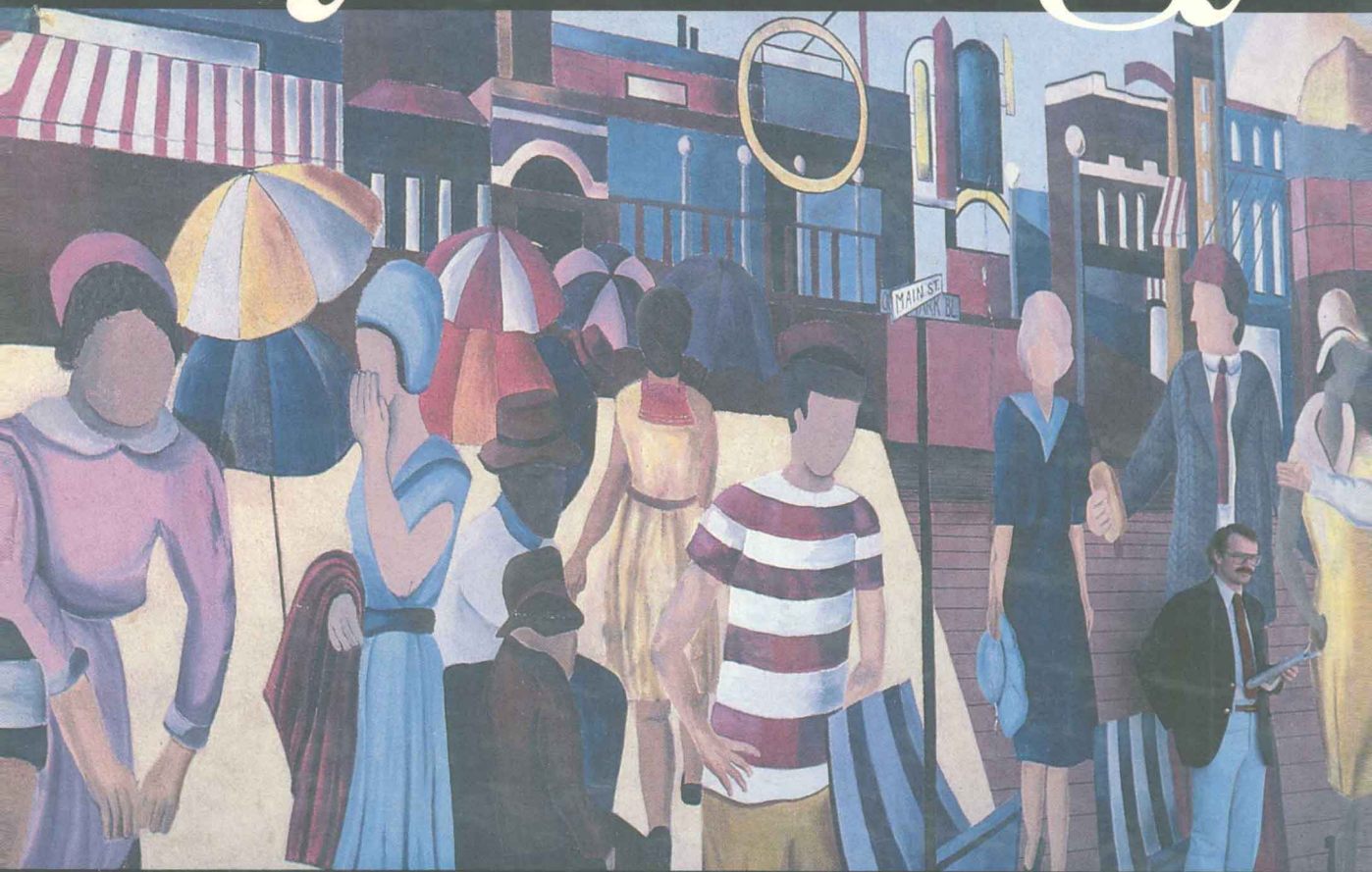


Fifth Edition

Social Psychology



David O. Sears
Jonathan L. Freedman
L. Anne Peplau

Fifth Edition

SOCIAL PSYCHOLOGY

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PRENTICE-HALL, INC., Englewood Cliffs, N.J. 07632

Library of Congress Cataloging in Publication Data

FREEDMAN, JONATHAN L.
Social psychology.

Includes bibliographies and indexes.

I. Social psychology. I. Sears, David O.
II. Peplau, L. Anne. III. Title.
HM251.F68 1985 302 84-18360
ISBN 0-13-817858-5

Editorial/production supervision: *Edith Riker*
Manufacturing buyer: *Barbara Kittle*
Photo research: *Anita Duncan*
Cover design: *Lundgren Graphics, Inc.*
Cover photograph: *Stan Wakefield*

© 1985, 1981, 1978, 1974, 1970
by Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

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Printed in the United States of America

10 9 8 7 6 5 4 3 2

ISBN 0-13-817858-5 01

Prentice-Hall International, Inc., *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Prentice-Hall of Southeast Asia Pte. Ltd., *Singapore*
Whitehall Books Limited, *Wellington, New Zealand*

PREFACE

When we wrote the first edition of this book nearly twenty years ago, our task was a much simpler one. The field of social psychology then was relatively new and relatively small. In the intervening decades, it has changed dramatically.

There has been an explosion of research and theory, and a corresponding proliferation of journals meeting the specialized needs of social psychologists. There has been a renewed interest in the practical applications of social psychology for understanding urgent social issues. Women and ethnic minorities have been attracted to social psychology and have enriched the field with new perspectives and new research questions. The students who take social psychology courses today are also a more diverse group: Minority students are better represented than ever before; women are now over half the students in American colleges; and

more and more older students are taking our courses.

Our book has grown and changed with the times as well. This edition incorporates the major new topics of research, the best new studies, the most contemporary examples. But all is not focused on newness: Certain basic principles and goals have guided us in the development of this edition.

We believe that social psychology, like any science, is cumulative. As researchers push toward exciting new frontiers, they build on the accumulated knowledge of the field. Our primary goal is to present the “basics” of the field—the core theories and findings that form the shared heritage of our discipline. We believe the new findings of today are best understood as adding to a body of knowledge.

We have also been sensitive to the many changes taking place in social psychology. Over

time, the core of the field has gradually shifted. There is less emphasis today on group dynamics, and more on intimate relationships; less interest in attitude change and more in social cognition, and so on. This changing core is reflected in this new edition.

A third goal has been to offer an integrated presentation of the field. As we discuss different topics, we have tried to keep the main theoretical ideas and traditions of social psychology firmly in mind, so that students can see the underlying conceptual continuities in the field. For example, we initially introduce attribution theory in our discussion of social perception, and then show how the theory has been used to understand such topics as attitude change, aggression, and bias against women.

The application of research methods and theories to understanding social issues has been a major theme in social psychology. Throughout the text, we highlight ways in which social psychology sheds light on everyday experiences and social problems. We conclude with a section on applied social psychology that explores areas in which we have special expertise—prejudice and politics, environmental psychology, and gender roles.

The success of any text depends ultimately on its ability to communicate clearly to student readers and to spark student interest in the field. Our goal has been to present materials simply, without oversimplifying. The text is comprehensive, but not encyclopedic. We have paid special attention to selecting examples that illustrate basic principles in a lively way and to sharing our own enthusiasm for the field.

Special Features of the Fifth Edition

This book has been successful throughout its life. And although our basic philosophy about this text remains the same, much has changed in the fifth edition. We think the old book was

good, but we have not left well enough alone. Here are some of the changes you'll find.

ORGANIZATION We've reorganized the book to provide a more systematic presentation of the material. Two beginning chapters on theory and methods are followed by five major sections that progress from individual-level topics to dyads and groups, and then to specific applications of social psychology. The first section on social perception includes expanded coverage of new work on social cognition and attribution. The section on attitudes provides a somewhat shorter presentation of work on attitude formation and change than previous editions. The interpersonal relationships section discusses interpersonal attraction, close relationships, aggression, and prosocial behavior. The fourth section on groups incorporates work on conformity and compliance as well as group behavior. The final section on applied social psychology has chapters on prejudice and politics, gender, and environmental psychology. We think that this sequence will fit well with the teaching preferences of many instructors. However, each chapter is self-contained and can be used in any order.

STYLE A major effort has been made to improve the clarity and interest level of the text. We scrutinized every line of text, every table and figure, and every photograph. We enlisted the aid of undergraduates in our classes to help make the book more readable. We have streamlined our language and avoided unnecessary technical terms. Many concrete examples have been added. For instance, the book now begins with several vignettes about social behavior for students to try to understand. These illustrations raise questions about such topics as conformity, bystander intervention, TV violence, and the arms race. In Chapter 2, we use specific studies that address the topics in these vignettes to illustrate different research methods.

LEARNING AIDS Various teaching aids further increase the effectiveness of the text. Each chapter begins with an outline. At the end of each chapter is a comprehensive summary of major concepts and findings. Key terms are shown in boldface in the text and defined in the Glossary. The Bibliography at the end of the book is extensive and current.

CONTENT The topics covered in this edition have been revised to reflect significant shifts of emphasis in social psychology. In every chapter, we have added the best of recent work. Some of the highlights of the revision include:

- an enlarged section on the ethics of research including consideration of informed consent, minimal risk, and confidentiality
- more extensive coverage of nonlaboratory research methods, including surveys, correlational studies, and the use of data archives
- a more detailed discussion of nonverbal communication, especially work on the accuracy of detecting deception, the leakage hypothesis, and multiple channels of communication
- a new chapter on social cognition that presents some of the most active research areas in social psychology, including categorization, vividness, salience, prototypes, schemas, and person memory
- expanded coverage of attribution processes that includes new material on when people make attributions, self-serving biases, and overjustification, plus applications of attribution theory to ghetto riots, the sports page, and responses to physical illness
- an updated discussion of attitudes that gives greater attention to expectancy-value theory, the theory of reasoned action, and cognitive response theory
- new sections on loneliness and the impact of divorce on children in the chapter on interpersonal attraction
- a new chapter on close relationships that applies principles of social exchange to understanding dyadic interactions, examines the dynamics of social power, and presents the latest research findings on romantic love
- an aggression chapter that includes new work on deindividuation, contagious violence, and instrumental aggression, as well as practical implications for problems of family violence, pornography, and violence in the media

- in the chapter on prosocial behavior, the addition of a decision-making analysis of helping, a discussion of whether TV can teach kids to be helpful, and profiles of “good samaritans” who have risked their lives to aid others in distress
- the groups chapter includes basic work on group dynamics and leadership, plus applications to social loafing, and mass hysteria
- a new chapter on prejudice and politics that presents the latest work on relative deprivation, self-fulfilling prophecies, and the effects of stereotypes, and discusses the impact of the media on political campaigns
- a chapter on gender in social life supplements the extensive coverage of gender throughout the book and provides in-depth coverage of stereotypes, androgyny, and gender differences in social behavior
- an environmental psychology chapter that presents new findings on personal space and the homefield advantage in sports, discusses research on designing better college classrooms, and considers the impact of city life on social networks and mental health

INSTRUCTOR'S MANUAL The text is accompanied by a comprehensive *Instructor's Manual* prepared by Karen G. Duffy of State University of New York—Geneseo. The manual outlines learning objectives for each chapter and provides detailed suggestions for lectures. Also included are numerous ideas for classroom discussions, student projects, paper topics, and other activities. There is a complete listing of films, references, and other materials to enrich the course. An extensive testbank of multiple-choice questions test students' recall of material as well as their ability to comprehend and apply the concepts presented in the text. Essay questions are also provided.

Acknowledgments

Special thanks go to Carolyn Drago for her heroic efforts, to Deborah J. Stipek and Steven L. Gordon for their excellent critiques, to Edie Riker for production, to Jeannine Ciliotta for copy editing, and to Gail Boucher and Gloria Pi-

ceno for their research assistance. We are very grateful to all the students who gave us such useful feedback on the earlier edition. This book has benefited greatly from thoughtful reviews of the manuscript by:

- Joan F. DiGiovanni, Western New England College
- Gary Long, University of North Carolina at Charlotte
- Elaine Nocks, Furman University
- Barry Ruback, Georgia State University
- Philip E. Tetlock, University of California at Berkeley
- Timothy Wilson, University of Virginia
- Janice Yoder, Webster College

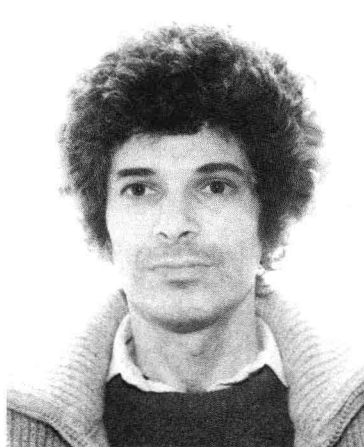
Finally, on a sadder note, this edition goes to press with the loss of our friend and collabora-

tor, J. Merrill Carlsmith of Stanford University, too fresh in our minds. Freedman, Carlsmith, and Sears planned the first edition of this book together in the mid 1960s in a shared spirit of youthful exuberance, in the youth of an exciting and rapidly growing field, and in the early years of our own careers. Merrill was a major force in the original plan of the book. He was a perceptive, brilliant, and exciting human being. His year-long struggle against lung cancer was remarkable for his courage, generosity to others, and good cheer. He was taken from us too early and we feel his loss very deeply. The remaining two original authors feel fortunate indeed to have Anne Peplau bring her impressive background and skills to our venture.

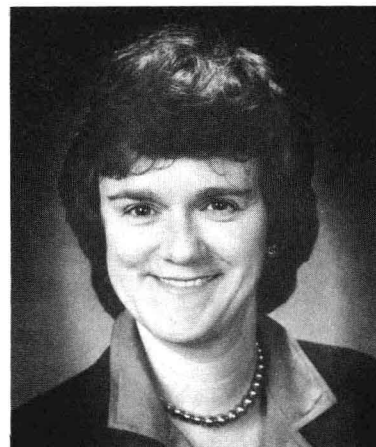
We dedicate the book to Merrill, as a small token of the meaning he had for us.



DAVID O. SEARS



JONATHAN L. FREEDMAN



LETITIA ANNE PEPLAU

ABOUT THE AUTHORS

DAVID O. SEARS is Professor of Psychology and Political Science, and Dean of Social Sciences, at the University of California, Los Angeles. Dave received his B.A. in History from Stanford University, and his Ph.D. from Yale University in Psychology. He has taught at UCLA since then, chairing the social psychology program from 1977 to 1982. He has been a visiting professor at Harvard University and the University of California, Berkeley, and a Guest Scholar at the Brookings Institution. He has served on the review panel on social psychology for the National Science Foundation, on the Council of Representatives for the American Psychological Association, on the Board of Overseers of the National Election Studies, and as Chair of the Human Subject Protection Committee at UCLA. His other books include *Public Opinion* (with Robert E. Lane), *The Politics of Violence: The New Urban Blacks and the Watts Riot* (with John B. McConahay), and *Tax Revolt: Something for Nothing in California* (with Jack Citrin). He has published articles and book chapters on a wide variety of topics in social and political psychology, including attitude change, mass communications, ghetto riots, political socialization, voting behavior, and racism.

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LETITIA ANNE PEPLAU is Professor of Psychology and chair of the graduate program in social psychology at the University of California, Los Angeles. Anne received her B.A. in Psychology from Brown University and her Ph.D. in Social Psychology from Harvard University. Since 1973, she has taught at UCLA, where she helped to found the campus Women's Studies Program and has developed popular undergraduate courses in the psychology of gender and close relationships. Her other books include *Loneliness: A Sourcebook of Current Theory, Research and Therapy* (with Daniel Perlman) and *Close Relationships* (with Harold H. Kelley et al.) She has published numerous articles and book chapters in social psychology on such topics as loneliness and social support, friendship, heterosexual dating, homosexual relationships, and social power.

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1

INTRODUCTION

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OVERVIEW: WHAT DO SOCIAL PSYCHOLOGISTS STUDY?

Social psychology is the systematic study of social behavior. It deals with how we perceive other people and social situations, how we respond to others and they to us, and in general how we are affected by social situations. To start with, let us take a look at the kinds of things social psychologists are interested in understanding. Here are five vignettes, each illustrating a somewhat different area of interest in social psychology.

First Impressions and Lasting Relationships

While you are driving to class at a moderate rate of speed and listening to some music on the radio, you are suddenly jolted out of your dreamlike state by a young woman who cuts in front of you. She is driving a bright red sports car considerably faster than the speed limit. She speeds on, finally squealing around a corner and disappears into the distance. You are a little startled, but then you reflect on the experience. You are surprised to find how quickly you came to have a strongly negative feeling toward her, even though you had only the briefest encounter. You quickly categorized her as a spoiled rich kid, probably from the wealthy neighborhood up in the hills near the campus. You also find that you came to a quick judgment about the causes of her behavior—you concluded that

she cut in front of you because she is a generally reckless driver, not because she was avoiding a pothole or another driver or because she was getting ready to turn. When you think about it, you are a little surprised to realize that you have such a clear impression of a person with whom you have had only the briefest and most fleeting contact.

Then your mind drifts to the mixer you went to last Friday afternoon. You start to think about Mark, the student you met and talked to for about three-quarters of an hour. He seemed quite attractive and had a good sense of humor. Your roommate's brother went to high school with him and said he was a good student and people liked him. But you wonder. You noticed that he was wearing a religious medallion, and it is not your religion. He talked about going to religious services earlier in the week, so he seems to be fairly religious himself, and you are not. You had been telling him about the beautiful house your mother had just put on the market with her real estate firm, and Mark had asked how your father felt about that because he wasn't sure *he* wanted his wife to have a full-time job. You were certainly interested in Mark, but you have begun to wonder. How important is attractiveness over the long haul? Is it always important to feel that your partner is attractive? What about differences in values? Are those issues that can iron themselves out over time, or be negotiated to mutually satisfactory agree-



What are these people attending to as they try to form an impression of each other?

ments? Or do they just get more important over time, causing increasing amounts of conflict? What kinds of problems might they create? How could those problems be dealt with?

Social relationships always involve elements such as these. They raise many questions about how we form impressions, what is important in a relationship, how relationships change over time, and so on. The study of interpersonal relationships is central to social psychology.

Conformity and Attitude Change

In your modern history class, you see a documentary on student protest on your campus in the 1960s. All the students have long hair, and wear jeans and various kinds of old clothes. The males all seem to have beards or mustaches. They are passing marijuana cigarettes around, and they are constantly coming together in crowds, carrying signs and posters, and listening to speakers argue politics. There is an atmosphere of rebelliousness, of great activity in large crowds, and certainly a feeling of general carelessness, sloppiness, untidiness, and even dirtiness about personal appearance.

After the film, you walk out onto your mid-

1980s campus. The students all are quite nicely dressed, and some of the clothes look quite expensive. Everyone is neat, clean, and tidy. The men all have fairly short hair. The students occasionally see someone they know and call out a greeting to them. No one seems to be angry or rebellious; on the contrary, almost everyone is smiling and friendly. There are no crowds, just groups of two or three or four friends walking along or talking. There are no signs or posters in evidence, or anything political at all. War and protest seem a million light years away.

Why have things changed so much? Can this be the same campus that was shown in the documentary? How can everything be so different? Why are the students of today so uninterested in protest? Why were students in the 1960s so upset and angry about everything? Where did their attitudes come from? Have their attitudes changed? Are they now driving imported cars and living in the suburbs and wearing coats and ties or dresses to work every day? What about the overt behavior the students were exhibiting? Is everyone just an incredible conformist, so that whatever clothing or hair style is in fashion is adopted by everyone?

You do not feel much like a blind conformist yourself, yet you notice that you are dressed much like everyone else. What makes people

behave so similarly? And what about those large groups and crowds the 1960s students got into? What makes people join such groups? How are people different when they are in groups? Does a group make people do extreme things? Hostile things? Out of the corner of your eye, just as you are lost in these thoughts, you see two students walking along in punk rock outfits, and you see that one of them was your straight roommate's best friend in junior high school. What is going on?

Violence on Television and In the Streets

Violent crime is a major problem in America. All over the country, people have become afraid to leave their houses at night because of the danger of being assaulted. For example, 47 percent of those surveyed in 1982 (National Opinion Research Center) said there were areas within a mile of their homes where they would be afraid to walk alone at night. Many observers have noted that the rate of violent crime has increased during the same period that television has become the dominant entertainment medium in America. Almost all Americans seem to watch huge amounts of television—virtually every household has a set, and the average set is on about seven hours a day. Young people are exposed to enormous amounts of television: by the age of 18, the average American child has spent 20,000 hours watching television, more time than that spent in classrooms, churches, and all other educational and cultural activities put together.

Much television programming depicts violent physical force. By the early 1980s, prime-time television exposed viewers to almost five acts of violence involving physical force per hour, involving more than half of all the leading characters in prime-time shows. And almost three-fourths of all the shows contained violence (Comstock, 1982).

Many have linked the two developments and concluded that such widespread crime must

stem at least in part from violent television. Sometimes they offer vivid anecdotes to support this view. For example, in San Francisco, an 11-year-old girl was raped with a soda bottle shortly after a television movie had depicted an assault with a similar weapon. In Miami, the lawyer for a boy who had killed someone pleaded that the boy was not responsible for the death because he was just imitating what he had seen on television. The belief that television violence causes crime is widely held. In the mid-1970s, the national PTA began a campaign to monitor television content. The American Medical Association adopted a resolution calling on broadcasters to reduce television violence as a menace to the nation's health. An advisory committee to the U.S. Surgeon General said there was reasonable evidence of a link between television violence and aggressive behavior.

The origins of violent crime, or of aggressive behavior in general, is a central topic for social psychology. That violent television breeds violent crime is a popular theory. But is it true? And if so, under what conditions does media violence have such an effect? Does it occur for all kinds of people? Of all ages? What about the effects of going to a boxing match, or watching a football game? In asking whether or not viewing television violence increases aggression, we may really be raising a more general question: Namely, what are the effects of watching *any* kind of violence, be it on television or anywhere else? These are among the many questions social psychologists have raised about violence.

Woman in Distress: No One Came to Help

At about 9 P.M. on Sunday, March 6, 1983, a 21-year-old woman walked into a bar in a blue-collar neighborhood of New Bedford, Massachusetts, and stopped to have a drink. She later stated that when she tried to leave, a man blocked the door, tackled her, stripped off her clothes except for a sweater, and attacked her. Two other men held her down and tried to

force her to perform oral sex acts. As she struggled, screaming and pleading for help from the other customers at the bar, she was lifted onto the pool table and raped. In the words of the police, “She cried for help, she asked for help, she begged for help—but no one helped her.” The bartender told police he gave a customer a dime to call the police, but that the customer dialed a wrong number. No one went to the woman’s aid, the bartender said, because one of the attackers brandished a butter knife.

The woman finally broke free and ran out of the tavern, naked from the waist down. She flagged down a car, and the driver took her to a telephone. She was treated at a hospital and released. Police later arrested six men between the ages of 23 and 26, though the men who witnessed the incident did not come forward. Under public pressure, the bar owner handed in his liquor license two days later, and the bar was closed for good. Ultimately, four men were convicted of aggravated rape, and sentenced to long prison sentences.

There have been other highly publicized cases of refusal to help, notably that of another young woman, Kitty Genovese. In 1964, as she was coming home from work late at night, she was attacked and repeatedly stabbed in front of her apartment building in Kew Gardens, New York. During her half-hour struggle with the attacker, she repeatedly screamed that she was being stabbed and begged for help. Thirty-eight people living in adjacent houses and apartments later said they had heard her screams. But no one came to her aid or even called the police. They said they did not want to get involved. The police were not called until twenty minutes after she died; then they arrived in two minutes. Even then, none of her neighbors would come out onto the street until an ambulance arrived to take her body away.

Why did no one help? How did the bystanders perceive these two victims? How did they perceive their own responsibility, and the morality of what others were doing? Under what conditions do people step forward to help others, and when do they just passively permit suf-



Ken Karp

Why does this woman get help, unlike those in the text? Why are only policemen seeming to help?

fering to continue? Social psychologists are concerned with discovering when people will help one another, just as they are with learning when they will be violent.

The Eichmann Defense: Just Obeying Orders

Before World War II, nearly 9 million Jews lived in Europe. The European Jewish community had had a long and brilliant tradition of culture, artistic and intellectual achievement, and religious devotion. Adolf Hitler and the Nazi party came to power in Germany in 1933, contending that the Aryan race was superior to such “mongrel races” as the Jews and gypsies, and that Europe needed to be racially purified. Within a few years, the Nazi regime had begun to arrest and imprison Jews in Germany. By 1939, when Germany invaded Poland, hundreds of thousands were already in concentration camps.