

# Social Psychology

*Fourth Edition*

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**W**e authors used to think of social psychology as a discipline that is stable and slow to change. As in other sciences, we thought, knowledge accumulates in small increments, one step at a time. There are, after all, no “critical” experiments, and no single study can literally “prove” a theory or hypothesis. While all this remains true, and while future social psychologists of the next millennium will stand firmly on the shoulders of their twentieth-century predecessors, for us the process of revising this textbook has put a spotlight on just how dynamic and responsive our field can be. As the world around us rapidly changes—socially, politically, and technologically—so too does social psychology.

We had two main goals for this revision. First, we wanted to accurately, impartially, and comprehensively represent the most important recent advances in the field, both basic and applied. We have no theoretical or political axes to grind. As such, we sought a balanced presentation of perspectives within the field as a whole—biological as well as sociocultural, and affective as well as cognitive. Second, we wanted this textbook to serve as a good teacher outside the classroom. To us, this means speaking the student’s language while introducing a new one; making connections to current events in politics, sports, business, entertainment, and other life domains; and encouraging students to rethink their commonsense assumptions and seek out new knowledge. Good teachers are dynamic, interactive, and challenging—and so, we think, is this textbook. We wanted the Fourth Edition of *Social Psychology* to be a better teacher than it has been before. We hope that our readers will find that we’ve succeeded.

## WHAT’S NEW IN THIS EDITION

We are pleased to welcome a new coauthor to the book, Steven Fein, of Williams College. Steve brings to this edition not only his expertise in stereotyping, prejudice, and the sociocultural and motivational influences on social cognition, but also his experience as a dynamic instructor.

In preparing this revision, we carefully—and with helpful feedback from many users—examined every aspect of the book. The results of this process can be seen in the content, organization, and presentation of this new edition, as well as in the supplemental materials that accompany it.

## The Content

**Comprehensive, Up-to-Date Scholarship** The bedrock of teaching is knowledge. Like its predecessors, the Fourth Edition offers a broad, balanced, mainstream look at social psychology. Thus, there are detailed descriptions of classic studies from the historical warehouse as well as the latest research findings, some hot off the presses, from over 800 new references. In particular, we draw your attention to the following topics, which are either new to this edition or have received expanded coverage:

- Social psychology and common sense (Chapter 1)
- Using the internet for research purposes (Chapter 2)
- Using meta-analysis as a research tool (Chapter 2)
- Interpersonal drawbacks of positive illusions (Chapter 3)
- Ironic effects of mental self-control (Chapter 3)
- Counterfactual thinking and regret (Chapter 4)



- The need for closure (Chapter 4)
- Ironie effects of stereotype suppression (Chapter 5)
- Stereotype threat and academic achievement of women and minorities (Chapter 5)
- Individual, situational, and cultural differences in prejudice (Chapter 5)
- Bivariate view of attitudes (Chapter 6)
- Positive emotions and persuasion (Chapter 6)
- The automaticity of social behavior (Chapter 7)
- Social impact in cyberspace communications (Chapter 7)
- Cultural differences in responses to social dilemmas (Chapter 8)
- Computer-based brainstorming (Chapter 8)
- The need for affiliation (Chapter 9)
- The evolution of desire, mate selection, and jealousy (Chapter 9)
- Cultural influences on conceptions of love (Chapter 9)
- Overhelping (Chapter 10)
- The altruistic personality (Chapter 10)
- Evolutionary and cultural origins of helping (Chapter 10)
- Cultures of honor (Chapter 11)
- Gender differences in aggression (Chapter 11)
- Police interrogations and confessions (Chapter 12)
- Overt and covert integrity testing in the workplace (Chapter 13)
- Affirmative action (Chapter 13)
- Escalation effects in economic decision-making (Chapter 13)
- Effects of stress on the immune system (Chapter 14)
- Proactive coping (Chapter 14)
- The health effects of opening up versus keeping secrets (Chapter 14)

**Connections with Current Events** To cover the world of social psychology is one thing. To use the principles to explain events in the real world is quite another. We are convinced that making this connection is the single best way to heighten student interest and involvement, so we do both. Over the years, teachers and students alike have told us how much they value this “newsy” feature of our book.

The Fourth Edition continues in our commitment to making social psychology relevant to real world events. Indeed, we invite you to flip the book open to any page and start reading. Very soon, you’ll come across a passage, a figure, a table, a photo, or a cartoon that refers to people, places, events, and issues that are prominent in contemporary culture. Some of what you’ll see includes stories about President Clinton; peacemaking efforts in Israel and Northern Ireland; the deaths of Princess Diana and Mother Theresa; Good Samaritan laws; the trials of Marv Albert, Timothy McVeigh and British au pair Louise Woodward; the race discrimination suit against Texaco; the Chicago zoo gorilla that rescued a young child; the recent contagion of shootings in American schools; road rage; the marine blood-pinning scandal; the “V” chip; entertainment figures Cindy Crawford, Oprah Winfrey, Bruce Springsteen, and Bill Cosby; the mass suicide of the Heaven’s Gate cult; *Titanic*; the natural disasters spawned by El Niño; fluctuations in the stock market; Microsoft CEO Bill Gates; sports figures Michael Jordan, Mike Tyson, Tara Lipinski, and Tiger Woods; the cast of *Seinfeld*.

New to this edition, you will also find—within the margins—various quotations, song lyrics, public opinion poll results, “factoids,” and relevant website addresses. These high-interest items are designed to further illustrate the connectedness of social psychology to a world that extends beyond the borders of a college campus.

**The Evolutionary Perspective** In recent years, psychology in general has been influenced heavily by brain research, drug studies, behavioral genetics, and other biological perspectives on the human experience. In this regard, social psychology is no exception. At the heart of this perspective is the notion that we humans, like other species, have an evolutionary past that predisposes us to behave in ways that are adapted to promote survival and reproduction. Increasingly, evolutionary psycholo-

gists have sought to explain a wide range of social behaviors such as prejudice, helping, aggression, physical beauty, mate selection, love, and romantic jealousy. We realize that this theoretical perspective is often provocative and controversial. And we realize that while many of our colleagues embrace it, others are skeptical, if not cynical of, this approach. Like it or not, the pages of our most respected journals are filled with both studies and critiques of evolutionary psychology. This edition of our textbook discusses this trend, particularly in Part Three on Social Relations.

**Sociocultural Perspectives** Social psychologists have long been fascinated by similarities and differences—among cultural groups, racial and ethnic groups within cultures, men and women, gays and straights. Our coverage of cross-cultural research, and of studies involving race and ethnicity, gender, and sexual orientation, are fully incorporated in the main body of the text. And this coverage is extensive. On virtually all topics—from the social self and perception of persons and groups, to attitudes, conformity and obedience, interpersonal behavior, interpersonal attraction, and group influences—sociocultural perspectives are embedded throughout. We believe that the study of human diversity can help students become more informed about interpersonal relations as well as about ethics and values.

**Social Psychology and Common Sense** This edition introduces a new feature that we are excited about. Building upon a discussion in Chapter 1 about the links between social psychology and common sense, each substantive chapter opens with *Putting Common Sense to the Test*, a set of true-false questions designed to assess the student's intuitive beliefs about material later contained in that chapter. Some examples: "Sometimes the harder you try to control a thought, feeling, or behavior, the less likely you are to succeed," "People often come to like what they suffer for," "Opposites attract," and "Groups are less likely than individuals to invest more in a project that is failing." The answers to these questions are revealed in a marginal box after the topic is presented in the text. These answers are then more fully explained at the end of each chapter. We think that students will find this exercise engaging. It will also enable them, as they read, to check their intuitive beliefs against the findings of social psychology—and notice the discrepancies that exist.

## The Organization

Of all the challenges faced by teachers and textbooks, perhaps the greatest is to put information together in a way that is accurate and understandable. A strong organizational framework helps in meeting this challenge. There is nothing worse for a student than having to wade through a "laundry list" of endless studies whose connection with each other remains a profound mystery. A strong structure thus facilitates the development of conceptual understanding.

But the tail should not wag the dog. Since organizational structure is a means to an end, not an end in itself, we believe that it should be kept simple and relatively unobtrusive. In this edition, as in the previous ones, we present social psychology within four major Parts, a heuristic structure that teachers and students have found sensible and easy to follow. We realize, of course, that some instructors prefer to reshuffle the deck to develop a chapter order that better fits their own approach. There is no problem in doing this. Each chapter stands on its own and does not require that others be read first. In response to user comments, however, we have re-ordered the Parts from previous editions to make the structure more compatible with common practice.

As before, we start with an internal focus on *Social Perception* (Part One) and conclude with *Applying Social Psychology* (Part Four). In contrast to previous editions, however, the section on *Social Influence* (Part Two) now precedes rather than follows the material on *Social Relations* (Part Three). This shift enables us to move forward our basic coverage of attitudes—a change that just about everyone we talked to finds desirable.

In addition to re-ordering the Parts of this book, we made two organizational changes to suit the way many instructors like to teach the course. First, we added a chapter on research methods, thus separating it from the introduction and definition of social psychology, its history, and main perspectives, all presented in Chapter 1. Research methods help us to teach students to think like



social psychologists, which is why some instructors dedicate one or even two full class days to the topic. Thus, we felt it was important to present research as an ongoing process—from the germ of an idea to the publication of a body of studies suitable for meta-analysis—and to set that material aside in its own chapter.

The second major change was to bring together the study of attraction and close relationships in a single chapter. Wanting to tell a conceptually coherent story self-contained within a single chapter, we have now combined these topics. Opening with the notion that the need to belong is a fundamental human motive, and moving on to the initial attraction process, mate selection, love, sex, and the formation, development, and breakup of close relationships, this chapter presents a comprehensive and up-to-date look at this growing, active, and important area of research.

## The Presentation

Even when the content of a textbook is accurate and up-to-date, and even when its organization is sound, there is still the matter of presentation. As the teacher outside the classroom, a good textbook should facilitate learning. Thus, each and every chapter comes complete with the following pedagogical features:

- A narrative preview, chapter outline, and commonsense quiz.
- Key terms highlighted in the text, defined in the margin, listed at the end of the chapter, and reprinted in an alphabetized glossary at the end of the book. Both the list and the glossary provide page numbers for easy location of the term.
- Numerous bar graphs, line graphs, tables, sketches, photographs, flow charts, and cartoons that not only illustrate material in the text but extend, enhance, and enliven that material. Some of these depict classic images and studies from social psychology's past; others, new to the Fourth Edition, are contemporary, often "newsy."
- A comprehensive bulleted review summarizing the major sections and points at the end of each chapter.

## Supplemental Materials

All students who purchase this textbook in North America will receive a reader, *Readings in Social Psychology: The Art and Science of Research*. This item comes shrink-wrapped free with the textbook and contains sixteen original articles—each with a brief introduction and questions to stimulate critical thinking about “doing” social psychology. These articles represent some of the most creative and accessible research in the field, both classic and contemporary, of topical interest to students.

Two other supplemental readers are available to students. *Perspectives: Social Psychology*, by Michele Acker, Otterbein College, reprints recent relevant articles from a variety of newspapers, magazines, and other sources. *Stand! Social Psychology*, by Brad Caskey, University of Wisconsin–River Falls, features articles and essays presenting conflicting opinions on the most fundamental controversies in the field, with learning aids that help students develop critical thinking skills and formulate reasoned opinions on issues. These two readers, published by **coursewise publishing**, are available through Houghton Mifflin representatives. Also available with our book is a subscription to *courselinks*<sup>TM</sup>, a coursewise website guiding students to sites recommended by an editorial board of social psychology instructors, with worksheets for the links, self-quizzes, discussion opportunities, and other resources. Visit [www.coursewise.com](http://www.coursewise.com) for more information.

The *Study Guide*, *Test Bank*, and *Instructor's Resource Manual* have been completely revised and considerably expanded. As in the Third Edition, these materials are absolutely first-rate, and we believe they will receive an enthusiastic response from both teachers and students.

Each chapter of the *Study Guide* facilitates student learning through the use of a chapter outline, learning objectives, a review of key terms and concepts, multiple-choice questions with explanations

for why the correct answer is the best choice, and a new set of practice essay questions with sample answers.

The *Test Bank* features an extensive and half-new set of multiple-choice questions and essay questions with sample answers. Three types of objective questions are provided: factual, conceptual, and applied. All items are keyed to learning objectives and text pages. The computerized test bank for IBM or Macintosh computers contains all of the questions in the test bank in an easy-to-use, menu-driven format that allows for customization to each instructor's needs.

The *Instructor's Resource Manual* contains many learning objectives, lecture outlines, discussion topics, classroom exercises, handouts, and audiovisual resource suggestions. The classroom exercises, which were completely revised in the Third Edition and augmented again for the Fourth, feature a "What if This Bombs?" section that offers tips for making the most of every activity—even if it does not work.

An extensive set of *overhead transparencies* includes images from within and outside the text's illustration program. *Electronic slides* are now also available with the book for lecture presentation purposes.

Created especially for the Fourth Edition, *Social Psychology Lecture Starter Videoclips* offers instructors who use this text an hour of footage containing brief clips perfectly suited for classroom use. A wide variety of full-length *videos and films* is also available through your Houghton Mifflin sales representative.

Also new to the Fourth Edition is *Psychabilities*, a website featuring additional teaching and learning resources that support the social psychology course. Visit the Psychology page of the Houghton Mifflin College Division site located at <http://www.hmco.com/hmco/college/College.html> for entry to this site.

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# About the Authors

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**Steven Fein** is Associate Professor of Psychology at Williams College, Williamstown, Massachusetts. Born and raised in Bayonne, New Jersey, he received his A.B. from Princeton University and his Ph.D. in social psychology from the University of Michigan. He has been teaching at Williams College since 1991, with time spent teaching at Stanford University in 1999. His edited books include *Emotion: Interdisciplinary Perspectives*, and *Readings in Social Psychology: The Art and Science of Research*. He is on the executive committee of the Society of Personality and Social Psychology. His research interests concern stereotyping and prejudice, suspicion, and sociocultural and motivational influences on person perception.



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