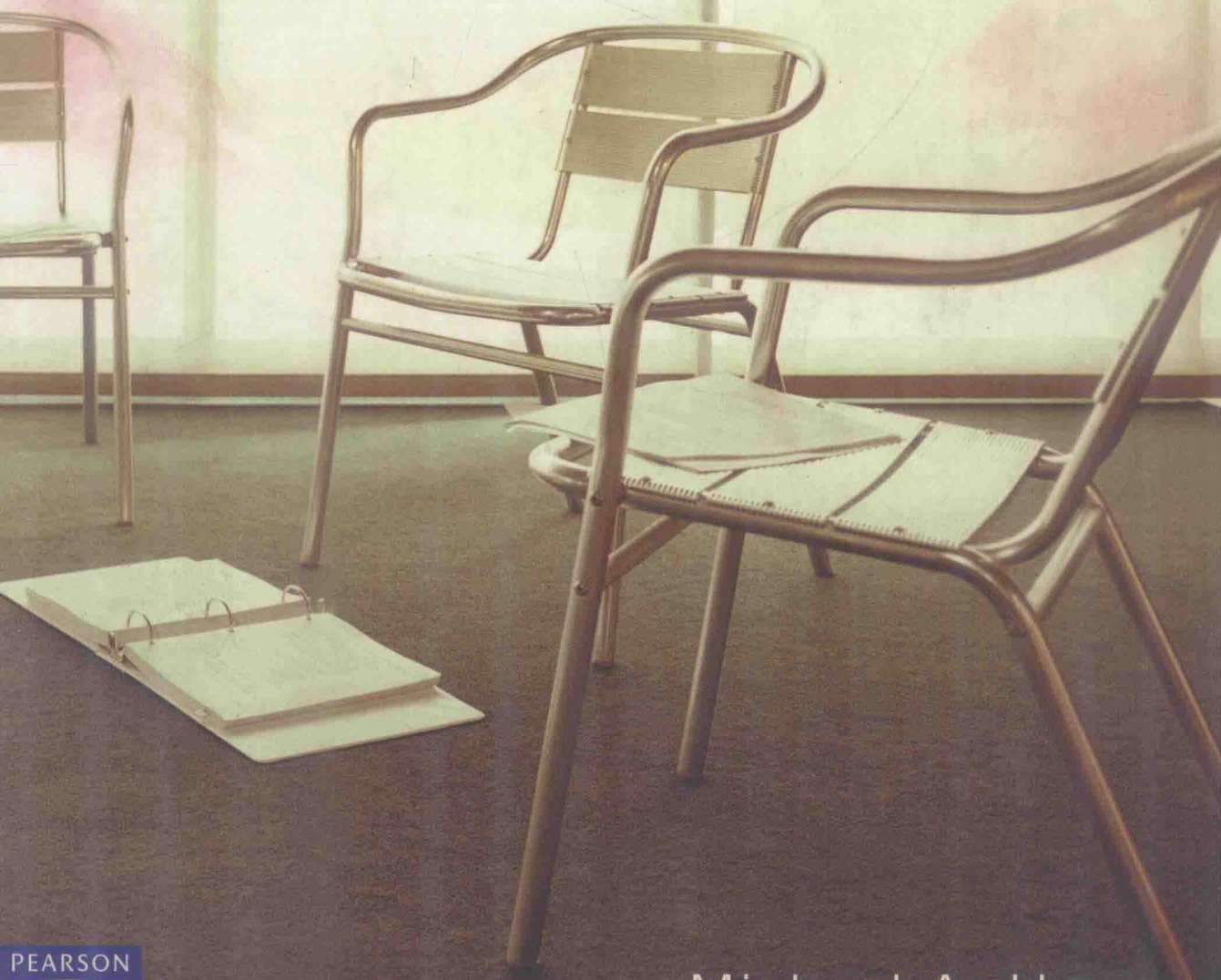


Social Psychology

FOURTH EDITION



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Social Psychology

FOURTH EDITION

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Preface

This is the fourth edition of our *Social Psychology*. The original idea to write a European social psychology text was born in Oxford in 1992 from meetings with Farrell Burnett, who was then psychology editor at Harvester Wheatsheaf. We decided to write the book because we felt there was a conspicuous need for a comprehensive social psychology text written specifically for university students in Britain and continental Europe. Such a text, we felt, must approach social psychology from a European rather than American perspective not only in terms of topics, orientations and research interests but also in terms of the style and level of presentation of social psychology and the cultural context of the readership. However, a European text certainly cannot ignore or gloss over American social psychology – so, unlike other European texts, we located mainstream American social psychology within the framework of the book, covered it in detail and integrated it fully with European work. We intended this to be a self-contained coverage of social psychology. You would not need to switch between American and European texts to ensure a proper understanding of social psychology as a truly international scientific enterprise – an enterprise in which European research now has an established and significant profile. The first edition was published in 1995 and was widely adopted throughout Europe.

Subsequent editions followed fast upon earlier editions – no sooner did one edition appear in bookshops than, it seemed, we were hard at work preparing the next. The second edition was prepared while Graham Vaughan was a visiting fellow of Churchill College at Cambridge University and Michael Hogg was a visiting professor at Princeton University. It was published early in 1998 and launched at the 1998 conference of the Social Section of the British Psychological Society at the University of Kent. This edition was a relatively modest revision aimed primarily at improving layout and presentation, though the text and coverage were thoroughly updated, and we raised the profile of some applied topics in social psychology.

The third edition was published in 2002. It represented a major revision to accommodate significant changes in the field since the first edition. The structure and approach remained the same but some chapters were dropped, some entirely rewritten, others amalgamated, and some entirely new chapters written. In addition the text was updated, and the layout and presentation significantly improved. Such a large revision involved substantial input from our Advisory Editorial Board and from lecturers around Britain and Europe, and many meetings in different places (Bristol, Glasgow and Thornbury) with Pearson Education, our publishers.

After the dramatic changes for the third edition, this fourth edition is a more modest revision aimed mainly at updating the field, and improving on explication, pedagogy and layout and presentation. Some sections are more heavily revised than others, there are some changed figures and features, and there are some new sections within chapters – but there are no dramatic changes in content. The fourth edition retains the structure and approach of the earlier edition and is framed by the



same scientific and educational philosophy. We have, however, expanded our Advisory Editorial Board to include 17 leading European social psychologists to represent different aspects of social psychology, different levels of seniority and different nations across Europe. However, the key change is in how the book looks – for example, now it is in full-colour.

To prepare the fourth edition we sought feedback on the third edition from our editorial board, and as many of our colleagues and postgraduate and undergraduate students as we could find who had used the text as teacher, tutor or student. We are extremely grateful for this invaluable feedback – we see our text as a partnership between us as authors, and all those who use the book in various different capacities. We are also indebted to our wonderful publishing team at Pearson Education in lovely Harlow – in particular Emma Travis, and our development editor Andy Peart, our production editor Bridget Allen, desk editor Verina Pettigrew and our acquisitions editor Morten Fuglevand. We were sustained and energised by their enthusiasm, good humour, encouragement and wisdom, and were kept on our toes by their timeline prompts, excellent editing and breathtaking efficiency.

Initial planning for this fourth edition was done in Auckland in November 2002. Mike visited Graham for a few days, in stunning late-spring weather. We discussed plans in cafés and restaurants around the edge of Auckland's beautiful harbour, while the Americas' Cup yacht races were underway. Nice as this was, serious work still needed to be done. There were two long planning meetings with Pearson Education, in August and December 2003, at their luxurious offices on The Strand in London, and another very valuable meeting in September at the Grand Hotel in Brighton with Pearson's entire UK and European sales team. The writing itself was done in late 2003 and early 2004 while Mike was in London and then in Santa Barbara, and Graham was in Auckland.

Writing a big book like this is a courageous undertaking. There is a great deal of drama and even more hard slog. We'd like to thank all the people around us, our family, friends and colleagues, for their patience and understanding. Amanda Willetts and Ulrike Andres gave us great help with researching materials, and Peter Smith of Sussex University made excellent suggestions for sections of the text. A very special thanks goes to our partners, Alison and Jan.

→

How to use this book

This fourth edition is a completely up-to-date and comprehensive coverage of social psychology as an international scientific enterprise, written from the perspective of European social psychology and in the context of people living in Britain and Europe.

The book has a range of pedagogical features to facilitate independent study. At the end of Chapter 1 we outline important primary and review sources for finding out more about specific topics in social psychology. Within chapters some material appears in boxes that are labelled to identify the type of material. Many boxes are labelled *research highlight* or *theory and concepts*. Other boxes describe a *research classic* or a *controversy and debate*. To capture social psychology's relevance in applied settings such as the study of organisations, health-related behaviour and the criminal justice system, some of our boxes are labelled *applied context*. Our final category of box is labelled *real world* – these boxes illustrate the operation of social psychological principles in everyday life or in wider socio-political or historical contexts.

Each chapter opens with a list of topics covered and some focus questions that help you think about the material, and closes with a detailed summary of the chapter contents, some useful web links, and a fully annotated list of further reading. At the end of each chapter we also have a section called *Literature, film and TV*. Social psychology is part of everyday life – so, not surprisingly, social psychological themes are often creatively and vividly explored in popular media. The *Literature, film and TV* section directs you to some classic and contemporary works we feel have a particular relevance to social psychological themes.

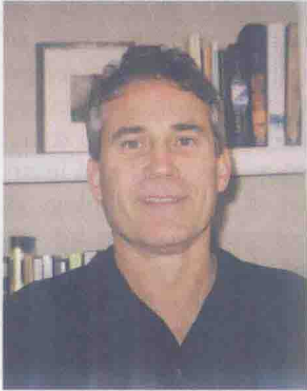
As with the earlier editions, the book has a logical structure, with earlier chapters leading into later ones – however, it is not essential to read it from beginning to end. The chapters are carefully cross-referenced so that, with a few exceptions, chapters or groups of chapters can be read independently in almost any order.

However, some chapters are better read in sequence. For example, it is better to read Chapter 5 before tackling Chapter 6 (both deal with aspects of attitudes), Chapter 8 before Chapter 9 (both deal with group processes), and Chapter 10 before Chapter 11 (both deal with intergroup behaviour). It may also be interesting to reflect back on Chapter 4 (the self) when you read Chapter 16 (culture). Chapter 1 describes the structure of the book, why we decided to write it and how it should be read – it is worthwhile reading the last section of Chapter 1 before starting later chapters. Chapter 1 also defines social psychology, its aims, its methods and its history. Some of this material might benefit from being reread after you have studied some of the other chapters and have become familiar with some of the theories, topics and issues of social psychology.

The primary target of our book is the student, though we intend it to be of use also to teachers and researchers of social psychology. We will be grateful to any among you who might take the time to share your reactions with us.

Michael Hogg, Santa Barbara
Graham Vaughan, Auckland
November 2004

About the authors



Michael Hogg was educated at Bristol Grammar School and attended Birmingham University as an undergraduate. He went to Bristol University to study for his PhD, where he was subsequently a lecturer for three years. In 1986 he moved to Melbourne University and then in 1991 to the University of Queensland. He is currently Professor of Social Psychology and a Professorial Research Fellow at the University of Queensland, and Visiting Professor of Psychology at the University of California, Santa Barbara. Michael Hogg is a Fellow of the Academy of the Social Sciences in Australia, and a Fellow of the Society for the Psychological Study of Social Issues. At

the University of Queensland, he was Foundation Director of the Centre for Research on Group Processes, and spent three years as Associate Dean Research for the Faculty of Social and Behavioural Sciences. He has been a Visiting Professor at the University of California, Los Angeles (1990), the University of California, Santa Cruz (1994), Princeton University (1997–1998), the City University of Hong Kong (2001) and the University of California, Santa Barbara (since 2002). His research interests are intergroup relations, group processes, social cognition and the collective self, and he has been involved for almost 25 years in the development of the social identity perspective in social psychology. In addition to publishing over 200 scientific books, chapters and articles, he is foundation editor with Dominic Abrams of the journal *Group Processes and Intergroup Relations*, and has been, or currently is, an editorial board member of the *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, the *European Review of Social Psychology*, the *British Journal of Social Psychology*, *Group Dynamics* and the *Asian Journal of Social Psychology*. He is also editor of the Sage series *Essential Texts in Social Psychology*, and has served as a guest editor for *Social Psychology Quarterly* and the *British Journal of Social Psychology*. Two of his books have become citation classics: *Rediscovering the Social Group: A Self-categorization Theory* (1987) with John Turner and others, and *Social Identifications: A Social Psychology of Intergroup Relations and Group Processes* (1988) with Dominic Abrams. His most recent other books include *Blackwell Handbook of Social Psychology: Group Processes* (2001) with Scott Tindale; *Intergroup Relations: Essential Readings* (2001) with Dominic Abrams; *The Sage Handbook of Social Psychology* (2003) with Joel Cooper; and *Leadership and Power: Identity Processes in Groups and Organizations* (2004) with Daan van Knippenberg.



Graham Vaughan was a Fulbright Fellow and visiting Assistant Professor at the University of Illinois at Champaign-Urbana in 1966; a Visiting Lecturer in 1973 and a Ford Foundation Fellow in 1975 at the University of Bristol; a Visiting Associate Professor at Princeton University in 1981; a Visiting Directeur d'Etudes at the Maison des Science de l'Homme, Paris, in 1981; and a Visiting Senior Fellow at the National University of Singapore in 1988. In 1996 he was a Visiting Fellow at Churchill College, Cambridge. A Professor of Psychology at the University of Auckland, he also served twelve years as Head of Department. He is a former editor of the *New Zealand*

Journal of Psychology, and a reviewer for a number of journals in the United Kingdom, Australia and the United States. His primary areas of interest in social psychology include attitudes and attitude development, group processes and inter-group relations, ethnic relations and identity, and the history of social psychology. A Fellow and former President of the New Zealand Psychological Society, he was selected by the Society for a Golden Jubilee Special Award in 1997 and elected an Honorary Fellow in 2002. He was President of the Society of Australasian Social Psychologists during 1999–2001. He edited a book, *Racial Issues in New Zealand* (1972), which was the first to deal with ethnic relations in that country. He is the author of numerous journal articles and book chapters. He and Michael Hogg wrote the first edition of *Social Psychology* in 1995, a second edition in 1998, and the third edition in 2002.

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Provides examples of significant research conducted into specific topic areas.

Introduces classic novels, film, theatre and television programmes to illustrate and make relevant key chapter material.

Illustrates the relevance of social psychological principles within the context of everyday life.

Alport, G. B. (1944). The historical background of social-wizard psychology. In G. Lindzey (ed.), *Handbook of social psychology* (Vol. 1, pp. 5-50). Reading, MA: Addison-Wesley.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1982). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Korman, E., Eisenberg, P. C., Carlsberg, T. M., & Gosselin, M. H. (1990). Methods of research in social psychology: A review of the literature. In D. T. Gosselin (ed.), *Handbook of social psychology* (Vol. 2, pp. 1-100). Reading, MA: Addison-Wesley.

Eisenberg, P. C., & Gosselin, M. H. (2003). Overview and comparisons. *Methods of research in social psychology*. In M. H. Hogg & J. Cooper (eds), *The first handbook of social psychology* (pp. 41-62). London: Sage.

Heine, S. J. (1994). The social-cognitive question in research on social psychology, and how it can be used to make a choice between two theories.

Van Ken, K. M. (1986). *The history of social psychology: 1872-1954*. Oxford, UK: Blackwell.

Wallerstein, J. (1986). The study of social psychology: The development of the theoretical roots of modern social psychology. In D. T. Gosselin (ed.), *Handbook of social psychology* (Vol. 2, pp. 1-100). Reading, MA: Addison-Wesley.

—**Identity on display**
Young artists learn how to validate their developing identities, and they often do this by "wearing out" ourselves.

Research Classic

Provides a range of interesting research examples taken from the history of social psychological study.

ATTITUDE-BEHAVIOUR DISCREPANCY AND COGNITIVE DISSONANCE 231

Arterial (pump) following initial compliance

has been to use these spaces. The strategy, involving young military cadets, not actually incarcerated in a prison, made by Shinarump and his colleagues (Shinarump, Shinarump and Munson, 2007), was designed for an officer to be trained to support the cadets that they might not be the best 'gangbangers', and that social pressure was put on them to attempt to administering a punishment without force (Shinarump, 2007). They had maintained that all the cadets thought there were some things that they should be expected to do, and that a result of being gangbanged was not only that they were not in the prison, but they were not in the prison. However, the officer gave them a list indicating that cadets' behavior in criminal situations (Shinarump, 2007) and, among other things, he made them to act out of the land after the fact. The cadets were told that, given a table with five best gangbangers and asked to be the best one.

A critical feature of the experiment was the way in

With the report was made to that the United States Office was thoughtful, welcome and generous, for the other will be very care, official and gift. There was also a natural group who gave very very of kind things but were never intended to had the chance to see themselves. The most

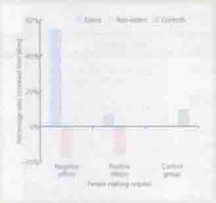
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Figure 8.12
Degree of liking fried grasshoppers as food by military cadets in relation to the interpersonal style of an officer.

As with Figure 6.12, here is another (counter-intuitive) outcome: complying with an urgent request can seem more attractive when the person making the request is less attractive (see also Box 6.5).

Chapter Opening Page

Focus Questions give you an immediate idea of the general themes and issues discussed within the chapter.

498 CHAPTER 12 AFFILIATION, ATTRACTION AND LOVE

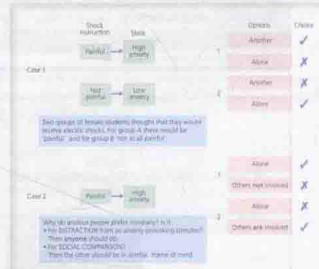


Figure 13.4 Misery loves miserable company

What happens when contradictory happens

Kulik, Marler and Moore (1995) studied the pre-operative room-mate assignments on pain affiliation, pre-operative anxiety and post-recovery among heart patients. Patients engaged more in cognitive clarity affiliation (talked the surgery out later) regardless of their room-

Cardiac rather than non-cardiac and post-operative rather than pre-operative (as measured by actual recording of interactions). Such a room-mate should be more likely to engender a higher level of social compliance.

Those patients assigned to a room-mate who was post-operative rather than pre-operative were less anxious (as measured by the number of anxiety-reducing drugs and sedatives requested by patients the night before surgery). Patients were also more likely to be discharged sooner if assigned to a room-mate who was cardiac rather than non-cardiac (as measured by post-operative length of stay in days). Patients without room-mates generally read the slowest newspaper (see the results in Table 12.5).

Applied Contexts

Captures the relevance of social psychology within applied settings.

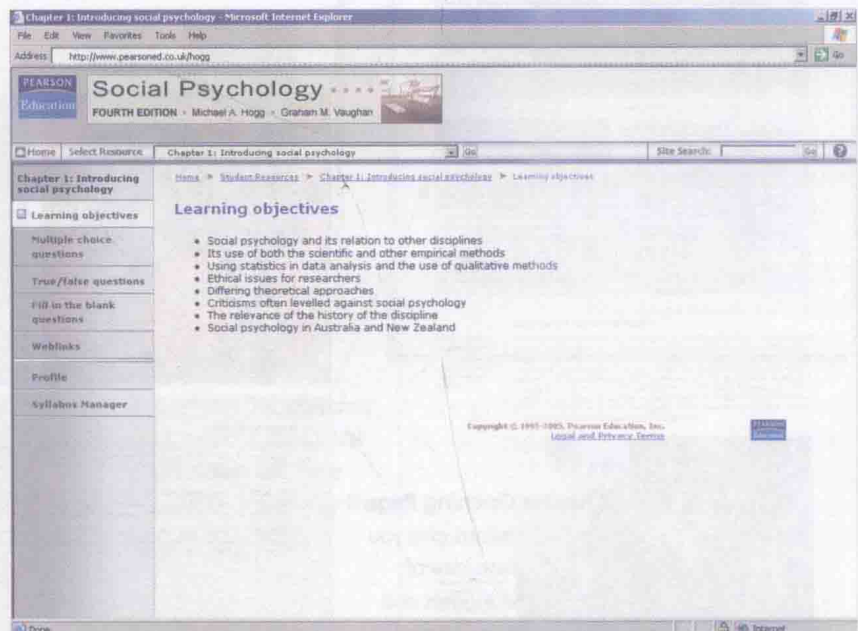
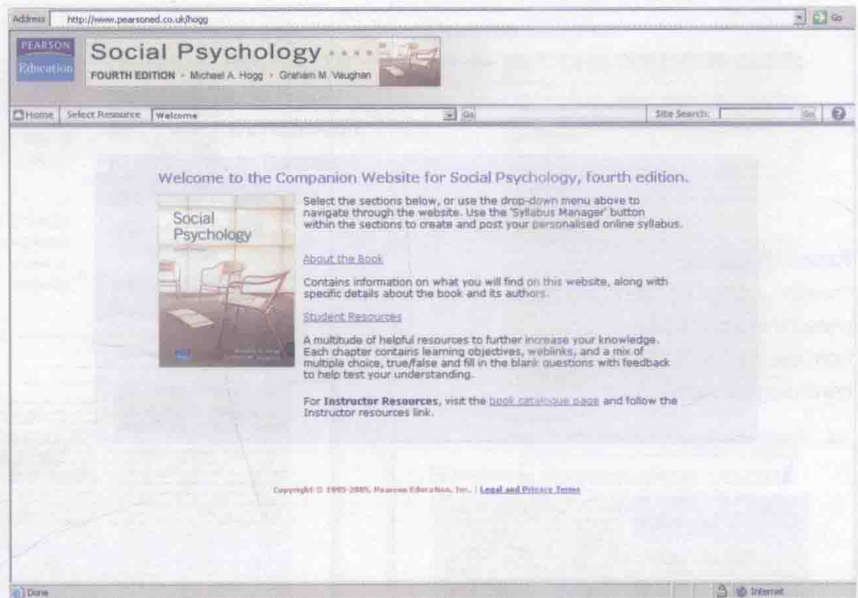


FOCUS QUESTIONS

- Dena and Quins and have been brought up to defend options which he believes to be true. After living in South Africa for a few months, he has noticed that the locals are more concerned about maintaining harmony in their social relationships than in deciding who is right and who is wrong. Why? He wonders, can they not just pick their sides?
- Bernice and Jack are indigenous Pijut who have studied social psychology at the University of the South Pacific in Suva. They are concerned that what they have studied is rooted in Western values with little relevance to the traditional group-centred values of their community. Do they have a point?
- Koko and her two husbands are indigenous. After a traditional wedding in Hollywood, they emigrated to Manchester. Then a divorce suit – should they maintain the customs of their homeland or should they become entirely British? Do you have any other options?



Web tour



Learning Objectives highlight the main issues and themes discussed in the chapter.

Chapter 1: Introducing social psychology - Microsoft Internet Explorer

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Chapter 1: Introducing social psychology

Learning objectives

Multiple choice questions

True/False questions

Fill in the blank questions

Weblinks

Profile

Syllabus Manager

Multiple choice questions

Try the following multiple choice questions to test your knowledge of this chapter. Once you have answered the questions, click on 'Submit Answers for Grading' to get your results.

If your lecturer has requested that you send your results, please complete the routing information found at the bottom of your graded page and then click on the 'E-Mail Results' button. Please **do not** forward your results unless your lecturer has specifically requested that you do so.

This activity contains 2 questions.

1. What makes social psychology a science?

[Hint]

- ☐ Social psychology is a science because of the use of theories and hypotheses
- ☐ Social psychology is a science because of the methods employed to gather knowledge
- ☐ Social psychology is a science because most commonly it is undertaken by experts with science degrees
- ☐ Social psychology is a science because of the topics studied.

Multiple choice questions to test your understanding of the chapter.

Chapter 1: Introducing social psychology - Microsoft Internet Explorer

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Learning objectives

Multiple choice questions

True/False questions

Fill in the blank questions

Weblinks

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- Psychological journals online

This website provides a useful list of psychological journals.
- American Psychological Association: journals

Lists the American Psychological Association journals in social psychology and related areas. The pre-eminent Journal of Personality and Social Psychology can be found here.
- American Psychological Association: electronic media guide

A guide to electronic media from the American Psychological Association. Includes the forms of referencing and citing electronic sources.
- Electronic Journal of research

Current research in Social Psychology. An electronic journal at the University of Iowa with articles in social psychology. Has both current and older issues (2002).
- Social Psychology Network

Claims to be the largest social psychology database on the Internet. Includes subject areas, PhD programs, a psychologists directory, research groups, journals, online studies, textbooks, courses, and teaching resources (2001).

Annotated weblinks to help wider, independent research.

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- A mix of multiple choice, true/false and fill in the blank questions to help test your learning
- Annotated links to relevant sites on the web

For instructors

- Complete, downloadable Instructor's Manual
- Testbank material

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