effects of jury size. Other sections have been revised and updated. More than 50 new references are included.

## Integrated Coverage of Culture and Gender

To understand behavior in a social context, we must consider such influences as culture and gender. Rather than adding a chapter on these important topics, we discuss them in every chapter, as they apply to the topic at hand. In many places, we discuss the wonderful diversity of humankind, by presenting research on the differences between people of

different cultures, races, or genders. We also discuss the commonalities people share, by illustrating the applicability of many phenomena across cultures and genders. Here are examples of our coverage of research on culture and gender:

- Chapter 1, *Introduction*: The issue of universality versus the cultural relativity of social psychological principles is introduced.
- Chapter 2, *Methodology*: The issue of how to generalize the results of studies across different types of people is discussed, in the section on external validity. In addition, we include a section on cross-cultural research methods.
- Chapter 3, *Social Cognition*: The opening vignette to this chapter concerns gender differences and achievement in middle-school and high school, raising the question of whether these differences are due to the expectations about gender held by teachers and parents. The vignette serves as an introduction to classic and modern research on expectation effects. There is also a section on the cultural determinants of schemas that discusses classic work by Bartlett.
- Chapter 4, *Social Perception*: This chapter includes a good deal of material on culture and gender, including a discussion of the universality of facial expressions of emotion; cultural differences in other channels of nonverbal communication, such as eye contact, gaze, and personal space; gender differences in nonverbal communication (including a discussion of Eagly's social role theory); cultural variation in implicit personality theories; and cultural differences in attribution processes.
- Chapter 5, *Self-Knowledge*: This chapter includes a major section on cultural differences in the definition of self that discusses research by Markus, Kitayama, Triandis, and others. There is a new section on gender differences in the definition of the self, discussing research by Cross and Madson (1997) and Deaux and LaFrance (1997). We also discuss cultural differences in impression management.
- Chapter 6, *Self-Justification*: This chapter includes a new section on cultural differences in dissonance and dissonance reduction that discusses recent research on dissonance in non-Western cultures.
- Chapter 7, *Attitudes and Attitude Change*: This chapter includes a section on culture and the basis

of attitudes, including the discussion of an experiment by Han and Shavitt (1994) that examined the effectiveness of different kinds of advertisements in Korea and the United States. In the context of a discussion of the effects of advertising, we discuss the way in which the media can transmit cultural stereotypes about race and gender.

- Chapter 8, *Conformity*: This chapter includes a discussion of the role of normative social influence in creating and maintaining cultural standards of beauty. We also discuss gender and cultural differences in conformity and a recent meta-analysis by Bond and Smith (1996) comparing conformity on the Asch line task in 17 countries.
- Chapter 9, *Group Processes*: We discuss research on gender and culture at several points in this chapter, including gender and cultural differences in social loafing, gender differences in leadership styles, and Brown's culture-value theory of group polarization. In addition, we discuss social roles and gender and include a student exercise in which students are asked to deliberately violate a gender role and keep a journal of people's responses to them.
- Chapter 10, *Interpersonal Attraction*: The role of culture comes up at several points in this chapter, including sections on cultural standards of beauty, cultural differences in the "what is beautiful is good" stereotype (Wheeler & Kim, 1997), and cultural differences in close relationships. We also discuss gender differences in the effects of physical attractiveness on liking and in reactions to the dissolution of relationships.
- Chapter 11, *Prosocial Behavior*: In this chapter we include a section on gender differences in prosocial behavior, including a discussion of meta-analyses by Eagly and Crowley (1986) and more recent work by McGuire (1994). We also include a new section on cultural differences in prosocial behavior.
- Chapter 12, *Aggression*: There is a major section in this chapter on cultural differences in aggression, including a discussion of recent research by Richard Nisbett and Dov Cohen, and of differences in homicide rates in different countries. We also discuss research on gender differences in aggression and the effects of violent pornography on violence against women.
- Chapter 13, *Prejudice*: An integral part of any discussion of prejudice is sex role stereotyping.

We have expanded our discussion of gender stereotypes, including a discussion of work by Alice Eagly, Kay Deaux, and Janet Swim. Issues about ingroups and outgroups and ways of reducing prejudice, are also an integral part of this chapter.

- *Social Psychology in Action* units on Health, the Environment, and Law: These chapters include numerous discussions relevant to culture and gender, such as a discussion of research on stereotype threat by Claude Steele and his colleagues, including studies on achievement in minority groups and men versus women. We also include a discussion of research on cultural differences in social support and in the Type A personality, a new discussion of the relationship between racism and stress, and a discussion of cultural differences in how density and crowding are perceived.

## The Evolutionary Approach

In recent years, social psychologists have become increasingly interested in an evolutionary perspective on many aspects of social behavior. Once again, our approach is to integrate this perspective into those parts of chapters where it is relevant, rather than devoting a separate chapter to this topic. We present what we believe is a balanced approach, discussing evolutionary psychology as well as alternatives to it. Here are examples of places in which we discuss the evolutionary approach:

- Chapter 4, *Social Perception*: We discuss the question of whether some facial expressions are universal, including Darwin's view that they are.
- Chapter 10, *Interpersonal Attraction*: We present the evolutionary perspective on gender differences in romantic attraction and on why people fall in love.
- Chapter 11, *Prosocial Behavior*: Evolutionary psychology is presented as one of the major theories of why humans engage in prosocial behavior. We present evidence for and against this perspective and contrast it to other approaches, such as social exchange theory.
- Chapter 12, *Aggression*: We include a section on whether aggression is inborn or learned, including a discussion of an evolutionary explanation of aggressive behavior.


- Chapter 13, *Prejudice*: We have included a new discussion of research by David Buss on gender differences in nurturance.

## Social Psychology: The Applied Side

One of the best ways to capture students' interest is to point out the real-world significance of the material they are studying. From the vignette that opens each chapter and runs throughout it to the discussions of historical events, current affairs, and our own lives that are embedded in the story line, the narrative is highlighted by real, familiar examples. Applications are an integral part of social psychology, however, and deserve their own treatment. In addition to an integrated coverage of applied topics in the body of the text, we include additional coverage in two ways.

### Try It! Student Exercises

A new feature in the third edition is a series of Try It! exercises in which students are invited to apply the concepts they are learning to their everyday life. There are three such exercises in each chapter. They include detailed instructions about how to attempt to replicate actual social psychological experiments, such as Milgram's (1963) lost letter technique in Chapter 11, and Reno and colleagues' (1993) study on norms and littering in the *Social Psychology in Action: The Environment* unit. Other Try It! exercises reproduce self-report scales and invite the students to fill them out to see where they stand on these measures. Examples include the Singelis's (1994) measure of people's interdependent and independent views of themselves in Chapter 5, and the Need for Cognition Scale in Chapter 7. Still others are quizzes that illustrate social psychological concepts, such as a Reasoning Quiz in Chapter 3 that illustrates judgmental heuristics, or demonstrations that explain how to use a particular concept in a student's everyday life, such as an exercise in Chapter 9 that instructs students to violate a sex role norm and observe the consequences. The format of, and the time frame required for, each of these exercises varies. You might want to flip through the book to look at other examples in more detail.

Try It! exercises are not only in the text itself, but they are built into the web site as well. Those concepts that have a related Try It! exercise on the web site are highlighted in the text with an icon . The web site also includes newspaper clips on current events that

are relevant to social psychological concepts, practice tests for each chapter of the book, downloadable PowerPoint slides, and links to other sites. You can use Try It! exercises as class activities or as homework.

We believe that the Try It! exercises will generate a lot of interest in students and will make social psychological concepts more memorable and engaging.

### Social Psychology in Action Units

You will note from the Table of Contents that there are three chapters devoted to applied topics in social psychology: One on health, one on the environment, and one on law. Each has the subtitle of *Social Psychology in Action*. You might wonder why these chapters have a different name and numbering system than the other chapters. The reason is that they are designed to be free-floating units that can be assigned at virtually any point in the text. Although we do occasionally refer to earlier chapters in these units, they are designed to be independent units that could fit into many different points of a course in social psychology.

In talking with many professors who teach social psychology, we have been struck by how differently they present applied material. Some prefer to assign these chapters at the end of the course, after they have covered the major concepts, theories, and research findings. Others prefer to integrate the applied chapters with the more theoretical material when relevant. Our applied units are designed to be used in either way. In fact, there are several ways in which the chapters in our book could be assigned. On the next page are some sample outlines that instructors have used successfully with our book. We are sure there are others; we intend these as a guide to illustrate the flexibility of the order in which the chapters and applied units can be assigned.

### Organization of the Third Edition

We have seen a lot of syllabi from social psychology courses and spoken with many colleagues who teach the course, and have been impressed by the different ways in which the course can be taught. To accommodate the diverse ways in which instructors may choose to present topics, we have tried to create a sensible yet flexible organization.

Each chapter of *Social Psychology* is self-contained in terms of topics and concepts. Consequently, instructors can assign the chapters in any order they

please; concepts are always explained in clear terms so that students won't have to have read earlier chapters in order to grasp the meanings of later ones. Further, as mentioned earlier, the three Psychology in Action units can be integrated into the course at several points or assigned at the end of the course. Two examples of course syllabi that work well are shown on the next page. There are many other possibilities as well; these two are offered as examples only.

### Ancillary Package

A really good textbook should become part of the classroom experience, supporting and augmenting the professor's vision for his or her class. *Social Psychology* offers a number of supplements that will enrich both the professor's presentation of social psychology and the student's understanding of it.

### Instructor's Supplements

- **Video.** A video is available that contains a series of clips that can be used as lecture openers or discussion lead-ins. Some of these clips are from classic psychology films. Others are from documentaries that are excellent illustrations of social psychological concepts. In still other clips, each of the authors of the text discusses some of his or her research. A Video Guide accompanies the video that discusses the principles covered in each clip, providing discussion questions for students, and listing relevant references.
- **Color Transparencies** of 50 figures and tables from the text.
- **Instructor's Manual and Resource Kit** by Elisa Wurf of Green Mountain College. Includes lecture ideas, teaching tips, suggested readings, chapter outlines, student projects and research assignments, Try It! exercises, critical thinking topics and discussion questions, and a media resource guide.
- **Test Bank** by Marti Hope Gonzales of the University of Minnesota. Each question in this 2,000 question test bank is referenced to parent text page number, topic, and skill level. The test bank is also available to adopters in Windows and in Macintosh computerized format. Our test generation TestGen software program allows professors to customize exams from Test Bank items, add new questions, or a combination of both TestGen and TestGen Mac.




**Sample Outline I**

- I. Introduction to Social Psychology  
Chapter 1, *Introduction*  
Chapter 2, *Methodology*
- II. Understanding Ourselves  
and the Social World  
Chapter 3, *Social Cognition*  
Chapter 4, *Social Perception*  
Chapter 5, *Self-Understanding*  
Chapter 6, *Self-Justification*
- III. Social Influence  
Chapter 7, *Attitudes and  
Attitude Change*  
Chapter 8, *Conformity*  
Chapter 9, *Group Processes*
- IV. Social Interaction  
Chapter 10, *Interpersonal Attraction*  
Chapter 11, *Prosocial Behavior*  
Chapter 12, *Aggression*  
Chapter 13, *Prejudice*
- V. Social Psychology in Action  
Social Psychology in Action 1: *Health*  
Social Psychology in Action 2:  
*The Environment*  
Social Psychology in Action 3: *Law*

**Sample Outline II**

- I. Introduction to Social Psychology  
Chapter 1, *Introduction*  
Chapter 2, *Methodology*
- II. Social Thinking  
Chapter 5, *Self-Understanding*  
Chapter 3, *Social Cognition*  
Chapter 4, *Social Perception*  
Chapter 6, *Self-Justification*  
Social Psychology in Action 1: *Health*
- III. Social Influence  
Chapter 8, *Conformity*  
Chapter 7, *Attitudes and  
Attitude Change*  
Chapter 9, *Group Processes*  
Social Psychology in Action 3:  
*The Law*
- IV. Social Relations  
Chapter 13, *Prejudice*  
Chapter 12, *Aggression*  
Chapter 10, *Interpersonal Attraction*  
Chapter 11, *Prosocial Behavior*  
Social Psychology in Action 2,  
*The Environment*

**Student Supplements**

- Student Study Guide by Kathy Demitrakis of the Albuquerque Technical Vocational Institute contains chapter overviews, learning objectives and outlines, study questions, key terms, and practice tests.
- Web site (<http://longman.awl.com/aronson>) that includes additional Try It! exercises, updates on current events that are relevant to social psychological concepts, practice tests for each chapter, downloadable PowerPoint slides, and links to other sites. For example, we include abstracts to newspaper articles that are relevant to topics discussed in each of the chapters. These frequently updated articles can be used in several ways in the classroom. Professors can use the current events as examples in their lectures, or they can be the subject of in-class discussions or student research papers. The Try It! exercises that can be found on the web site are called out with an icon in the margins of the text .
- *Psychology Is Social: Readings and Conversations in Social Psychology*, 4th edition, edited by

Edward Krupat of the Massachusetts College of Pharmacy and Allied Health Sciences. In its fourth edition, this reader exposes students to a wide spectrum of research and opinion, including articles by and interviews with highly acclaimed social psychologists. The selections, edited to maximize student comprehension, range from new to classic, popular to technical, and single study to review, and provide a glimpse into the minds of those who have shaped key areas of study in the field of social psychology.

- *How to Think Like a Social Scientist* by Thomas F. Pettigrew of the University of Santa Cruz. With examples drawn from the behavioral sciences, this inexpensive primer fosters critical thinking about psychology and the social sciences. It encourages readers to consider the nature of theory, comparisons and control, cause and change, sampling and selection, varying levels of analysis, and systems thinking in the social sciences.
- *Thinking Critically About Research on Sex and Gender*, Second Edition by Paula J. Caplan of Brown University and Jeremy B. Caplan of

Brandeis University. This supplement encourages students to evaluate the massive and diverse research that has appeared on this subject in recent decades. After demonstrating that much of the existing research is not as well-established as one would think, the book provides readers with the critical tools necessary to assess the huge body of literature and to draw realistic and constructive conclusions.

*Influence: Science and Practice*, Third Edition by Robert B. Cialdini of Arizona State University. This fascinating bestseller draws on evidence from research and the working world of influence professionals to examine the psychology of compliance. Focus is on the six basic psychological principles directing human behavior—reciprocity, consistency, social validation, liking, authority, and scarcity. This is a read not to be missed!

## Acknowledgments

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Thank you for inviting us into your classroom. We welcome your suggestions, and we would be delighted to hear your comments about this book.

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# ABOUT THE AUTHORS

## ELLIOT ARONSON

When I was a kid, we were the only Jewish family in a virulently anti-Semitic neighborhood. I had to go to Hebrew school every day, late in the afternoon. Being the only youngster in my neighborhood going to Hebrew school made me an easy target for some of the older neighborhood toughs. On my way home from Hebrew school, after dark, I was frequently waylaid and roughed up by roving gangs shouting anti-Semitic epithets.

I have a vivid memory of sitting on a curb after one of these beatings, nursing a bloody nose or a split lip, feeling very sorry for myself and wondering

how these kids could hate me so much when they didn't even know me. I thought about whether those kids were taught to hate Jews or whether, somehow, they were born that way. I wondered if their hatred could be changed if they got to know me better,

would they hate me less? I speculated about my own character. What would I have done if the shoe were on the other foot that is, if I were bigger and stronger than they, would I be capable of beating them up for no good reason?

I didn't realize it at the time, of course, but eventually I discovered that these were profound questions. And some 30 years later, as an experimental social psychologist, I had the great good fortune to be in a position to answer some of those questions and to invent techniques to reduce the kind of prejudice that had claimed me as a victim.

*Elliot Aronson graduated from Brandeis University (where he worked with Abraham Maslow) and received his Ph.D. from Stanford University, working under the guidance of Leon Festinger. He has done pioneering research in the areas of social influence, persuasion, prejudice reduction, and AIDS prevention. Aronson has written or*

*edited 15 books, including The Social Animal, The Handbook of Social Psychology, Age of Propaganda, The Jigsaw Classroom, and Methods of Research in Social Psychology. He is among the world's most honored social psychologists, having received major national and international awards for the quality of his teaching, for his experimental research, for his books, and for his contributions to the betterment of society. He has served as president of the Society of Personality and Social Psychology and president of the Western Psychological Association. In 1992, he was elected to the American Academy of Arts and Sciences. He is currently a research professor of psychology at the University of California at Santa Cruz.*

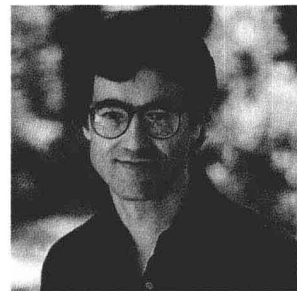
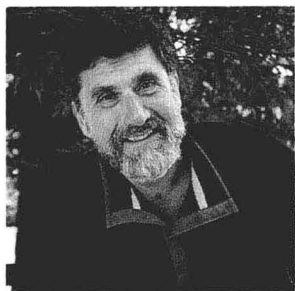
## TIM WILSON

One day, when I was eight, a couple of older kids rode up on their bikes to share some big news: They had discovered an abandoned house down a country road. "It's really neat," they said. "We broke a window and nobody cared!"

My friend and I hopped onto our bikes to investigate. We had no trouble finding the house—there it was, sitting off by itself, with a big, jagged hole in a first-floor window. We got off of our bikes and looked around. My friend found

a baseball-sized rock lying on the ground and threw a perfect strike through another first-floor window. There was something terribly exciting about the smash-and-tingle of shattering glass, especially when we knew there was nothing wrong with what we were doing. After all, the house was abandoned, wasn't it? We broke nearly every window in the house and then climbed through one of the first-floor windows to look around.

It was then that we realized something was terribly wrong. The house certainly did not look aban-





doned. There were pictures on the wall, nice furniture, books in shelves. We went home feeling frightened and confused. We soon learned that the house was not abandoned: It was the residence of an elderly couple who were away on vacation. Eventually my parents discovered what we had done and paid a substantial sum to repair the windows.

For years, I pondered this incident: Why did I do such a terrible thing? Was I a bad kid? I didn't think so, and neither did my parents. How, then, could a good kid do such a bad thing? Even though the neighborhood kids said the house was abandoned, why couldn't my friend and I see the clear signs that someone lived there? How crucial was it that my friend was there and threw the first rock? Though I didn't know it at the time, these reflections touched on several classic social psychological issues, such as whether only bad people do bad things, whether the social situation can be powerful enough to make good people do bad things, and the way in which our expectations about an event can make it difficult to see it as it really is. Fortunately, my career as a vandal ended with this one incident. It did, however, mark the beginning of my fascination with basic questions about how people understand themselves and the social world—questions I continue to investigate to this day.

*Tim Wilson did his undergraduate work at Williams and Hampshire colleges and received his Ph.D. from the University of Michigan under the guidance of Richard E. Nisbett. Currently a professor of psychology at the University of Virginia, he has published numerous articles in the areas of introspection, judgment, and attitude change. His research has received the support of the National Science Foundation and the National Institute for Mental Health. He has been a member of the Executive Board of the Society for Experimental Social Psychology, a member of the Social and Groups Processes Review Committee at the National Institute of Mental Health, and a member of the editorial boards of several professional journals.*

## ROBIN AKERT

One fall day, when I was about 16, I was walking with a friend along the shore of the San Francisco Bay. Deep in conversation, I glanced over my shoul-

der and saw a sailboat capsize. I pointed it out to my friend, who took only a perfunctory interest and went on talking. However, I kept watching as we walked, and I realized that the two sailors were in the water, clinging to the capsized boat. Again I said something to my friend, who replied, "Oh, they'll get it upright, don't worry."

But I *was* worried. Was this an emergency? My friend didn't think so. And I was no sailor; I knew nothing about boats. But I kept thinking, "That water is really cold. They can't stay in that water too long." I remember feeling very confused and unsure.

What should I do? Should I do anything? Did they really need help?

We were near a restaurant with a big window overlooking the bay, and I decided to go in and see if anyone had done anything about the boat. Lots of people were watching but not doing anything. This confused me too. Very meekly, I asked the bartender to call for some kind of help. He just shrugged. I went back to the window and watched the two small figures in the water. Why was everyone so unconcerned? Was I crazy?

Years later, I reflected on how hard it was for me to do what I did next: I demanded that the bartender let me use his phone. In those days before "911," it was lucky that I knew there was a Coast Guard station on the bay, and I asked the operator for the number. I was relieved to hear the Guardsman take my message very seriously.

It had been an emergency. I watched as the Coast Guard cutter sped across the bay and pulled the two sailors out of the water. Maybe I saved their lives that day. What really stuck with me over the years was how other people behaved and how it made me feel. The other bystanders seemed unconcerned and did nothing to help. Their reactions made me doubt myself and made it harder for me to decide to take action. When I later studied social psychology in college, I realized that on the shore of the San Francisco Bay that day, I had experienced the "bystander effect" fully: The presence of other, apparently unconcerned bystanders had made it difficult for me to decide if the situation

