

David G. Myers

Social Psychology



EIGHTH EDITION

8th edition

social psychology

David G. Myers

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Higher Education

SOCIAL PSYCHOLOGY

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This book is printed on acid-free paper.

2 3 4 5 6 7 8 9 0 DOW / DOW 0 9 8 7 6 5

ISBN 0-07-291694-X

Publisher: *Stephen Rutter*

Executive editor: *Michael J. Sugarman*

Director of development and new media: *Judith Kromm*

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Photo researcher: *Toni Michaels*

Art director: *Jeanne Schreiber*

Permissions editor: *Marty Granahan*

Cover image: © *Superstock*

Typeface: *10/12 Palatino*

Compositor: *Cenveo*

Printer: *R.R. Donnelley and Sons Inc.*

Library of Congress Cataloging-in-Publication Data

Myers, David G.

Social psychology / David G. Myers.— 8th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-07-291694-X (alk. paper)

1. Social psychology. I. Title

HM1033.M897 2005

302—dc22

2004050453

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Preface

When first invited to write this book, I envisioned a text that would be at once solidly scientific and warmly human, factually rigorous and intellectually provocative. It would reveal social psychology as an investigative reporter might, by providing an up-to-date summary of important social phenomena, as well as how scientists uncover and explain such phenomena. It would be reasonably comprehensive, yet would also stimulate students' *thinking*—their readiness to inquire, to analyze, to relate principles to everyday happenings.

How does one select material for inclusion in a “reasonably comprehensive” introduction to one’s discipline—one long enough to allow rich narrative (to weave a story) but crisp enough not to overwhelm? I have sought to present theories and findings that are neither too esoteric for the typical undergraduate nor better suited to other courses in sociology or psychology. I have chosen instead to emphasize material that casts social psychology in the intellectual tradition of the liberal arts. By the teaching of great literature, philosophy, and science, liberal education seeks to expand our thinking and awareness and to liberate us from the confines of the present. Social psychology can contribute to these goals. Many undergraduate social psychology students are not psychology majors; virtually all will enter other professions. By focusing on humanly significant issues, one can present the fundamental content that preprofessional psychology students need in ways that are stimulating and useful to all students.

And what a feast of ideas social psychology offers! In all of recorded history, human social behavior has been studied scientifically for barely more than one century—the one just past. Considering that we have barely begun, the results are gratifying. We have amassed significant insights into belief and illusion, love and hate, conformity and independence.

Much about human behavior remains a mystery, yet social psychology can now offer partial answers to many intriguing questions:

- Will people act differently if they first adopt new attitudes? If so, how can we best persuade them?
- What leads people sometimes to hurt and sometimes to help one another?
- What kindles social conflict, and how can we transform closed fists into helping hands?

Answering such questions—my mission in the pages that lie ahead—expands our self-understanding and sensitizes us to the social forces that work upon us.

Organization

The book opens with a single chapter that introduces social psychological methods of inquiry. The chapter then warns students how findings can seem obvious—once you know them—and how social psychologists’ own values

permeate the discipline. In addition, a new section, “Some Big Ideas in Social Psychology,” introduces the book’s overarching themes of how we construct our social reality, social intuition, social influences, personal attitudes and dispositions, biological behavior, and applications to everyday life. The intent is to give students just enough to prepare them for what follows.

The book then unfolds around its definition of social psychology: the scientific study of how people *think about* (Part One), *influence* (Part Two), and *relate to* (Part Three) one another, and the application of the principles of social psychology in everyday life (Part Four).

Part One examines *social thinking*—how we view ourselves and others. It assesses the accuracy of our impressions, intuitions, and explanations.

Part Two explores *social influence*. By appreciating the cultural sources of our attitudes and by learning the nature of conformity, persuasion, and group influence, we can better recognize subtle social forces at work upon us.

Part Three considers the attitudinal and behavioral manifestations of both negative and positive *social relations*. It flows from prejudice to aggression, and from attraction to helping, and concludes by exploring the dynamics of conflict and peacemaking.

Part Four examines how the concepts learned in earlier chapters are applied in society. Applications of social psychology are woven throughout every chapter in the book, but they are the focus of Chapter 14 (Social Psychology in the Clinic), Chapter 15 (Social Psychology in Court), and Chapter 16 (Social Psychology and the Sustainable Future).

This edition, like its predecessors, has a multicultural emphasis that can be seen in the treatment of cultural influences in Chapter 6 and integrated throughout the text in the inclusion of research from various cultural settings. All authors are creatures of their cultures, and I am no exception. Yet by reading the world’s social psychology literature, by corresponding with researchers worldwide, and by traveling abroad, I have sought to present the *world* of social psychology to a worldwide student audience. The book’s focus remains *the fundamental principles of social thinking, social influence, and social relations as revealed by careful empirical research*. But hoping to broaden our awareness of the whole human family, I aim to illustrate these principles transnationally.

To assist readers, I have organized chapters into three or four sections. Each begins with a preview and ends with a summary highlighting the organization and key concepts.

Believing with Thoreau that “anything living is easily and naturally expressed in popular language,” I have sought, paragraph by paragraph, to craft the most engaging and effective book possible. A bright, four-color design complements the text revisions and enhances the impact of the photos and figures. As before, definitions of key terms appear both in the margins and in the Glossary.

Eighth edition features

This eighth edition offers

- **Current Research:** A thorough updating, with more than 500 new citations and examples and many new figures and tables, keeps the text on the cutting edge of social psychology.

- **The Story Behind the Research:** This feature offers interviews with researchers to illuminate the thinking behind contemporary, cutting-edge studies, as well as classic research.
- **Focus on:** This feature examines current events related to social psychology and the role of social psychology in everyday life.
- **Making the Social Connection:** Located at the end of each chapter, this section links content across chapters and encourages the reader to view a related video clip on the *SocialSense* CD-ROM that comes with the book.
- **Personal Postscripts:** Each chapter concludes with a reflection on the significance of a topic from the chapter, followed by a “What do you think?” question encouraging readers to apply ideas in social psychology to their experience.
- **Media icons:** Each chapter offers two types of margin icons to alert students to related content and activities that can be found on the *SocialSense* CD-ROM or the Online Learning Center. The *SocialSense* CD-ROM icon appears both within and at the end of each chapter, prompting students to view brief video clips of researchers and important concepts. The Online Learning Center icon directs students to visit the text’s website at www.mhhe.com/myers8, where they will find scenarios, interactivities, quizzes, and additional study aids related to concepts in the text.

Eighth edition chapter-by-chapter revisions

1 Introducing Social Psychology

- New section “Some Big Ideas in Social Psychology” covers overarching themes of how we construct our social reality, social intuition, social influences, personal attitudes and dispositions, biological behavior, and applications to everyday life
- New figure “Some Big Ideas in Social Psychology”

PART 1 SOCIAL THINKING

2 The Self in a Social World

- New coverage of the spotlight effect
- New research on predicting our behavior, self, and self-esteem, and secure self-esteem
- New *Focus on: Self-serving bias*

3 Social Beliefs and Judgments

- Updated coverage on the limits of intuition and on self-fulfilling beliefs

4 Behavior and Attitudes

- Current events examples of cognitive dissonance, foot-in-the-door phenomenon
- New figure and updated coverage of cognitive dissonance
- New research study on amnesia and self-justification

PART 2 SOCIAL INFLUENCE

5 Genes, Culture, and Gender

- Updated coverage of genetics, plus culture, cross-cultural norms
- New research on universal behavior and language patterns, male and female sexuality, biology and culture, plus universal dimensions of social beliefs
- New figure on gender differences

6 Conformity

- New research on reactance

7 Persuasion

- New coverage of persuasion and group identification
- New table on persuasion principles
- Current research on the persuasive message, counterarguments, and attitude inoculation
- Updated and expanded coverage on inoculating children against advertising, plus the Motherhood Project, and attitude inoculation

8 Group Influence

- New figure on the effects of social arousal
- Current events examples of deindividuation, and defections from the majority
- Updated coverage of physical anonymity, polarization, group brainstorming, and recent research on the symptoms of groupthink

PART 3 SOCIAL RELATIONS

9 Prejudice: Disliking Others

- Significantly revised and updated with chapter co-author, Steven Spencer
- Updated coverage of weight discrimination, gender discrimination, distinctiveness, and perceiving people who stand out
- New research on racial discrimination with new figure
- New sections on social dominance orientation, the motivation to avoid prejudice, and the consequences of prejudice

10 Aggression: Hurting Others

- Updated material on genetic influences of aggression, frustration response, observational learning
- New figure on revised frustration-aggression theory
- Updated coverage of media influences on pornography and sexual violence, plus updates on television's effect on behavior and television's effect on thinking
- New section and research on media influence/video games

11 Attraction and Intimacy: Liking and Loving Others

- New research and new table on relationship distress
- Updated coverage of ostracism, similarity and complementarity, perceived equity, and satisfaction

- *New Focus on: Implicit egotism*
 - Significantly updated section on who is considered attractive
- 12 Helping**
- *New Focus on* features on the benefits and costs of empathy-based altruism
 - New research on helping strangers around the world, and on modeling altruism
- 13 Conflict and Peacemaking**
- Updated material on competition breeding conflict, external threats breeding internal unity, and updates on desegregation
 - New research on simplistic thinking and on misperceptions
 - *New Focus on: Why do we care who wins?*

PART 4 APPLYING SOCIAL PSYCHOLOGY

- 14 Social Psychology in the Clinic**
- Updated coverage of making clinical judgments, explanatory style and illness, and close relationships and health
 - New Personal Postscript on enhancing happiness
- 15 Social Psychology in Court**
- Updated coverage of eyewitness testimony, influences on eyewitness testimony, police interviewing, and double-blind testing
 - Updated information on jurors and number of jurors
- 16 Social Psychology and the Sustainable Future**
- New figures on world population growth and overshooting our capacity
 - New section on global warming
 - New research on materialism and happiness, adaptation level phenomenon, and social comparison
 - New Personal Postscript: “How does one live responsibly in the modern world?”

In appreciation

Although only one person’s name appears on this book’s cover, the truth is that a whole community of scholars has invested itself in it. Although none of these people should be held responsible for what I have written—nor do any of them fully agree with everything said—their suggestions made this a better book than it could otherwise have been.

A special “thank you” goes to Steven Spencer, University of Waterloo, for his contribution to Chapter 9 (Prejudice). Drawing on his extensive knowledge of stereotyping and prejudice, Spencer updated and revised this chapter.

This new edition still retains many of the improvements contributed by consultants and reviewers on the first seven editions. To the following esteemed colleagues I therefore remain indebted:

Mike Aamodt, Radord University
Robert Arkin, Ohio State
University

Susan Beers, Sweet Briar College
George Bishop, National University
of Singapore

- Galen V. Bodenhausen,
Northwestern University
- Martin Bolt, Calvin College
- Amy Bradfield, Iowa State
University
- Dorothea Braginsky, Fairfield
University
- Fred B. Bryant, Loyola University
Chicago
- Shawn Meghan Burn, California
Polytechnic State University
- David Buss, University of Texas
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South Carolina
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- Jack Croxton, State University of
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- Anthony Doob, University of
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- Philip Finney, Southeast Missouri
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- Carie Forden, Clarion University
- Kenneth Foster, City University of
New York
- Dennis Fox, University of Illinois at
Springfield
- Carrie B. Fried, Winona State
University
- William Froming, Pacific Graduate
School of Psychology
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- Marita Inglehart, University of
Michigan
- Chester Insko, University of North
Carolina
- Jonathan Iuzzini, Texas A&M
University
- Meighan Johnson, Shorter College
- Edward Jones, Princeton University
[deceased]
- Judi Jones, Georgia Southern
College
- Martin Kaplan, Northern Illinois
University
- Timothy J. Kasser, Knox College
- Janice Kelly, Purdue University
- Douglas Kenrick, Arizona State
University
- Norbert Kerr, Michigan State
University
- Charles Kiesler, University of
Missouri
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 Linda Silka, University of Massachusetts–Lowell
 Royce Singleton, Jr., College of the Holy Cross
 Stephen Slane, Cleveland State University
 Christine M. Smith, Grand Valley State University

Richard A. Smith, University of Kentucky
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 Sheldon Solomon, Skidmore College
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 Billy Van Jones, Abilene Christian College
 Mary Stewart Van Leeuwen, Eastern College
 Ann L. Weber, University of North Carolina at Asheville
 Daniel M. Wegner, Harvard University
 Gary Wells, Iowa State University
 Bernard Whitley, Ball State University
 Kipling Williams, Purdue University
 Midge Wilson, DePaul University

I have additionally benefited from feedback on the seventh edition provided by many instructors who responded to a survey they received by e-mail prior to the creation of the eighth edition. My sincere thanks also to the following seventh edition reviewers, who provided detailed comments that helped to shape this edition:

Charles Daniel Batson, University of Kansas	Tom Gilovich, Cornell University
Jonathon D. Brown, University of Washington	Tim Kasser, Knox College
David Dunning, Cornell University	Norbert L. Kerr, Michigan State University
Alice H. Eagly, Northwestern University	C.R. Snyder, University of Kansas
Leandre Fabrigar, Queen's University	Mike Wessells, Randolph-Macon College

Finally, a number of teacher-scholars reviewed these new chapters, rescuing me from occasional mistakes and offering constructive suggestions (and encouragement):

Steve Baumgardner, University of Wisconsin–Eau Claire	Maurice J. Levesque, Elon University
Timothy C. Brock, Ohio State University	Terry F. Pettijohn, Mercyhurst College
Deana Julka, University of Portland	Carolyn Whitney, Saint Michael's University
Joachim Krueger, Brown University	

I am indebted to each of these colleagues.

Hope College, Michigan, has been wonderfully supportive of these successive editions. Both the people and the environment have helped make the gestation of *Social Psychology* a pleasure. At Hope College, poet Jack Ridl helped shape the voice you will hear in these pages. Kathy Adamski has again contributed her good cheer and secretarial support. Brandi Siler and Stacey Zokoe faithfully sent for and photocopied the hundreds of articles from which this new edition is updated. And Kathryn Brownson did library research, edited and prepared the manuscript, managed the paper flow, proofed the pages and art, and prepared the page-referenced bibliography and name index. All in all, she midwived this book.

Were it not for the inspiration of Nelson Black of McGraw-Hill, writing a textbook never would have occurred to me. Alison Meersschaert guided and encouraged the formative first edition. Senior Sponsoring Editors Rebecca Hope and Mike Sugarman and Director of Development and New Media Judith Kromm helped envision the execution of this eighth edition and its teaching supplements. With warmth and creativity, developmental editor Ann Greenberger collaborated with me every step of the way, envisioned new ways to summarize research and concepts in visual diagrams, and organized the *SocialSense* CD-ROM. Editorial coordinator Kate Russillo engaged the reviewers, managed the supplements, and organized the end-of-book glossary. Senior Project Manager Rebecca Nordbrock patiently guided the process of converting the manuscript into finished book, assisted by copyeditor Laurie McGee's perceptive fine-tuning.

After hearing countless dozens of people say that this book's supplements have taken their teaching to a new level, I also pay tribute to Martin Bolt (Calvin College), both for his authoring the study guide and for his pioneering the extensive instructor's resources, with their countless ready-to-use demonstration activities.

How fortunate we are now to have added to our team Jon Mueller (North Central College) as author of the new instructor's resources. Jon is able to draw on the accumulated resources in his acclaimed online resources for the teaching of social psychology and his monthly listserv offering resources to social psychology instructors (see jonathan.mueller.faculty.noctrl.edu/crow).

Also new to our author team is Kristine Anthis, Southern Connecticut State University. Hats off to her for professionally refining, extending, and updating our extensive testing resources, and also to Martha Hubertz of Florida Atlantic University for contributing questions for student use in the Online Learning Center and the *SocialSense* CD-ROM and to Terry Pettijohn, Ohio State University at Marion, for the interactive "scenarios" he created for the Online Learning Center.

To all in this supporting cast, I am indebted. Working with all these people has made the creation of this book a stimulating, gratifying experience.

David G. Myers
davidmyers.org

Supplements

Social Psychology, eighth edition, is accompanied by a comprehensive and fully integrated array of supplemental materials, both print and electronic, written specifically for instructors and students of social psychology.

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

For the instructor:

Instructor's Manual

Revised by Jon Mueller, North Central College

This manual has been highly praised as an excellent and useful tool for social psychology instructors, whether they are new to teaching or veterans of the course. For each chapter, the manual contains a chapter outline, lecture and discussion ideas, demonstrations and project ideas for the classroom, as well as student assignments. In addition, media resources are provided, along with contact information for each producer and distributor. To facilitate classroom activities and student review, the Instructor's Manual provides chapter outlines, demonstration, and project materials on separate pages for easy duplication and distribution to students.

Test Bank and Computerized Test Bank

Kristine Anthis, Southern Connecticut State University

The Test Bank contains more than 1,500 multiple-choice questions. Each item is classified as definition, factual, or conceptual for easier selection and use by the instructor. A page reference ties each item back to the text. The Test Bank is available on the Instructor's Resource CD-ROM in Microsoft Word™ files and in a computerized format that works with both Macintosh and Windows platforms.

Instructor's Resource CD-ROM

This tool allows instructors to customize their lecture presentations using McGraw-Hill materials. Resources for instructors include the Instructor's Manual, PowerPoint presentation slides by Curtis Brant of Baldwin-Wallace College, the Test Bank, and a link to the text's Online Learning Center.

The Test Bank and Computerized Test Bank form an integral part of the Instructor's Resource CD-ROM. The Test Bank has been revised by Kristine Anthis of Southern Connecticut State University. The Computerized Test Bank works with both Macintosh and Windows platforms and includes a fully functioning editing feature that enables instructors to integrate their own questions, scramble items, and modify questions.

Classroom Performance System Guide and CD-ROM by Donelson Forsyth, Virginia Commonwealth University

The Classroom Performance System (CPS) from **eInstruction** allows instructors to gauge immediately what students are learning during lectures. With CPS, instructors can ask questions, take polls, host classroom demonstrations, and get instant feedback. In addition, CPS makes it easy to take attendance, give and grade pop quizzes, or give formal paper-based class tests with multiple versions of the test using CPS for immediate grading.

For instructors who want to use CPS in their classroom, we are pleased to offer a guide containing strategies for implementing the system, specific multiple-choice questions designed for in-class use (tied to key concepts in the book), and classroom demonstrations that make use of the system. The Instructor's Resource CD-ROM includes an electronic version of the multiple-choice questions and classroom demonstrations that can be easily ported into teaching notes. For a quick, easy demonstration of CPS, go to <http://www.mhhe.com/wmg/cps/psychology>.

Online Learning Center (www.mhhe.com/myers8)

This extensive website, designed specifically for *Social Psychology*, eighth edition, offers an array of resources for instructors and students. On the password-protected instructor's website is a full set of PowerPoint presentation slides, the complete Instructor's Manual, the *Social Psychology* image gallery, the McGraw-Hill Image Gallery, professional resource links, a link to PowerWeb (McGraw-Hill's online database of current articles related to social psychology), and topical Web links to related Web pages.

The *Social Connection* Video Modules

McGraw-Hill teamed up with Frank Vattano and Colorado State University's Office of Instructional Services, along with Martin Bolt of Calvin College, to produce this series of video modules. The *Social Connection* video modules feature leading researchers discussing and illustrating their research and its applications to everyday life. The modules also incorporate footage from classic research studies and new reenactments of social psychology studies. A Faculty Guide prepared by Martin Bolt accompanies the *Social Connection* video modules.

PageOut!—Build your own course website in less than an hour

You don't have to be a computer whiz to create a website. Especially with an exclusive McGraw-Hill product called PageOut. It requires no prior knowledge of HTML; no long hours of coding; and no design skills on your part. Visit us at <http://www.pageout.net> for more information.

For the student:

Student Study Guide,
Martin Bolt, Calvin College

For many students, the most helpful supplement to this text will be Martin Bolt's *Student Study Guide*. This highly rated study tool provides abundant

materials enabling students to test their comprehension of each chapter in *Social Psychology*, eighth edition. Included for each chapter are chapter objectives, an interactive chapter review, matching terms, true/false questions, multiple-choice questions, and short essay questions. In addition, answers are provided at the end of the study guide so students can check their progress.

Online Learning Center (www.mhhe.com/myers8)

This extensive website, designed specifically for *Social Psychology*, eighth edition, offers the following resources for students: The website offers quizzes, scenarios, interactivities, the glossary from the book, topical Web links to relevant social psychology Web pages, psychology in the news, an Internet primer, and a careers in psychology feature. For each chapter in the text, there are chapter objectives, a chapter outline, a quiz, and an image gallery.

SocialSense CD-ROM

A *SocialSense* Student CD-ROM is packaged at no additional cost with each new copy of *Social Psychology*, eighth edition. This CD-ROM includes short clips of interviews with social psychology researchers as well as video clips of real-life situations. Each clip is accompanied by pedagogy created to increase understanding of research and concepts in social psychology. An icon within the chapter reminds students to watch a video clip on the CD. The CD also contains multiple-choice practice test questions prepared by Martha Hubertz of Florida Atlantic University, and each question includes immediate feedback. The CD also contains an assortment of interactive study resources.

A Visual Walkthrough

chapter outline

provides an overview of the chapter's organization and topic coverage.

chapter opening vignettes

highlights a story or situation of great relevance to students of social psychology that helps the reader make important connections with the chapter concepts.

What is a group?
Social facilitation: How are we affected by the presence of others?
The mere presence of others
Crowding: The presence of many others
Why are we aroused in the presence of others?
Social loafing: Do individuals exert less effort in a group?
Many hands make light work
Social loafing in everyday life
Deindividuation: When do people lose their sense of self in groups?
Doing together what we would not do alone
Diminished self-awareness

Group polarization: Do groups intensify our opinions?
The case of the "risky shift"
Do groups intensify opinions?
Explaining polarization
Groupthink: Do groups hinder or assist good decisions?
Symptoms of groupthink
Critiquing groupthink
Preventing groupthink
Group problem solving
The influence of the minority: How do individuals influence the group?
Consistency
Self-confidence
Defections from the majority
Is leadership minority influence?
Personal Postscript: Are groups bad for us?

chapter 8

Group Influence

"Never doubt that a small group of thoughtful, committed citizens can change the world."

Anthropologist
Margaret Mead

Tawna is nearing the end of her daily jog. Her mind prods her to keep going; her body begs her to walk the remaining six blocks. She compromises and does a slow jog home. The next day conditions are identical, except that two friends run with her. Tawna runs her route two minutes faster. She wonders, "Did I run better merely because Gail and José went along? Would I always run better if in a group?"

At almost every turn, we are involved in groups. Our world contains not only 6.4 billion individuals, but 200 nation-states, 4 million local communities, 20 million economic organizations, and hundreds of millions of other formal and informal groups—couples on dates, families, churches, housemates in bull sessions. How do these groups influence individuals?

Group interactions often have dramatic effects. Intellectual college students hang out with other intellectuals, and they strengthen one another's intellectual interests. Deviant youth hang out with other deviant youth, amplifying one another's antisocial tendencies. But how do these groups affect the attitudes of the

"the story behind the research"

interviews with famous social psychology researchers both classic and contemporary discussing how they became interested in their areas of research.

the SocialSense CD icon

appears in the margins throughout the text as a reminder to view a short video clip that illustrates the topic or research discussed in that section. Use the SocialSense CD-ROM, packaged for free with new copies of this text, to access the video clip.

Prejudice: Disliking others chapter 9 373

research the story behind the research: Claude Steele on stereotype threat

During a committee meeting on campus diversity at the University of Michigan in the late 1980's, I noticed an interesting fact: at every level of entering SAT score, minority students were getting lower college grades than their non-minority counterparts. Soon, Steven Spencer, Joshua Aronson and I found that this was a national phenomenon; it happened at most colleges and it happened to other groups whose abilities were negatively stereotyped, such as women in advanced math classes. This underperformance wasn't caused by group differences in preparation. It happened at all levels of preparation (as measured by SATs).

Eventually, we produced this underperformance in the laboratory by simply having motivated people perform a difficult task in a domain where their group was negatively

stereotyped. We also found that we could eliminate this underperformance by making the same task irrelevant to the stereotype, by removing the "stereotype threat," as we had come to call it. This latter finding spawned more research: figuring out how to reduce stereotype threat and its ill effects. Through this work, we have gained an appreciation for two big things: first, the importance of life context in shaping psychological functioning, and second, the importance of social identities like age, race, and gender in shaping that context.

Claude Steele



performance on hard tests (O'Brien & Crandall, 2003; Ben-Zeev, Fein & Inzlicht, 2004). (Recall from Chapter 8: Group Influence, that arousal from others: presence tends to strengthen performance on easy tasks and disrupt performance on hard tasks.)

If stereotype threats can disrupt performance, could positive stereotypes enhance it? Margaret Shih, Todd Pittinsky, and Nalini Ambady (1999) confirmed this possibility. When Asian American females were asked biographical questions that reminded them of their gender identity before taking a math test, their performance plunged (compared with a control group). When similarly reminded of their Asian identity, their performance rose. Negative stereotypes disrupt performance, and positive stereotypes, it seems, facilitate performance.

DO STEREOTYPES BIAS JUDGMENTS OF INDIVIDUALS?

Yes, stereotypes bias judgments, but here is good news: People often evaluate individuals more positively than the groups they compose (Miller & Felicio, 1990). Anne Locksley, Eugene Borgida, and Nancy Brekke have found that once someone knows a person, "Stereotypes may have minimal, if any, impact on judgments about that person" (Borgida & others, 1981; Locksley & others, 1980, 1982). They discovered this by giving University of Minnesota students anecdotal information about recent incidents in the life of "Nancy." In a supposed transcript of a telephone conversation, Nancy told a friend how she responded to three different situations (for example, being harassed by a seedy character while shopping). Some of the students read transcripts portraying Nancy responding assertively (telling the seedy character to leave); others read a report of passive responses (simply ignoring the character until he finally drifts away). Still other



Why do non-White students tend to underachieve? Go to the SocialSense CD-ROM to view a video clip on stereotype threat.