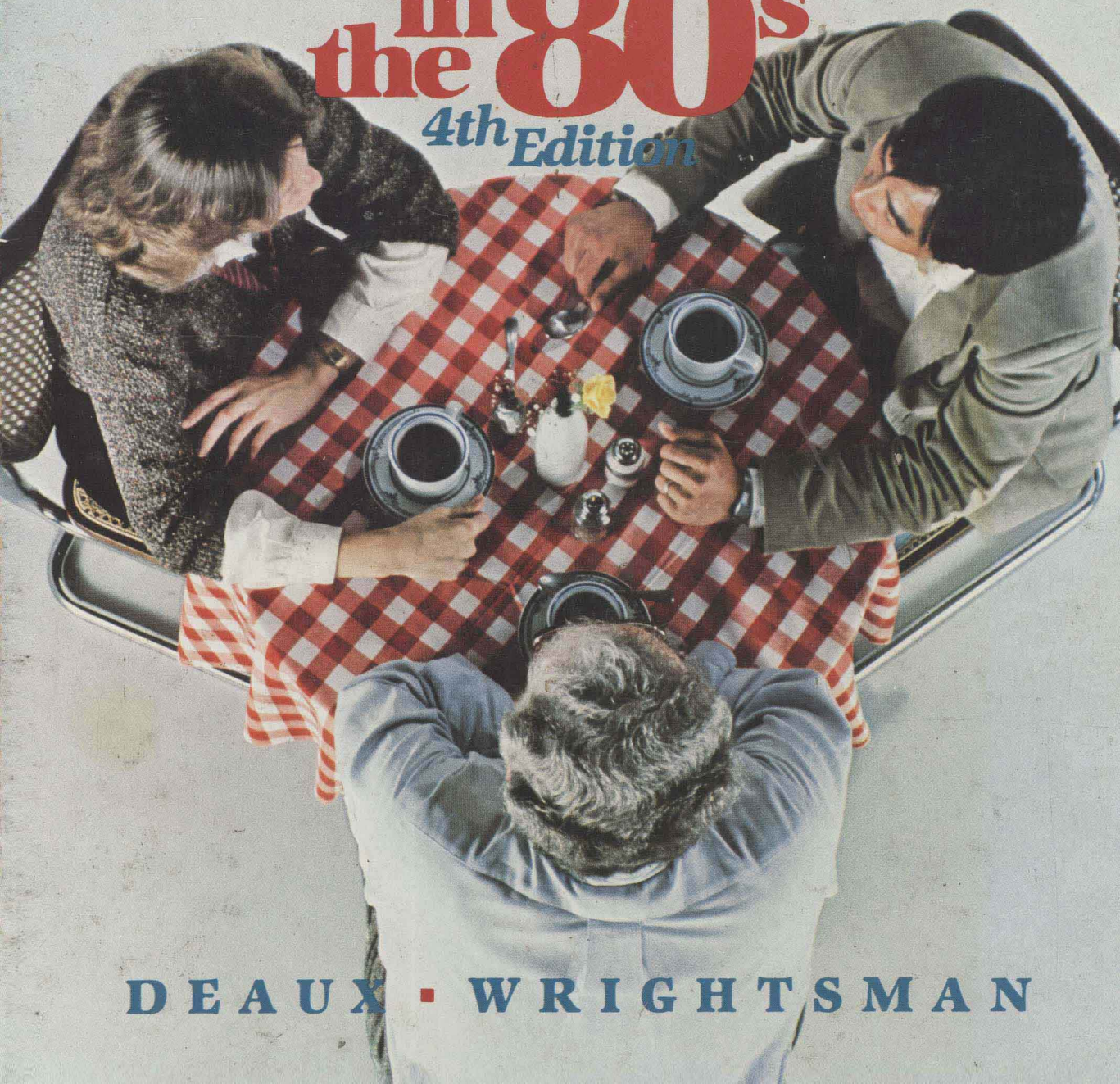
Social Psychology in the 80s

4th Edition



DEAUX · WRIGHTSMAN

Social Psychology in the 80s

4th Edition

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In collaboration with Carol K. Sigelman and Eric Sundstrom

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To Jim and Lois

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Preface

Social psychology is in a dynamic phase of development. In the 1970s, many critics were predicting its demise, pointing to a variety of ways in which the field had failed to live up to its promise. When we wrote the third edition of this book in 1981, pessimism about the field had receded and signs of growth were evident. Now, only three years later, those small signs seem to us to have become large banners. It is a testament to the renewed vitality of the field that there is so much new to report in the space of a relatively few years. Social psychologists are vigorously pushing new frontiers, while at the same time renewing their commitment to the early pioneers of the field who advocated a science that would take place in both laboratory and field, testing basic theory and investigating applied problems.

This revision highlights many of these new thrusts. The persistent concern of social psychologists with individual cognitions has intensified with new work on the self and with the exploration of basic processes of social cognition. Chapter 3 presents a considerably expanded treatment of the self as a central concept in social psychology, and Chapter 4 discusses much of the new work in social cognition, moving beyond the more limited emphasis on attribution theory in the third edition. Renewed interest in group processes, long forecast by a small number of investigators, is recognized with a broadening of the chapter on group behavior (Chapter 14) and the inclusion of an entirely new chapter on intergroup relations (Chapter 16). Increasing activity in applied arenas is reflected in Chapter 18, in which a section on psychology and the law has been added to previous sections on behavioral medicine and energy conservation. Finally, as social psychology continues to expand its geographical boundaries, more attention is being paid to crosscultural issues and to research done in other countries and with other populations. This work, too, is covered more fully in this edition, both in Chapter 13 and throughout the text.

As social psychologists have expanded their horizons, they have also defined their center more clearly. In Chapter 1, we take account of this sharper focus by emphasizing only three theories that appear to be guiding most current research: role theory, various forms of reinforcement theory, and cognitive models of behavior. Psychoanalytic theory and field theory are now interpreted in a historical context, which also provides the framework for a discussion of the milestones that mark the development of our field.

Many other changes have been made in this edition, reflecting new developments in the field as well as the suggestions and comments we have received from colleagues and students who have used previous editions of the book. Coverage of attitudes has been reduced to two chapters, although with little sacrifice of the content previously covered in three chapters. Consideration of group and individual differences has been combined in a single chapter, and the presentation of moral development has been eliminated.

The number of new studies and topics included in this edition is truly large, as suggested by the fact that over 500 references have been added. To cite just a few of these additions, we point to the coverage of research on loneliness in Chapter 6, work on pornography and aggression toward women in Chapter 7, processes of group social-

ization and social impact in Chapter 14, and new developments in behavioral medicine and psychology and the law in Chapter 18.

The content of social psychology can be organized in many ways. *Social Psychology in the 80s* moves from theories and methods through individual and group processes to more applied topics—an organization that we find very satisfactory. At the same time, however, each chapter stands as an independent unit, and instructors who have used previous editions report using the chapters in a variety of orders with success. Improved cross-referencing of topics and a detailed subject index will aid those who choose to cover the chapters in a different order.

We believe that the most important benefit of a textbook is that it facilitates the learning process, and, with each new edition of this book, we have tried to make that process more effective. As in previous editions, each chapter opens with a chapter outline and closes with a summary. Important terms in each chapter are boldfaced when they first appear and are defined in the Glossary, which follows Chapter 18. A list of glossary terms, without definitions, also appears at the end of each chapter. A number of new visual elements have been incorporated in this edition to aid in learning. Photo essays are used to illustrate some of the important concepts and processes; questions have been added to graphs to extend students' understanding of the results; and graphic art prepared by Nigel Holmes highlights other important concepts.

A study guide and an instructor's manual accompany this text. The instructor's manual provides multiple-choice and discussion questions for each text chapter, as well as extensive suggestions for further reading, classroom discussion, demonstration, and individual-involvement exercises. The study guide includes the following for each chapter: a chapter preview; a list of basic terms, concepts, and theories; a set of completion items; and sample multiple-choice and short-answer questions. Prepared by Karla McPherson, this workbook gives students the opportunity to identify and evaluate their understanding of material presented in the text.

In all of this, we have tried to offer a dynamic and engaging introduction to the field of social psychology. Throughout all previous editions, instructors and students have helped us achieve our goal. We hope that you, the instructors and students using this edition, will benefit from past contributions and will make your own contributions to future developments in this textbook and in the field.

Kay Deaux

Lawrence S. Wrightsman

Acknowledgments

For this edition

As this textbook moves into its fourth edition, we look back with gratitude to the many people who have contributed to its previous editions. Professors, students, editors, and production people at Brooks/Cole have all had an impact on the shape and contents of this book. Although the list is too long to repeat here, we have not forgotten the contributions that these people made.

For this edition, as for the earlier ones, we have received help and advice from many sources. As we began to develop plans for this revision, we benefited from the comments of many students, too numerous to mention, who had taken the time to write to us with their opinions about the second edition. As our plans for the fourth edition became clearer, we asked a number of colleagues to comment on the previous edition and to evaluate our proposed changes for the present revision. For their helpful reviews, we thank the following people: Robert Arkin, University of Missouri; Steve Baumgardner, University of Wisconsin; Jayne Gackenbach, University of Northern Iowa; Robert Lowman, Kansas State University ; Richard Moreland, University of Pittsburgh; Dean Pruitt, State University of New York at Buffalo; Stanley Sadava, Brock University; Steve Slane, Cleveland State University; and Russell Veitch, Bowling Green State University.

With these recommendations in hand, we proceeded to revise the text, often substantially. Individual chapters were reviewed for us by the following people: Elizabeth Rice Allgeier, Bowling Green State University; Robert Arkin, University of Missouri; Andrew Baum, U.S. University–School of Medicine; Sharon Brehm, University of Kansas; Russell Clark, Florida State University; James Jones, American Psychological Association and University of Delaware; Marianne LaFrance, Boston University; Richard Moreland, University of Pittsburgh; Linda Putnam, Purdue University; Harry Reis, University of Rochester; Brendan Gail Rule, University of Alberta; Eliot Smith, Purdue University; Russell Veitch, Bowling Green State University; Dan Wegner, Trinity University; and Sharon Wolf, Purdue University.

The Brooks/Cole "family" has continued to be a source of enthusiasm and efficiency to us. Often it seems as if the entire company were contributing to the realization of this book, and, indeed, it would not be inappropriate to list the full B/C staff in this acknowledgment section. Special attention, however, must be focused on the smaller set of people who devoted enormous effort to this project. As editor, Claire Verduin continued to show her special blend of praise and concern, ably assisted by Pat Carnahan. As the book moved into production, Fiorella Ljunggren took charge, surmounting seemingly impossible deadlines with enthusiasm and dedication. The copyediting of Rephah Berg was exceptional, pinpointing distortion of form as well as confusion of content. Permissions were handled flawlessly by Carline Haga. The art department at B/C, headed by Stanley Rice, devoted many hours, days, and weeks to this revision. We are grateful to all of them, especially Vicki Van Deventer, Judy Macdonald, and Jude Blamer. Without the herculean efforts of all these people, this revision would not be.

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