SOCIAL PSYCHOLOGY

second edition

STEVEN PENROD

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Social Psychology

Preface

Anyone who has taught social psychology a few times and has had the opportunity (or misfortune) to use several different texts knows that despite the superficial similarities in Tables of Contents, textbooks really do differ from one another. I know that in my own teaching I have encountered texts that students find stultifyingly dull; texts that students have difficulty understanding; texts that devote too much time to esoteric topics and miss the basics; texts that are too "cute" and miss the substance of social psychology; texts that are organized in peculiar ways; texts that are ugly—the list of complaints could go on and on. What are we, as instructors and students, to do? As I emphasized in the Preface to the first edition of this volume, no social psychology textbook can aspire to be all things to all people. But, authors can at least aspire to avoid some of the major pitfalls they have encountered in other people's work. It is difficult to capsulize a volume in a few paragraphs, but let me highlight a few of the characteristics of this book. Perhaps you will find that we share textbook "sensibilities."

Point of view The sheer volume of research conducted by social psychologists since the turn of the last century assures that any even-handed treatment of the discipline will necessarily be shallow. Although some may believe that a "gloss" on social psychology would serve the interests of novices to the discipline, I roundly disagree. If one examines the social psychology textbooks published over the past eighty years (back to and including the 1908 volumes by Ross and McDougall) it is clear that the more interesting and influential have combined a "point of view" with a broad, but not overly expansive, coverage of the discipline. My point of view on the discipline, a point of view that permeates this text, is that of an applied social psychologist who believes that our discipline has much to "give away" to the rest of the world. I think few social psychologists are so divorced from the world outside the discipline that their research proceeds in disregard of that world, and I think few social psychologists conduct research without some concern for how and by whom their findings can be used.

Balancing basics and applications Nonetheless, and this is a major qualification, I believe that an introduction to our discipline has to be grounded in a firm understanding of 1. the theoretical orientations that guide our research, 2. the scientific research methods we employ, and 3. the research findings in "basic" areas of social psychology. What we, as a discipline, have to offer the rest of the world could be only poorly described

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in a text that focused on just applied research findings. Although I have tried to illustrate the points of contact between basic and applied social psychology throughout the textbook, the emphasis in the first fourteen chapters is on basic theory and research.

Cohesion One of the advantages of preparing a *second* edition of a textbook is that it is possible to stand back from the original product, adopt a critical stance, and make improvements. I have sought to make a number of improvements. One of my primary objectives in writing the new edition was to weave the text together more tightly by focusing upon a few theoretical orientations (primarily social learning, social cognition, and social exchange) and illustrating their role in research throughout the text. In doing this, I have not imposed theory *on* research (something I have found irritating in other textbooks), nor have I represented social psychological theories as more "advanced" than they really are.

Classics and contemporary research I have updated all the chapters in order to include new and provocative research. There is a temptation, of course, to regard "new" as "better," and I have tried to resist that temptation. Rather, the guiding criteria for including new material has been: does the new research shed light on old problems or raise interesting new issues? Of course, much of the research that we conduct is directed to refinements in theory and description that are too advanced for an introductory social psychology textbook. I have avoided the pursuit of esoteric lines of research just because they are new. One aspect of the updating process has been to condense and delete materials that properly should give way to new theoretical developments and research. Social psychology is a cumulative science, but that does not mean that yesterday's "classic" research still merits attention. I have tried not to write a history of social psychology—older research *is* represented when it serves sound pedagogical ends such as illustrating the development of theory and the resolution of major research questions.

Active areas of research As part of the updating process I have provided expanded coverage of those areas which are currently hotbeds of research activity. For example, Section 2 of the text (Chapters 3 through 6) has been extensively revised to reflect the rapid changes in Social Cognition theory and research. As a result, Chapter 3 has expanded coverage of sex difference research; Chapter 4 has expanded coverage of research on self-perception, self-presentation, and self-monitoring; Chapter 5 has been substantially revised to further strengthen its representation of research on the cognitive aspects of person perception, and Chapter 6 has been thoroughly revised to reflect current theory and research on interpersonal attraction and the development and dissolution of social relationships. At the same time, the more traditional areas of research have not been neglected: every chapter in the text has been revised, reorganized when appropriate, and updated. I have tried to make the presentation clearer. This means that throughout the text I have rewritten sections when I thought that ideas and findings could be presented more clearly or more simply without sacrificing accuracy.

Theory, methods, and social implications As I emphasized before, the text continues to give attention to the real world application of basic research. This orientation is reflected throughout the text. The very first chapter emphasizes that research is not undertaken for its own sake and that one of the major objectives of research and theory development is the application of that research and theory to real world problems. Chapter 2 presents a

broad overview of research methods. While it is still true that the bulk of social psychological research still occurs in the laboratory, a growing proportion of research employs other research methods that enjoy certain advantages over laboratory research. Each of the chapters includes a research box that explicitly illustrates the application of basic research and theory. Finally, the last two chapters focus on applied research. Chapter 15 closely examines the application of social psychological theory and methods to the law, while Chapter 16 presents a broad survey of applied topics that relate to the "Quality of Life."

Organization This text is organized in a logical sequence that is adaptable to most instructors' course organizations. We start in part 1 by examining the historical framework and guiding principles of social psychology, and describing its scientific foundations and means of operation. Chapter 2 is devoted to a description of the research methods employed in social psychology.

The remainder of the text moves from the micro or personal level outward to the macro perspective of society as a whole. In part 2 the individual is the focus, as we look at the social cognition of the self and others and at interactions between individuals. Part 3 explores the effects of society on the individual, while in part 4 we examine the development of anti- and prosocial behaviors. Finally, in part 5, we look at people's roles and behaviors in the real world, examining such applied areas for social psychological insights as organizational behavior, environmental psychology, psychology and the law, and psychology and the quality of life in key areas. The sequence used is sufficiently flexible to allow the chapters to be assigned in any order, and to omit or assign as supplementary reading only those topics that lie beyond the purview of a particular course. The rich project suggestions as well as additional readings to be found in the *Instructor's Manual,* on the other hand, make possible the expansion of a given topic for fuller emphasis where this might be desirable. The *Instructor's Manual* also includes the *Test Item File,* which is made up of multiple choice questions and an answer key.

Pedagogical strengths The goal in writing has been clarity. Each chapter is preceded by a summary outline of its content, and a few "Questions about . . ." the subject under discussion, which was designed to get students to start considering relevant issues even before they begin reading an assignment. These questions are answered at the end of each chapter, where a chapter summary and a list of Suggested Additional Reading can also be found. Within each chapter descriptive heads guide the reader from topic to topic; generous use of tables and figures graphically supplements text discussion; and photographs and a cartoon provide additional illustrative comment on the relevance of the chapter content. The writing tends to be personal—the text was written for students and is meant to speak to them. I have tried to spice it with examples that they can relate to, and to steer a sensible course on the use of jargon, selecting and defining those terms that are central to the discipline and avoiding those that are merely pedantic. In every chapter, key terms are boldfaced and defined in context. These terms appear again in the extensive Glossary at the back of the book.

Acknowledgments

No book is the product of a single person's efforts. In the case of a textbook I have learned that there are many essential people "behind the scenes" and I would like to bring them on stage for a bow. I must start by thanking

my wife Joan for her support and my daughter Rachel for letting me skip an occasional *Sesame Street* to work at my computer. I also want to thank, once again, the people who made the first edition of this text possible—Daniel Linz, Sarah Tanford, Michael Atkinson, and Carol Krafka at the University of Wisconsin and John Isley and Marjorie P. K. Weiser at Prentice-Hall. I am grateful also to Toni Goldfarb, Alice Harvey, Robert Mony, Jerry Ralya, and Henry Weinfield for their writing skills and professional assistance in the preparation of the first edition manuscript.

For the second edition Daniel Linz made an invaluable repeat appearance as a sounding board, editor, writer, friend, and babysitter. James Coward's ever-steady hand steered thousands of articles, hundreds of pages of my drafts, and what seemed like infinite numbers of references through the production gauntlet without a miscue. And, Thomas O'Rourke and Nancy Irons carried tremendous loads as library researchers and word-processors. To them all, a heartfelt thank you.

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