

SOCIAL PSYCHOLOGY

THIRD EDITION



ROBERT S. FELDMAN

SOCIAL PSYCHOLOGY

T H I R D E D I T I O N

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PREFACE

A glance at any daily newspaper illustrates the extremes of human social behavior. We see violence, heroics, war, political scandal, terrorism, bravery, and a multitude of other manifestations of the extraordinary range of social conduct. At the same time, our own personal lives—involving friends, family, neighbors, lovers, acquaintances, and even chance encounters with total strangers—reflect the stuff of social behavior.

Each of our experiences with our social environment raises a host of questions. What are the sources and consequences of kindness and cruelty? Why and how are people susceptible to the influence of others? How do we develop and maintain our relationships with other individuals? How do people come to grips with the meaning of their social environment? How does our culture influence our behavior?

The discipline of social psychology addresses such questions. Embracing a vast range of human behavior, the field seeks to answer the fundamental issues that underlie our social world. It is a discipline that holds the promise of providing real improvements in the human condition.

The central challenge in writing an introduction to social psychology is to capture the essence of a dynamic, ever-changing discipline. Social psychology must be presented in a way that fosters readers' intrinsic interest in social psychological phenomenon, doing so with scientific integrity and accuracy.

THE GOALS OF THIS BOOK

To meet this challenge, the third edition of *Social Psychology* has been written keeping in mind three major goals. First and foremost, it provides a broad, balanced overview of social psychology. It introduces readers to the theories, research, and applications that constitute the discipline, examining both the traditional areas of the field as well as more recent innovations. The book pays particular attention to the applications developed by social psychologists. While not slighting theoretical material, the text emphasizes what social psychologists know and how this knowledge may be applied to real-world problems. In fact, the very structure of the book is designed to make the applied material as prominent as the theoretical material by integrating more applied chapters throughout the text, rather than relegating them to the end of the book.

The second major goal of the text is to explicitly tie social psychology to students' lives. The findings of social psychologists have a significant degree of relevance to students, and this text illustrates how these findings can be applied in a meaningful, practical sense. For instance, applications are presented within a contemporaneous framework. The book includes current news items, timely world events, and contemporary uses of social psychology that are designed to draw readers into the field. Numerous descriptive scenarios and vignettes reflect everyday situations in students' lives, explaining how they relate to social psychology. For example, each chapter begins with an opening prologue that provides a real-life situation relating to the chapter subject area. This scenario is reconsidered at the end of the chapter, where integrative, critical-thinking questions tie the prologue to the chapter content. Furthermore, all chapters also have The Informed Consumer of Social Psychology section, which explicitly suggests ways to apply social psychological findings to students' experiences. Each chapter also includes a feature called Applying Social Psychology that discusses ways social psychology research is being used to answer problems of an applied nature.

Finally, the third goal of the text is to make the field of social psychology engaging, accessible, and interesting to students. The book is user friendly and written in a direct,

conversational voice, meant to replicate as much as possible a dialogue between author and student.

Social Psychology, third edition, is a text that students can understand and master on their own, without the intervention of an instructor. To that end, it includes a variety of pedagogical features. Each chapter contains a Looking Ahead overview that sets the stage for the chapter, a running glossary, a numbered summary, a list of key terms and concepts, and an epilogue. In addition, each chapter has three Review and Rethink sections that provide enumeration of the key concepts and questions that promote and test critical thinking.

In short, *Social Psychology* seeks to blend and integrate theory, research, and applications. Rather than concentrating on a few isolated areas and presenting them in great depth, the emphasis is on illustrating the breadth of social psychology. Concentrating on the scope of the field permits the examination of a variety of evolving and nontraditional areas of social psychology. Finally, the text seeks to illustrate social psychology as it now stands and is evolving, rather than providing a detailed historical record of the development of social psychology. While covering the classic studies, the decided emphasis is on the field in its current state.

Ultimately, this text seeks to provide a broad-based overview of social psychology, emphasizing its theories, research, and applications. It is meant to show the relevance of social psychology to students' lives while acquainting them with the scientific basis of the discipline. It is designed to be a user-friendly text, one that captures the excitement—and promise—of a growing, developing scientific field.

SPECIFIC FEATURES

CHAPTER-OPENING PROLOGUES


Each chapter begins with a short vignette that describes an individual or situation that is representative of basic social psychological phenomena. For instance, chapter prologues tie descriptions of ethnic cleansing, James Byrd Jr.'s murder at the hands of white extremists, and a couple falling in love to social psychological principles presented in their respective chapters.

APPLYING SOCIAL PSYCHOLOGY

This feature, found in every chapter, describes current social psychological research or research issues applied to everyday problems. They include descriptions of ambivalent stereotyping, the slime effect (explaining why we dislike likeable behavior), and attitude change over the course of the life span.

PROLOGUE

A Fatal Ride



James Byrd Jr.'s torso was found first. When police in Jasper, Texas, went out to Huff Creek Road . . . to check out reports of a dead body, they turned up the badly mutilated remains of the 49-year-old black man—and a trail of blood. Deputies followed the dark red stains for a mile and found Byrd's head. Then his right arm. Another mile, and they found tennis shoes, a wallet, even his dentures. And then the trail ended, at a churned-up patch of grass strewn with empty beer bottles, a lighter bearing white supremacist symbols and a wrench set inscribed

APPLYING SOCIAL PSYCHOLOGY

COUNTERFACTUAL THINKING: WHEN DOING BETTER MEANS FEELING WORSE

Wouldn't you feel better about scoring an 89 average for a course than an 80?

Probably not—if your 89 means that you just missed an A by one point, whereas an 81 signified that you just avoided missing a C by one point. Although logically the higher score indicates better performance, recent research suggests that you would actually end up feeling worse with the 89 average than the 80.

The surprising conclusion that a higher grade results in less satisfaction than a lower grade is a result of counterfactual thinking. Counterfactual thinking occurs when a person evaluates an actual event by considering alternative, and often more desirable, hypothetical outcomes. Instead of evaluating the actual positive or negative aspects of an existing situation, people often evaluate them in terms of "what might have been" (Roese, 1994; T Higgins, 1995; Roese & Olson, 1998).

For example, consider two people who arrive late at the airport and, as a consequence, miss their plane and are forced to wait for the next flight. Now assume that one person missed the plane by 5 minutes and the other by 30 minutes. Which one feels worse?

Although the objective fact is that the outcome for both passengers is identical—they both are forced to wait for the next plane—most people hearing the scenario say the person who missed it by 5 minutes would probably feel worse. The reason is counterfactual thinking: It is easier to imagine that the first passenger might have arrived on time as opposed to the second one. Consequently, we assume that the earlier-arriving person will feel more disappointed (Kahneman & Tversky, 1982).

A study by social psychologists Victoria Medves and Kenneth Savitsky (1997) applied the concept of counterfactual thinking to student grades. The experimenters approached students enrolled in an introductory psychology class and asked how satisfied they were with their grade just after they found out their grade average for the semester.

With this information in hand, the experimenters calculated a "land-distance" score, which gave an indication of how far the student's course average was from the next-highest letter grade. A low distance score indicated that a student narrowly missed getting a higher grade; a high distance score meant that the student barely squeaked by.

The experimenters reasoned that a low distance score (the situation in which a student just missed the higher grade) would be likely to produce counterfactual thinking and therefore lead to lower satisfaction than that experienced by students who just squeaked by—and that is exactly what happened. As you can see in Figure 2-9, the students who just missed getting a higher grade were the least satisfied, whereas those who just made the higher grade were the ones most satisfied.

These results are consistent with other research examining counterfactual thinking. For instance, winners of third-place bronze medals at the Olympics tend to be more satisfied than those winning second-place silver medals. The reason? Rather than focusing on the fact that they came in a very respectable second, silver medalists focus on what might have been had they won the gold—the highest status, the greatest prestige, the likelihood of receiving commercial endorsements and making substantial amounts of money, and so forth—all of which do not occur to anyone but the gold medalist. By focusing on their loss

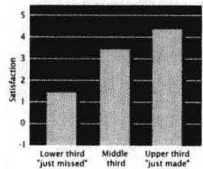


FIGURE 2-9 Counterfactual Thinking and Students' Grades
Students who just missed getting a higher grade felt less satisfied with the results than students who just made the grade by a margin of 3 or 1. The results of this study are consistent with research in other areas examining counterfactual thinking. (Source: Medves & Savitsky, 1997, p. 108.)



SPEAKING OF SOCIAL PSYCHOLOGY



Gloria Balague

Sports Team Specialist

Year of Birth: 1941

Education: Five-year degree in Psychology, University of Barcelona, Spain; M.A., Psychology, University of Illinois at Chicago; Ph.D., Clinical and Social Psychology, University of Illinois at Chicago

Home: Chicago, Illinois

Although teamwork is a foundation for any successful endeavor involving a group of people pursuing a single goal, in the highly competitive area of sports, teamwork makes or breaks the success of the group.

Sports psychologist Gloria Balague, who has worked closely with the 1992 U.S. Olympic track and field team and the 1992 and 1996 U.S. Olympic gymnastics teams, notes that a sports team's success is affected by several factors relating to group performance.

"Spectators can have a major impact on the performance of a team. It often raises the level of motivation, but it also raises the level of anxiety. Depending on the level of the team's experience, this anxiety can affect the outcome," she said.

"For an experienced team, it enhances performance, and consequently the increase in anxiety can increase the intensity of play, which is good," Balague added. "With an inexperienced team, it tends to interfere. Moreover, for those teams that require a lot of precision—such as basketball—the skills are less likely to tolerate anxiety."

According to Balague, pressure becomes exceptionally high when one individual on a team is more clearly defined as responsible, such as goalie in hockey or soccer, a kicker in football, or a basketball player shooting a final shot.

Two other areas of importance that can affect teamwork are communications and coaching. "One of the best skills a team can have is the ability to communicate with each other openly and effectively," Balague said. "As soon as the lines of communication break down, a team can start to lose effectiveness, and it can happen quickly."

"Ultimately, it is very important to a team's success to have a mixture of athletes with a variety of skills, ranging from physical to social."

Coaching is also a major factor in determining the success of a team. According to Balague, one of the most common mistakes a coach can make is being too negative when interacting with team members.

"Coaches have a tendency to tell athletes what they do wrong, and that's relatively negative and often not very helpful," said Balague. "What the athletes need to be told is how to do something right. If they are only told what they are doing wrong, you can see the morale of the team sinking. They need to know what they can do right to build confidence."

Finally, players on the bench—teammates who are not actually participating in the competition—can strongly influence a team's performance.

"When the team becomes demoralized and the bench becomes quiet, and they hang their heads, it transmits the sense of loss. Players on the field pick up on that. It does have an impact," she said.

Ultimately, it is very important to a team's success to have a mixture of athletes with a variety of skills, ranging from physical to social."

"One of the best skills a team can have is the ability to communicate with each other openly and effectively."



SOCIAL.WEB

FINDING LOVE IN CYBERSPACE

Josh Marquis and Cindy Price seemed all wrong for each other. She had just left a job as a foreign-policy analyst at a conservative think tank. He, a district attorney in Astoria, Oregon, was a Democrat who thought Ronald Reagan was, he says, "the Antichrist." But they agreed on one issue: the guilt of O. J. Simpson.

Marquis, now 46, and Price, 44, met in 1995 on a Court TV-sponsored AOL message board devoted to the raging Simpson trial. Neither was seeking love—"just good conversation," says Price, then living in Sherman Oaks, California. They and other prosecution advocates split off into a private 3-mail group. The two admired each other's writing—then hit it off when about 50 group members met at California's Beverly Hills Tennis Club to commiserate over Simpson's acquittal. Back home, their e-mail turned romantic. "This is what they call falling in love," the never-wed Marquis wrote Price, who had been briefly married. She flew to Oregon for their first date and

without cues about their physical appearance. Because physical attractiveness is such a powerful determinant of initial liking, it consequently biases the way that people are perceived. Cyberspace interactions, however, permit people to present themselves as they want to be viewed—in terms of their interests, attitudes, and personalities, devoid of the physical attractiveness factor.

Furthermore, Internet communications permit self-disclosure at an early stage of acquaintanceship. And because many people initially communicate anonymously, the Internet permits them to divulge personal information with less risk than if they were self-disclosing to another person face-to-face (McKenna & Bargh, 1998).

Internet communication has another advantage, particularly for those who are shy and find traditional dating difficult: It allows one to "lurk," the term for someone who simply reads material posted by others. Lurking permits a hesitant observer

SPEAKING OF SOCIAL PSYCHOLOGY

These boxes report interviews that were conducted with people who use the findings of social psychology, either explicitly or implicitly, in their work. For the most part, interviewees are not social psychologists but rather people whose professions employ social psychological findings. For example, interviewees include a newspaper reporter (social cognition), an advertising executive who uses celebrity endorsements (interpersonal attraction), and a trial consultant (law and politics).

SOCIAL.WEB

Four essays describing the impact of technology and the World Wide Web are interspersed throughout the book. These include discussions of the impact of violent video games, finding love in cyberspace, use of e-mail, and social stigmas.

EXPLORING DIVERSITY



CULTURE AND CONFORMITY



Mahatma Gandhi urged his fellow citizens of India to engage in passive resistance to secure their independence.

When Mahatma Gandhi exhorted citizens of India to conform to his then-radical views of passive resistance, he did so by making an emotional appeal based on the right to "manufacture salt" and "weave one's own cloth" (Sinha, 1990, cited in Moghaddam, Taylor, & Wright, 1993). Although such encouragement sounds rather odd to the ear of residents of North America at the beginning of the 21st century, in fact it was quite effective in rallying supporters to Gandhi's cause.

Clearly, conformity to social norms depends on the content of those norms. Moreover, the degree to which conformity is typical and valued varies from one culture to another. Consider, for instance, one of the primary dimensions on which cultures differ: individualism versus collectivism (Triandis, 1990, 1994). Societies reflecting **individualism** hold that the personal identity, uniqueness, freedom, and worth of the individual person are central. People in individualistic societies emphasize that their own goals should hold greater weight than the goals of the groups

EXPLORING DIVERSITY

These sections, integrated within every chapter, highlight issues relevant to the multicultural society in which we live. They illustrate social psychological issues relevant to race, ethnicity, and culture. For example, various Exploring Diversity sections examine cultural influences in attribution, cultural determinations of health, ethnic differences regarding the stigma of obesity, relationships among gay and lesbian couples, and gender and cultural patterns of leadership.

THE INFORMED CONSUMER OF SOCIAL PSYCHOLOGY

Every chapter includes information on specific uses that can be derived from research conducted by social psychologists. For example, various chapters discuss how to draw appropriate conclusions from others' behavior, overcome stereotypes, deal with anger, and resist persuasion.

REVIEW AND RETHINK

Interspersed throughout each chapter are three short recaps of the chapters' main points, followed by questions designed to provoke critical thinking.

SOCIAL LINKS COMPANION

WEBSITE (CW)

These marginal icons indicate that relevant material can be found on the World Wide Web by going to the Feldman Social Psychology Website (<http://www.prenhall.com/feldman>). By referring to the specific book page where the Social Link is found, readers will find a link to a relevant Web page.

END-OF-CHAPTER MATERIAL

Each chapter ends with a numbered summary (Looking Back), list of key terms and concepts, and an epilogue containing critical-thinking questions about the chapter-opening vignette.

DEALING WITH ANGER

When angry, count ten before you speak; if very angry, a hundred.
—Thomas Jefferson

When angry, count four; when very angry, swear.
—Mark Twain

Whether you count to 10, 100, or 4 (or swear, for that matter), anger is a psychological state with which most people have to deal. Indeed, most adults experience the emotion of anger considerably more often than they express overt aggression (Tangney et al., 1996).

Although you may suspect that the best response to anger is to ignore it, a considerable amount of data suggests otherwise. As we discussed in Chapter 5, people who consistently suppress their anger may develop a variety of adverse reactions, including physical illness, self-condemnation, and psychological dysfunction (Julius, 1990; Pennebaker, 1990; Mills & Dimsdale, 1993; Redmond & Redmond, 1994).

If unexpressed anger has such negative consequences, what is the best way to deal with the emotion effectively? According to psychologists who have studied the issue, several

THE INFORMED CONSUMER OF SOCIAL PSYCHOLOGY



REVIEW AND RETHINK

Review

- Organizations are groups of people working together to attain common goals.
- The four basic models of organizations are the bureaucratic, human relations, contingency, and Japanese models.
- Organizations have cultures, which are patterns of assumptions, perceptions, thoughts, feelings, and attitudes shared by their members. Some organizations also harbor subcultures.

Rethink

- Compare the Japanese model of organizations with the three Western models. What cultural factors might work for and against the implementation of the Japanese model in Western society—and vice versa?
- How does organizational "culture" differ from organizational "climate"? What does the "strength" of the culture within an organization refer to?



LOOKING BACK

What is aggression?

1. Defining aggression precisely and universally is a difficult matter. Although some experts reject a definition based on intention, most social psychologists view aggression as intentional injury or harm to another individual. (p. 297)

What are the roots of aggressive behavior?

2. Several approaches have sought to identify the roots of aggression. For example, Freud and Lorenz saw aggression as instinctual. The most recent advocates of instinctual views of aggression are evolutionary psychologists, who examine the biological roots of aggression. (p. 300)
3. In contrast to proponents of biological approaches, social learning theorists suggest that aggression is largely learned through the observation and imitation of

WHAT'S NEW IN THIS EDITION?

A considerable number of new topics and areas have been added to the third edition. For instance, advances in such areas as culture, emotions, close relationships, psychophysiology, and evolutionary approaches to social phenomenon receive expanded and new coverage.

In addition, a wealth of contemporary research is cited in this edition. Hundreds of new research citations have been added, most from the last few years. A sampling of topics either newly included in this edition or expanded also illustrates the scope of the revision; they include new material on behavioral genetics, counterfactual thinking, paternalistic and envious prejudice, relationship harmony, resiliency, the slime effect, mandatory volunteerism and helping, exposure to gratuitous violence, the disrupt-then-frame approach to persuasion, and antinormative behavior and deindividuation.

Furthermore, several entirely new features have been added to the third edition. As mentioned earlier, each chapter now includes Social Links, marginal icons linking the textbook to the book's Companion Website on the World Wide Web. In addition, several boxes, titled Social.Web, are interspersed throughout the book. Social.Webs discuss social psychological issues related to technology and the use of the Internet and the Web. Finally, every chapter ends with an Epilogue that asks critical-thinking questions about the chapter-opening prologue.

TEACHING SUPPORTS THAT ACCOMPANY THE BOOK

SUPPLEMENTS FOR INSTRUCTORS

Instructor's Resource Manual with Tests by Diana Punzo and Bill Webb. This manual provides the instructor with resources and test questions in one single volume. The instructor's resource section includes complete lecture outlines, learning objectives, lecture and discussion ideas, projects and activities, and audiovisual suggestions for each chapter. It also contains a new section devoted to showing how information from the Web can be integrated into the classroom or assigned as homework. The test bank provides over 1,000 questions allowing instructors to develop any number and variety of tests covering key terms, concepts, and applications from the textbook. Conceptual, applied, and factual questions are available in multiple choice, true/false, short answer, and essay forms.

PH Custom Tests (Windows, DOS, and Macintosh Formats). This computerized form of the test bank section of the Instructor's Resource Manual with Tests allows instructors to quickly and easily generate their own tests. This testing system provides two-track design for constructing tests—FastTests for novice users and FullTest for more advanced users. PH Custom Test offers a rich selection of features such as OnLine Testing and an Electronic Gradebook.

800-Number Telephone Test Preparation Service. Instructors can call a special toll-free number and select up to 200 questions from the test bank section of the Instructor's Resource Manual with Tests. The test (with an alternate version, if requested) and answer key are mailed within 48 hours, ready for duplication!

ABC News/Prentice Hall Video Library for *Social Psychology*. This customized video library features segments from a variety of award-winning ABC News programs and provides a contemporary look at such topics as cultural diversity, gender, prejudice, and relationships.

ABCNEWS

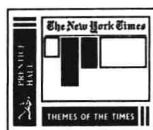
SUPPLEMENTS FOR STUDENTS

***Classic and Contemporary Readings in Social Psychology, third edition*,** compiled and edited by Erik Coats and Robert S. Feldman. This reader is designed to accompany *Social Psychology, third edition*. Each of the fifteen chapters contains two readings—one classic from a primary source, and the other from a contemporary secondary source. Critical thinking questions, focused on methodology and ethics, conclude each selection. (ISBN: 0-13-087366-7)

Practice Test and Review Manual by Pamela C. Regan. In addition to providing chapter reviews, summaries, and practice tests, this study guide provides five cases per chapter to show social psychological principles in action. Each case describes a typical social interaction,

such as buying a used car. After reading the vignette, students are asked a series of questions in which they must analyze what transpired from a social psychological perspective.

Companion Website™. A free Companion Website™ is available at <http://www.prenhall.com/feldman>. This Website provides learning objectives, practice tests, lists of key terms, related Web links, message boards, and chat rooms for each chapter. Students are given instant feedback on their practice tests along with page references where they can review the correct answers.



The New York Times Program. *The New York Times* and Prentice Hall are sponsoring a *Themes of the Times Program* designed to enhance student access to current information in the classroom. Through this program, the text is supplemented by a collection of time-sensitive articles from one of the world's most distinguished newspapers, *The New York Times*. These articles demonstrate the vital, ongoing connection between what is learned in the classroom and what is happening in the world around us. To enjoy the wealth of information of *The New York Times*, daily, a reduced subscription rate is available in deliverable areas. For information, call 1-800-631-1222.

REVIEWERS

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My colleagues at the University of Massachusetts provide an atmosphere in which all types of intellectual endeavors are nurtured and supported, and I am grateful to them for making the University a terrific place to work. I have also been continually inspired and challenged by our graduate students, who have been helpful in many ways.

Bill Webber has been a superb editor, and I have enjoyed his savvy and enthusiasm. Barbara Muller, developmental editor on the book, provided thoughtful and sound advice, prompting me to produce a manuscript several magnitudes better than would have been possible without her efforts. I'm also grateful to Sharon Cosgrove, who I'm sure will work her marketing magic. My production manager, Lisa M. Guidone, turned the business of production into an art. Finally, my thanks go to Nancy Roberts, Laura Pearson, and Phil

Miller, who, hovering in the background, unceasingly pushed for excellence. I'm proud to be part of this world-class team.

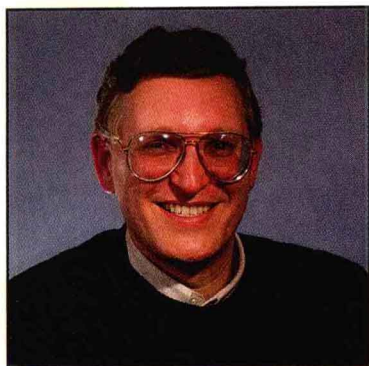
In addition, I thank Chris Rogers, who long ago started me thinking about doing a book of this sort, and Rhona Robbin, who continues to teach me so much about writing. I also thank Jim Anker and Susan Brennan, who steered me to Prentice Hall.

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Ultimately, I thank my family, to whom I owe most everything.

Robert S. Feldman

ABOUT THE AUTHOR



Robert S. Feldman is professor of psychology at the University of Massachusetts, where he is Director of Undergraduate Studies, former head of the Personality and Social Psychology Division, and winner of the College Distinguished Teacher Award. He was educated as an undergraduate at Wesleyan University, where he graduated with High Honors, and at the University of Wisconsin in Madison, from which he earned a Masters and Ph.D.

Author of more than 100 books, chapters, and articles, his books include the edited volumes *Applications of Nonverbal Behavioral Theory and Research* (Erlbaum), *Fundamentals of Nonverbal Behavior* (Cambridge University Press, with Bernard Rimé), and *Social Aspects of Nonverbal Behavior* (Cambridge University Press, with Pierre Philippot and Erik Coats). He is a recipient of grants from the National Institute of Mental Health and the National Institute of the Disabilities and Rehabilitation Research, which have supported his research on nonverbal behavior and emotional development. He is also a former Fulbright lecturer and research scholar.

During the course of his two decades as a college teacher, he has taught social psychology numerous times at a wide range of institutions, including Mount Holyoke College, Wesleyan University, and Virginia Commonwealth University. An excellent cook, a passionate music lover, but a lapsed pianist, he lives with his wife and three children in Amherst, Massachusetts, overlooking the Holyoke mountain range.

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