A vibrant, colorful crowd at a festival or concert. The scene is filled with people, many with their hands raised in the air. The air is thick with colorful powder or confetti in shades of blue, yellow, pink, and orange. The lighting is bright and festive, creating a sense of energy and excitement. The overall atmosphere is one of a large-scale social gathering.

# SOCIAL PSYCHOLOGY

10E

SAUL KASSIN  
STEVEN FEIN  
HAZEL ROSE MARKUS

# Want to turn C's into A's? Obviously, right?

But the right way to go about it isn't always so obvious. Go digital to get the grades. MindTap's customizable study tools and eTextbook give you everything you need all in one place.

Engage with your course content, enjoy the flexibility of studying anytime and anywhere, stay connected to assignment due dates and instructor notifications with the MindTap Mobile app...

*and most of all...EARN BETTER GRADES.*



TO GET STARTED VISIT  
[WWW.CENGAGE.COM/STUDENTS/MINDTAP](http://WWW.CENGAGE.COM/STUDENTS/MINDTAP)

 CENGAGE  
Learning®

MindTap®

# Social Psychology

TENTH EDITION

**SAUL KASSIN**

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

**STEVEN FEIN**

WILLIAMS COLLEGE

**HAZEL ROSE MARKUS**

STANFORD UNIVERSITY



Australia • Brazil • Mexico • Singapore  
United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit [www.cengage.com/highered](http://www.cengage.com/highered) to search by ISBN#, author, title, or keyword for materials in your areas of interest.

Important Notice: Media content referenced within the product description or the product text may not be available in the eBook version.

**Social Psychology, Tenth Edition**Saul Kassin, Steven Fein, and  
Hazel Rose Markus

Product Director: Jon Goodspeed

Product Manager: Melissa Gena

Content Developer: Tangelique Williams-Grayer

Product Assistant: Kimiya Hojjat

Marketing Manager: Melissa Larmon

Content Project Manager: Michelle Clark

Art Director: Vernon Boes

Manufacturing Planner: Karen Hunt

Production Service: Graphic World Inc

Text and Photo Researcher: Lumina Datamatics

Copy Editor: Graphic World Inc

Illustrator: Graphic World Inc

Text Designer: Marsha Cohen

Cover Designer: Irene Morris

Cover Image: Jorge Lizana Photo /  
Getty Images

Compositor: Graphic World Inc

© 2017, 2014 Cengage Learning

WCN: 02-200-203

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at  
**Cengage Learning Customer & Sales Support, 1-800-354-9706.**

For permission to use material from this text or product,  
submit all requests online at **[www.cengage.com/permissions](http://www.cengage.com/permissions)**.

Further permissions questions can be e-mailed to  
**[permissionrequestcengage.com](mailto:permissionrequestcengage.com)**.

Library of Congress Control Number: 2015959689

Student Edition:

ISBN: 978-1-305-58022-0

Loose-leaf Edition:

ISBN: 978-1-305-86313-2

**Cengage Learning**20 Channel Center Street  
Boston, MA 02210  
USA

Cengage Learning is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **[www.cengage.com](http://www.cengage.com)**.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Cengage Learning Solutions, visit **[www.cengage.com](http://www.cengage.com)**.

Purchase any of our products at your local college store or at our preferred online store **[www.cengagebrain.com](http://www.cengagebrain.com)**.

Printed in Canada

Print Number: 01 Print Year: 2016

*We dedicate this book to our children: Briana, Marc, Andrew, Malin,  
Jordan, Elle, Alina, Hannah, and Krysia.*



# Brief Contents

PREFACE xvii

ABOUT THE AUTHORS xxv

## Part 1 Introduction

CHAPTER 1 WHAT IS SOCIAL PSYCHOLOGY? 2

CHAPTER 2 DOING SOCIAL PSYCHOLOGY RESEARCH 24

## Part 2 Social Perception

CHAPTER 3 THE SOCIAL SELF 52

CHAPTER 4 PERCEIVING PERSONS 104

CHAPTER 5 STEREOTYPES, PREJUDICE, AND DISCRIMINATION 154

## Part 3 Social Influence

CHAPTER 6 ATTITUDES 208

CHAPTER 7 CONFORMITY 262

CHAPTER 8 GROUP PROCESSES 308

## Part 4 Social Relations

CHAPTER 9 ATTRACTION AND CLOSE RELATIONSHIPS 350

CHAPTER 10 HELPING OTHERS 408

CHAPTER 11 AGGRESSION 452

## Part 5 Applying Social Psychology

CHAPTER 12 LAW 504

CHAPTER 13 BUSINESS 554

CHAPTER 14 HEALTH AND WELL-BEING 600

GLOSSARY G1

REFERENCES R1

NAME INDEX I1

SUBJECT INDEX I19



# Contents

PREFACE xvii  
ABOUT THE AUTHOR xxv

## Part 1 Introduction

### 1. What Is Social Psychology? | 2

#### What Is Social Psychology? | 6

Defining Social Psychology 6  
Social Psychological Questions and Applications 7  
The Power of the Social Context: An Example of a Social Psychology Experiment 8  
Social Psychology and Related Fields: Distinctions and Intersections 9  
Social Psychology and Common Sense 11

#### A Brief History of Social Psychology | 12

The Birth and Infancy of Social Psychology: 1880s–1920s 12  
A Call to Action: 1930s–1950s 13  
Confidence and Crisis: 1960s–Mid-1970s 15  
An Era of Pluralism: Mid-1970s–2000s 15

#### Social Psychology Today: What Is Trending Now? | 16

Integration of Emotion, Motivation, and Cognition 17  
Genetic and Evolutionary Perspectives 17  
Cultural Perspectives 18  
Behavioral Economics, Political and Moral Issues, and Other Interdisciplinary Approaches 19  
The Social Brain and Body 20  
New Technologies and the Online World 21

#### REVIEW | 23

#### TOP 10 KEY POINTS IN CHAPTER 1 | 23

#### KEY TERMS | 23

### 2. Doing Social Psychology Research | 24

#### Why Should You Learn About Research Methods? | 27

#### Developing Ideas: Beginning the Research Process | 27

Getting Ideas and Finding Out What's Been Done 28  
Hypotheses and Theories 28  
Basic and Applied Research 29

#### Refining Ideas: Defining and Measuring Social Psychological Variables | 29

From the Abstract to the Specific: Conceptual Variables and Operational Definitions 30  
Measuring Variables: Using Self-Reports, Observations, and Technology 31



## Testing Ideas: Research Designs | 33

- Descriptive Research: Discovering Trends and Tendencies 33
- Correlational Research: Looking for Associations 36
- Experiments: Looking for Cause and Effect 38
- Meta-Analysis: Combining Results Across Studies 45
- Culture and Research Methods 45

## Ethics and Values in Social Psychology | 46

- Institutional Review Boards and Informed Consent 47
- Debriefing 47
- Ethics and Consent Online 48
- Values and Science: Ongoing Debates and New Controversies 48

### REVIEW | 50

### TOP 10 KEY POINTS IN CHAPTER 2 | 50

### KEY TERMS | 51

## Part 2 Social Perception

### 3. The Social Self | 52

#### Putting Common Sense to the Test | 54

#### The Self-Concept | 55

- Rudiments of the Self-Concept 55
- Introspection 58
- Self-Perception 60
- Influences of Other People 65
- Autobiographical Memories 68
- Culture and the Self-Concept 70

#### Self-Esteem | 76

- The Need for Self-Esteem 76
- Are There Gender and Race Differences? 79
- Self-Discrepancy Theory 80
- The Self-Awareness “Trap” 80
- Self-Regulation and Its Limits 84
- Ironic Mental Processes 87
- Mechanisms of Self-Enhancement 88
- Are Positive Illusions Adaptive? 94
- Culture and Self-Esteem 95

#### Self-Presentation | 96

- Strategic Self-Presentation 97
- Self-Verification 99
- Self-Monitoring 100

#### Reflections: The Multifaceted Self | 101

### REVIEW | 102

### TOP 10 KEY POINTS IN CHAPTER 3 | 102

### KEY TERMS | 103



## 4. Perceiving Persons | 104

### Putting Common Sense to the Test | 107

#### Observation: The Elements of Social Perception | 107

- A Person's Physical Appearance 108
- Perceptions of Situations 110
- Behavioral Evidence 111
- Detecting Truth and Deception 117

#### Attribution: From Elements to Dispositions | 120

- Attribution Theories 120
- Attribution Biases 123
- Culture and Attribution 128
- Motivational Biases 131

#### Integration: From Dispositions to Impressions | 134

- Information Integration: The Arithmetic 134
- Deviations From the Arithmetic 135
- Perceptions of Moral Character 140

#### Confirmation Biases: From Impressions to Reality | 142

- Perseverance of Beliefs 142
- Confirmatory Hypothesis Testing 145
- The Self-Fulfilling Prophecy 146

#### Social Perception: The Bottom Line | 149

#### REVIEW | 152

#### TOP 10 KEY POINTS IN CHAPTER 4 | 152

#### KEY TERMS | 153



## 5. Stereotypes, Prejudice, and Discrimination | 154

### Putting Common Sense to the Test | 156

#### The Nature of the Problem: Persistence and Change | 157

- Defining Our Terms 157
- Racism: Current Forms and Challenges 158
- Sexism: Ambivalence, Objectification, and Double Standards 165
- Beyond Racism and Sexism: Age, Weight, Sexuality, and Other Targets 170
- Being Stigmatized 171
- Stereotype Threat: A Threat in the Air 172

#### Causes of the Problem: Intergroup, Motivational, Cognitive, and Cultural Factors | 176

- Social Categories and Intergroup Conflict 176
- Social Identity Theory 182
- Culture and Social Identity 185
- Culture and Socialization 186
- How Stereotypes Distort Perceptions and Resist Change 190
- Automatic Stereotype Activation 193
- The Shooter Bias 193



## Reducing the Problem: Social Psychological Solutions | 196

- Intergroup Contact 196
- Intergroup Friendships and Extended Contact 198
- The Jigsaw Classroom 199
- Shared Identities 199
- Trust, Belonging, and Reducing Stereotype Threat 200
- Exerting Self-Control 201
- Changing Cognitions, Cultures, and Motivations 204

REVIEW | 206

TOP 10 KEY POINTS IN CHAPTER 5 | 206

KEY TERMS | 207

## Part 3 Social Influence

### 6. Attitudes | 208

Putting Common Sense to the Test | 210

The Study of Attitudes | 210

- How Attitudes Are Measured 211
- How Attitudes Are Formed 216
- The Link Between Attitudes and Behavior 218

Persuasion by Communication | 223

- Two Routes to Persuasion 223
- The Source 227
- The Message 234
- The Audience 240
- Culture and Persuasion 244

Persuasion by Our Own Actions | 245

- Role Playing: All the World's a Stage 246
- Cognitive Dissonance Theory: The Classic Version 247
- Cognitive Dissonance Theory: A New Look 251
- Alternative Routes to Self-Persuasion 254
- Ethical Dissonance 257
- Cultural Influences on Cognitive Dissonance 259

Changing Attitudes | 259

REVIEW | 260

TOP 10 KEY POINTS IN CHAPTER 6 | 260

KEY TERMS | 261



## 7. Conformity | 262

### Putting Common Sense to the Test | 265

### Social Influence as “Automatic” | 265

### Conformity | 268

- The Early Classics 268
- Why Do People Conform? 271
- Majority Influence 275
- Minority Influence 278
- Culture and Conformity 281

### Compliance | 283

- Mindlessness and Compliance 284
- The Norm of Reciprocity 285
- Setting Traps: Sequential Request Strategies 286
- Assertiveness: When People Say No 290

### Obedience | 291

- Milgram’s Research: Forces of Destructive Obedience 293
- Milgram in the Twenty-First Century 298
- Lingering Questions 300
- Defiance: When People Rebel 301

### The Continuum of Social Influence | 303

- Social Impact Theory 304
- Perspectives on Human Nature 305

### REVIEW | 306

### TOP 10 KEY POINTS IN CHAPTER 7 | 306

### KEY TERMS | 307



## 8. Group Processes | 308

### Putting Common Sense to the Test | 310

### Fundamentals of Groups | 311

- What Is a Group? Why Join a Group? 311
- Key Features of Groups: Roles, Norms, and Cohesiveness 312
- Culture and Cohesiveness 316

### Individuals in Groups: The Presence of Others | 316

- Social Facilitation: When Others Arouse Us 317
- Social Loafing: When Others Relax Us 320
- Culture and Social Loafing 321
- Deindividuation 322



## Group Performance: Problems and Solutions | 325

- Losses and Gains in Groups 325
- Brainstorming 326
- Group Polarization 328
- Groupthink 329
- Communicating Information and Utilizing Expertise 332
- Goals and Plans in Groups 335
- Training and Technology 336
- Virtual Teams 337
- Culture and Diversity 338
- Collective Intelligence: Are Some Groups Smarter Than Others? 339

## Conflict: Cooperation and Competition Within and Between Groups | 339

- Mixed Motives and Social Dilemmas 340
- Negotiation 343
- Culture and Negotiation 344
- Finding Common Ground 347

### REVIEW | 348

### TOP 10 KEY POINTS IN CHAPTER 8 | 348

### KEY TERMS | 349

## Part 4 Social Relations

## 9. Attraction and Close Relationships | 350

### Putting Common Sense to the Test | 352

### Need to Belong: A Fundamental Human Motive | 352

- The Thrill of Affiliation 354
- The Agony of Loneliness 355

### The Initial Attraction | 358

- Familiarity: Being There 359
- Physical Attractiveness: Getting Drawn In 362
- First Encounters: Getting Acquainted 369
- Mate Selection: The Evolution of Desire 376

### Close Relationships | 382

- The Intimate Marketplace: Tracking the Gains and Losses 384
- Types of Relationships 387
- How Do I Love Thee? Counting the Ways 389
- Culture, Attraction, and Close Relationships 395
- Relationship Issues: The Male–Female Connection 396

### REVIEW | 406

### TOP 10 KEY POINTS IN CHAPTER 9 | 406

### KEY TERMS | 407



## 10. Helping Others | 408

### Putting Common Sense to the Test | 410

### Evolutionary and Motivational Factors: Why Do People Help? | 412

- Evolutionary Factors in Helping 412
- The Evolution of Empathy 415
- Rewards of Helping: Helping Others to Help Oneself 418
- Altruism or Egoism: The Great Debate 420
- Helping as a Default? 424

### Situational Influences: When Do People Help? | 424

- The Bystander Effect 424
- Time Pressure 431
- Moods and Helping 432
- Prosocial Media Effects 434
- Role Models and Social Influence 435

### Personal Influences: Who Is Likely to Help? | 437

- Are Some People More Helpful Than Others? 438
- What Is the Altruistic Personality? 438
- Culture and Helping 441

### Interpersonal Influences: Whom Do People Help? | 443

- Perceived Characteristics of the Person in Need 443
- A Little Help for Our Friends, and Others Like Us 444
- Gender and Helping 446
- Culture and Who Receives Help 447
- The Helping Connection 449

### REVIEW | 450

### TOP 10 KEY POINTS IN CHAPTER 10 | 450

### KEY TERMS | 451



## 11. Aggression | 452

### Putting Common Sense to the Test | 454

### What Is Aggression? | 455

### Culture, Gender, and Individual Differences | 456

- Culture and Aggression 457
- Gender and Aggression 463
- Individual Differences 464

### Origins of Aggression | 466

- Evolutionary Psychology 466
- Genes, Hormones, and the Brain 468
- How Is Aggression Learned? 470
- Culture and Honor 474



## Situational Influences on Aggression | 477

- The Frustration–Aggression Hypothesis 477
- The Frustration–Aggression Hypothesis: Does the Evidence Support It? 478
- Negative Affect 478
- Arousal 480
- Thought: Automatic and Deliberate 481
- The Struggle for Self-Control: Rumination, Alcohol, and Other Factors 482
- Situational Influences: Putting It All Together 485

## Media Effects | 486

- Violence in Popular Media: Does Life Imitate Art? 486
- Pornography 492
- Objectification and Dehumanization 494

## Reducing Aggression and Violence | 494

- Thoughts, Feelings, and Self-Control 495
- Sociocultural Approaches 498
- Multiple-Level Approaches: Programs to Prevent Violence and Bullying 499

## REVIEW | 502

## TOP 10 KEY POINTS IN CHAPTER 11 | 502

## KEY TERMS | 503

# Part 5 Applying Social Psychology

## 12. Law | 504

### Putting Common Sense to the Test | 506

#### Eyewitness Testimony | 508

- Perceiving the Crime 510
- Storing the Memory 512
- Identifying the Culprit 514
- Testifying in Court 517
- Improving Eyewitness Justice 519
- The Alibi: Eyewitness to Innocence 520

#### Confessions | 521

- Suspect Interviews: The Psychology of Lie Detection 521
- Police Interrogations: Social Influence Under Pressure 523
- False Confessions: Why Innocent People Confess 524
- Confessions in the Courtroom 527
- Pleading Guilty in the Shadow of Trial 528

#### Jury Decision Making | 529

- Jury Selection 530
- The Courtroom Trial 536
- Jury Deliberation 540

#### Posttrial Sentencing and Prison | 545

- The Sentencing Process 545
- The Prison Experience 546



**Perceptions of Justice | 549**

Justice as a Matter of Procedure 549  
 Culture, Law, and Justice 550

**Closing Statement | 552****REVIEW | 552****TOP 10 KEY POINTS IN CHAPTER 12 | 552****KEY TERMS | 553****13. Business | 554****Putting Common Sense to the Test | 556****Personnel Selection | 559**

The Typical Job Interview 559  
 “Scientific” Alternatives to Traditional Interviews 562  
 Affirmative Action 566  
 Culture and Organizational Diversity 568

**Performance Appraisals | 571**

Supervisor Ratings 571  
 Self-Evaluations 572  
 New and Improved Methods of Appraisal 573  
 Due-Process Considerations 574

**Leadership | 575**

The Classic Trait Approach 575  
 Contingency Models of Leadership 576  
 Transactional Leadership 577  
 Transformational Leadership 578  
 Leadership Among Women and Minorities 580  
 Cultural Influences on Leadership 582

**Motivation at Work | 583**

Economic Reward Models 584  
 Bonuses, Bribes, and Intrinsic Motivation 585  
 Equity Considerations 587  
 The Progress Principle 589

**Economic Decision Making | 590**

The Symbolic Power of Money 590  
 Social Influences in the Stock Market 592  
 Commitment, Entrapment, and Escalation 595

**REVIEW | 597****TOP 10 KEY POINTS IN CHAPTER 13 | 597****KEY TERMS | 599**

## 14. Health and Well-Being | 600

### Putting Common Sense to the Test | 602

### Stress and Health | 603

### What Causes Stress? | 604

- Crises and Catastrophes 605
- Major Life Events 607
- Microstressors: The Hassles of Everyday Life 608

### How Does Stress Affect the Body? | 610

- The General Adaptation Syndrome 610
- What Stress Does to the Heart 611
- What Stress Does to the Immune System 614
- The Links Between Stress and Illness 616

### Processes of Appraisal | 618

- Attributions and Explanatory Styles 618
- The Human Capacity for Resilience 619
- Pollyanna's Health 623

### Ways of Coping With Stress | 624

- Problem-Focused Coping 625
- Emotion-Focused Coping 628
- Proactive Coping 632
- Culture and Coping 635

### Treatment and Prevention | 637

- Treatment: The “Social” Ingredients 637
- Prevention: Getting the Message Across 638

### The Pursuit of Happiness | 641

- Does Money Buy Happiness? 642
- Emerging Science on How to Increase Happiness 646

### REVIEW | 649

### TOP 10 KEY POINTS IN CHAPTER 14 | 649

### KEY TERMS | 650

### GLOSSARY G1

### REFERENCES R1

### NAME INDEX I1

### SUBJECT INDEX I19



**The opening years of the twenty-first century** have proved to be an exciting and tumultuous time—more so, it seems, than any in recent memory. On the one hand, thanks to the rise of Facebook, Twitter, Skype, YouTube, Instagram, Snapchat, and other social media, all of which are available on mobile apps, wherever we are, it has never been easier to be “social”—to talk to others or share opinions, pictures, music, and footage of live events as they occur with people from all corners of the world. On the other hand, deep social and political divisions; religious and ethnic conflicts all over the world; economic disparities; and an ever-present threat of terrorism surround us. As Charles Dickens (1859) said in *A Tale of Two Cities*, “It was the best of times, it was the worst of times.”

Encircled by its place in science and world events, social psychology—its theories, research methods, and basic findings—has never been more relevant or more important. We used to think of social psychology as a discipline that is slow to change. As in other sciences, we thought, knowledge builds in small increments, one brick at a time. Social psychology has no “critical” experiments, no single study can “prove” a theory, and no single theory can fully explain the complexities of human social behavior. While all this remains true, the process of revising this textbook always seems to show us how complex, dynamic, and responsive our field can be. As the world around us rapidly changes, so too does social psychology. Whether the topic is world news, politics, business, health, education, law, travel, sports, or entertainment, social psychology has weighed in.

Despite the promise that it has fulfilled and brings to the future, social psychology has recently been rocked by scandal and controversy. Three events in particular have weighed on the field. First, in 2011, a social psychologist in the Netherlands was found to have falsified data that were published in some fifty articles. That case was followed by two other instances of fraud and a paper that survived peer review at *JPSP* purporting to prove ESP. Second, after an exhaustive multiyear effort to replicate 100 published studies, a group of social psychologists reported in *Science*, in 2015, that more than half of the findings they sought to replicate failed when retested. This finding was heavily reported in the news media, as seen in *The New York Times* article, “Many Psychology Findings Not as Strong as Claimed, Study Says.” Third, a “political” controversy has erupted over the question of whether social psychology research is inherently biased by a liberal ideology. This debate—in terms of how ideology can influence what researchers choose to study and how they interpret the results—continues unabated as we revise this book.

It is clear that social psychology is undergoing a process of self-examination. This has led the field to adopt new, more rigorous methods, statistical practices, and safeguards, and it has led us to raise the bar in the standards we use to decide which new findings to report. What has not changed in this reassessment is the enthusiasm with which we present classic and contemporary social psychology in each and every page of this textbook.

## Goals for This Edition

In the competitive college textbook business, it is a rare and special milestone to publish a tenth edition and span thirty years in print. Being the brainchild and inspiration of Sharon Brehm, our first lead author, the inaugural edition of this book was published in 1990—before any of us had access to the Internet or a cell phone and before e-books were an option. In countless ways, the world was a simpler and far different place. Yet human nature—our fundamental need to belong, and to be accepted; our deeply rooted and profound vulnerability to social influence, to satisfy these needs; and the range of settings in which social psychology is on display—has remained very much the same. The continuity of social psychology over time, its contributions to the field of psychology as a whole, and its acceptance within other professions and popular culture, has never been so clear.

We had three main goals for this revision.

1. Our first goal was to present the most important and exciting perspectives in the field as a whole. To communicate the breadth and depth of social psychology, we have self-consciously expanded our coverage to include not only the classics but also the most recent developments in the field—developments that capture new thinking about social neuroscience, evolutionary theory, nonconscious and implicit processes, effects of social media and technology, and cultural influences.
2. In light of questions that have surfaced concerning replicability, our second goal was to try to vet brand new findings in an effort to ensure that the discipline we present will prove accurate over time. No method of vetting is perfect. But as a departure from past practice, we have chosen to exclude any research presented at professional conferences or reported in the news that has not been published in a peer-reviewed journal. For articles newly published, we sought to determine if the findings were consistent with other research.
3. Finally, we want this book to serve as a good teacher outside the classroom. While speaking the student's language, we always want to connect social psychology to current events in politics, sports, business, law, music, travel, entertainment, the use of social networking sites, and other life domains. We will say more about this later in the preface, in the section, "Connections With Current Events."

## What's New in This Edition

As in the past, we have tried both to capture the essence of social psychology from its inception as well as to reflect the shifts within the field over time and culture. It is our hope that the reader will feel the pulse of our field *today* in each and every page.

### ■ The Content

**Comprehensive, Up-to-Date Scholarship** Like its predecessors, the tenth edition offers a broad, balanced, mainstream look at social psychology. Thus, it includes detailed descriptions of classic studies from social psychology's historical warehouse as well as the latest research findings from hundreds of new references. In particular,

we draw your attention to the following topics, which are either new to this edition or have received expanded coverage:

- The social brain and body (Chapter 1)
- The challenges of doing research across cultures (Chapter 2)
- Ethics and consent in online research (Chapter 2)
- Facebook as a venue for social comparison (Chapter 3)
- Social class as a cultural influence (Chapter 3)
- Attributing mind to machines (Chapter 4)
- Perceptions of moral character (Chapter 4)
- Racial tensions sparked by police shootings and ensuing protests (Chapter 5)
- New research and discussion of dehumanization (Chapter 5)
- Ethical dissonance (Chapter 6)
- Engaged followership model of obedience (Chapter 7)
- Collective intelligence: Are some groups smarter than others? (Chapter 8)
- Uses of technology to train real decision-making groups (Chapter 8)
- New research on online dating (Chapter 9)
- Mate selection and conspicuous consumption (Chapter 9)
- Neuroscience of empathy (Chapter 10)
- Social influences on helping in philanthropy (Chapter 10)
- Evolutionary psychology approaches to aggression (Chapter 11)
- Effects of genes, hormones, and brain functioning on aggression (Chapter 11)
- Alibis as eyewitnesses to innocence (Chapter 12)
- Pleading guilty in the shadow of trial (Chapter 12)
- Cybervetting in personnel selection (Chapter 13)
- Cultural influences on leadership (Chapter 13)
- The link between social class and health (Chapter 14)
- Cultural differences in social support seeking (Chapter 14)

As this nonexhaustive list shows, this tenth edition contains new—and newsy—material. In particular, you may notice that we have zeroed in on new developments in *social neuroscience*, *evolutionary theory*, *implicit and nonconscious processes*, *effects of social media and technology*, and *cultural perspectives*—including social class and racial and ethnic groups within cultures. As to this latter point, as social psychology is now a truly international discipline, this book routinely cites new research conducted throughout North and South America, Europe, Asia, Australia, and other parts of the world. We believe that the study of human diversity—from the perspectives of researchers who themselves are a diverse lot—can help students become better informed about social relations as well as about ethics and values.

**Connections With Current Events** To cover social psychology is one thing; to use its principles to explain events in the real world is quite another. Fifteen years

ago, the events of 9/11 changed the world. In different ways not fully discernible, so did the severe economic recession—and slow recovery—in the United States and Europe; the rise of China as an economic power; the changes that have swept through the Middle East, as seen in the sudden rise of ISIS; the increasing threat of violence, as seen in mass shootings in the United States and terrorism in Paris and throughout the world; the racial tensions between police and citizens, which has spawned the “Black Lives Matter” movement; and the ease with which people can now meet, interact, and share services—as seen in the global rise of Uber and Airbnb—through online social networking sites on mobile devices. More than ever, connecting basic theory to real life is the best way to heighten student interest. Over the years, teachers and students have told us how much they value the “newsy” features of our book.

The tenth edition, like its predecessors, is committed to making social psychology *relevant*. Almost every page includes a passage, a quote, a figure, a table, a photo, or a cartoon that refers to people, places, events, music, social trends, and issues that are prominent in contemporary culture. The reader will find stories about the events in Ferguson, Missouri, and elsewhere; Edward Snowden, and his disclosures about mass surveillance; ongoing political debates over same-sex marriage and immigration; cases in the news—such as the South Africa trial of Olympian Oskar Pistorius; and the role of Facebook and other social media in bringing people together—for good purposes and bad.

As in past editions, you will also find in the margins various quotations, song lyrics, public opinion poll results, “factoids,” and links to relevant websites. 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.

**Social Psychology and Common Sense** Several years ago, we introduced a feature that we remain excited about. Building on a discussion in Chapter 1 about the links (and lack thereof) 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,” and “Opposites attract.” The answers to these questions are revealed in a marginal box after the topic is presented in the text and then 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 to 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 both accurate and easy to understand. 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 names, dates, and studies whose interconnections remain 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 want to keep it simple and unobtrusive. Look through the Table of Contents, and you will see that we present social psychology in five major parts—a heuristic structure that teachers and

students have found sensible and easy to follow through nine editions. The book opens with two *Introduction* chapters on the history, subject matter, and research methods of social psychology (Part I). As before, we then move to an intraindividual focus on *Social Perception* (Part II), shift outward to *Social Influence* (Part III) and *Social Relations* (Part IV), and then conclude with *Applying Social Psychology* (Part V). We realize that some instructors like 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.

## ■ 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, every chapter contains the following pedagogical features:

- An abstract, chapter outline, and common-sense quiz (beginning with Chapter 3).
- 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.
- Bar graphs, line graphs, tables, sketches, photographs, flow charts, and cartoons that illustrate, extend, enhance, and enliven material in the text. Some of these depict historic images; others, more contemporary, are new to the tenth edition and often “newsy.”
- At the end of each chapter, a numbered list of “Top 10 Key Points” designed to provide students with a shorthand summary the major takeaway messages.

## MindTap for Kassin, Fein, and Markus’s *Social Psychology*

MindTap is a personalized teaching experience with relevant assignments that guide students to analyze, apply, and improve thinking, allowing you to measure skills and outcomes with ease.

- **Personalized Teaching:** Becomes yours with a Learning Path that is built with key student objectives. Control what students see and when they see it. Use it as-is or match to your syllabus exactly—hide, rearrange, add and create your own content.
- **Guide Students:** A unique learning path of relevant readings, multimedia, and activities that move students up the learning taxonomy from basic knowledge and comprehension to analysis and application.
- **Promote Better Outcomes:** Empower instructors and motivate students with analytics and reports that provide a snapshot of class progress, time in course, engagement and completion rates.

In addition to the benefits of the platform, MindTap for Kassin, Fein, and Markus’s *Social Psychology* features:

- Videos and animations, all based on key social psychology topics and concepts.
- Chapter-opening assignments, including choose-your-own-activity style exercises, videos, animations, and polling questions which all integrate supporting social psychology research.

## ■ Supplements

**Instructor's Resource Manual** In each chapter of the Online Instructor's Resource Manual ISBN: 9781305968004, we provide:

- **Learning Objectives.** A listing of what students should be able to do after reading.
- **A Detailed Overview.** A comprehensive review, with key points highlighted and key terms listed.
- **Lecture/discussion ideas.** Many ways to introduce and discuss topics with students, including video suggestions and extended examples.
- **Class activity ideas.** Helpful prompts, including hand-out suggestions, for in-class activities. Each idea includes a “What if this bombs?” section for when executing an idea does not go as expected.
- **Multimedia resources.** An annotated list of related videos, websites, YouTube clips, computer programs, and video clip suggestions from the Research in Action collection from Cengage Learning.
- **Handouts.** Helpful handouts for students that correlate with suggested activities and homework.
- **MindTap Instructor's Resource Center.** Descriptions of assets and tools to integrate into your course in MindTap.

**Cognero Cengage Learning Testing Powered by Cognero** is a flexible, online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions, create multiple test versions in an instant, and deliver tests from your Learning Management System (LMS), your classroom, or wherever you want.

ISBN: 9781305856950

**PowerPoint**, online, features lecture outlines and key images from the text.

ISBN: 9781305967755

## Acknowledgments

Textbooks are the product of a team effort—more today than ever before. We are grateful to Cengage Learning for its commitment to quality as the first priority. First, we want to thank Tangelique Williams-Grayer, our content developer. We also want to express our gratitude to Roman Barnes, our photo researcher, who has helped to make this book so photographically interesting. Finally, we want to thank all those whose considerable talents and countless hours of hard work can be seen on every page: Cassie Carey, Senior Project Manager, Graphic World; Michelle Clark, Senior Content Production Manager; and Kimiya Hojjat, Product Assistant. We also thank Publisher Jon-David Hague and Product Manager, Melissa Gena.

Over years, several colleagues have guided us through their feedback on prior editions. Every one of these teachers and scholars has helped to make this a better

book. For their invaluable insights, comments, and suggestions, we thank the following reviewers of our more recent editions:

William Adler, *Collin County College*  
 Craig Anderson, *Iowa State University*  
 Dan Batson, *University of Kansas*  
 Lorraine Benuto, *University of Nevada, Las Vegas*  
 Bryan Bonner, *The University of Utah*  
 Rebecca Carey, *Stanford University*  
 Kimberly Coffman, *Florida International University*  
 John Dovidio, *Yale University*  
 Jean Egan, *Asnuntuck Community College*  
 Rebecca Francis, *West Virginia State University*  
 Rowell Huesmann, *University of Michigan*  
 Steven Karau, *Southern Illinois University*  
 John Levine, *University of Pittsburgh*  
 Mike Mangan, *University of New Hampshire, Durham*  
 Margo Monteith, *Purdue University*  
 Richard Moreland, *University of Pittsburgh*  
 Paul Paulus, *University of Texas at Arlington*  
 William Pedersen, *California State University,  
 Long Beach*

Michele Reich, *Drexel University*  
 Todd Shackelford, *Oakland University*  
 Nicole Shelton, *Princeton University*  
 Jennifer Shibley, *Columbia College, Chicago*  
 Charles Stangor, *University of Maryland*  
 Nicole M. Stephens, *Northwestern University, Kellogg  
 School of Management*  
 Arlene Stillwell, *SUNY College at Potsdam*  
 Eric Stocks, *University of Texas at Tyler*  
 Courtney von Hippel, *University of Queensland*  
 William von Hippel, *University of Queensland*  
 Gregory Walton, *Stanford University*  
 Kipling Williams, *Purdue University*  
 Elizabeth Williford, *Belhaven University*

Saul Kassin  
 Steven Fein  
 Hazel Rose Markus



# About the Authors

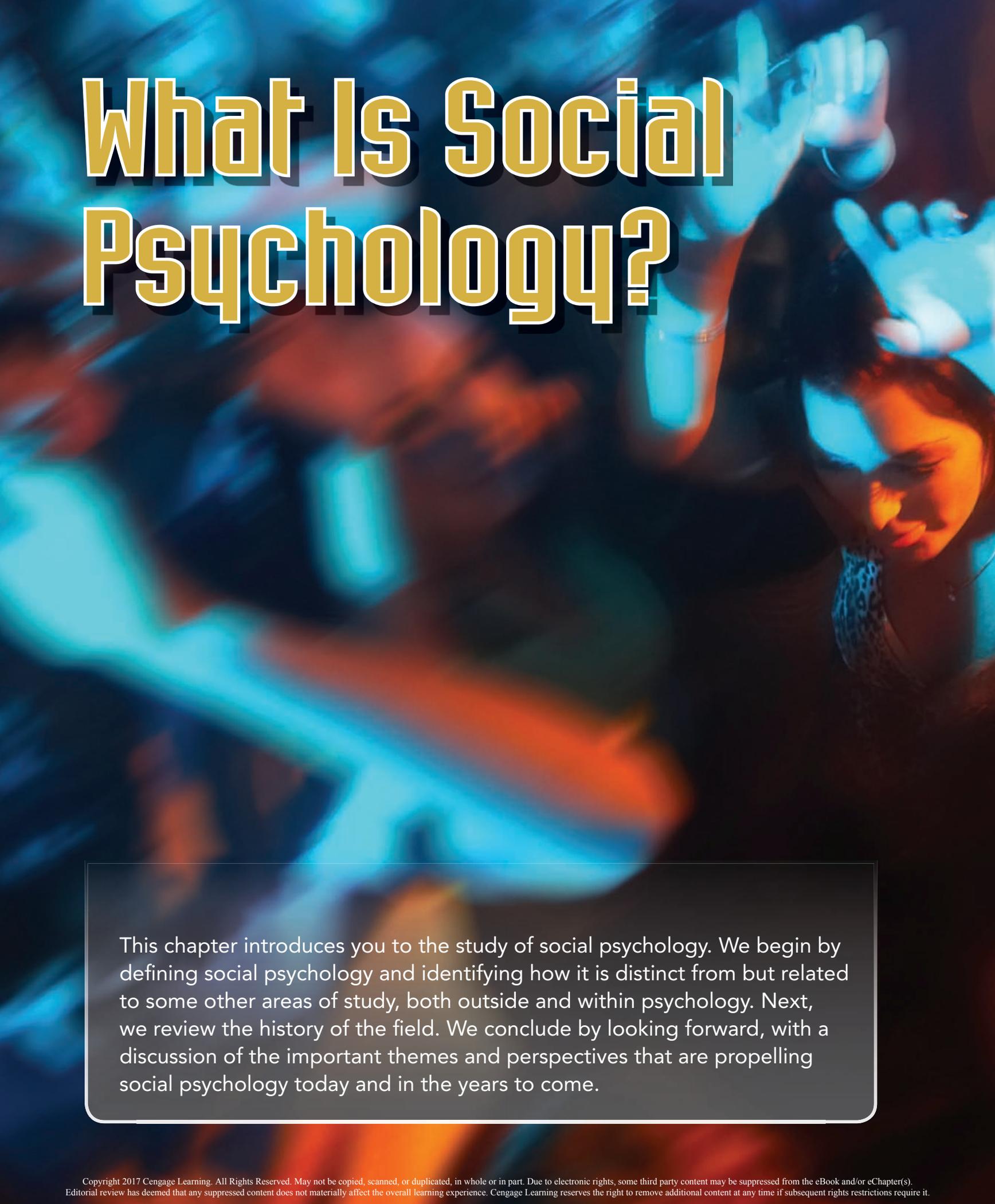
**SAUL KASSIN** is Distinguished Professor of Psychology at John Jay College of Criminal Justice, in New York, and Massachusetts Professor of Psychology at Williams College in Williamstown, Massachusetts. Born and raised in Brooklyn, he received his Ph.D. from the University of Connecticut followed by fellowships at the University of Kansas and U.S. Supreme Court and a visiting professorship at Stanford University. In addition to authoring textbooks, he has co-authored and edited *Confessions in the Courtroom*, *The Psychology of Evidence and Trial Procedure*, and *The American Jury on Trial*. Interested in using social psychology to prevent wrongful convictions, Kassin pioneered the scientific study of police interrogations and false confessions several years ago, an interest that continues to this day. Kassin is past president of the American Psychology-Law Society and recipient of its Lifetime Contribution Award. He is also a Fellow of APS and APA. He has testified as an expert witness in state, military, and federal courts and has appeared as a media consultant in documentaries and on national news programs.

**STEVEN FEIN** is 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*, *Readings in Social Psychology: The Art and Science of Research*, and *Motivated Social Perception: The Ontario Symposium*. He has served on the executive committee of the Society of Personality and Social Psychology and as the social and personality psychology representative at the American Psychological Association. His research interests concern stereotyping and prejudice, suspicion and attributional processes, social influence, and self-affirmation theory.

**HAZEL ROSE MARKUS** is the Davis-Brack Professor in the Behavioral Sciences at Stanford University. She co-directs Stanford SPARQ (Social Psychological Answers to Real-world Questions) and also the Research Institute of the Stanford Center for Comparative Studies in Race and Ethnicity. Before moving to Stanford in 1994, she was a professor at the University of Michigan, where she received her Ph.D. Her work focuses on how the self-system, including current conceptions of self and possible selves, structures and lends meaning to experience. Born in England to English parents and raised in San Diego, California, she has been persistently fascinated by how nation of origin, region of the country, gender, ethnicity, race, religion, and social class shape self and identity. With her colleague Shinobu Kitayama at the University of Michigan, she has pioneered the experimental study of how culture and self influence one another. Markus was elected to the American Academy of Arts and Sciences in 1994, is a Fellow of APS, APA, and Division 8, and received the 2008 APA award for Distinguished Scientific Contribution. Some of her recent co-edited and co-authored books include *Culture and Emotion: Empirical Studies of Mutual Influence*, *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies*, *Just Schools: Pursuing Equal Education in Societies of Difference*, and *Doing Race: 21 Essays for the 21st Century*, and *Clash! How to Thrive in a Multicultural World*.



# Social Psychology



# What Is Social Psychology?

This chapter introduces you to the study of social psychology. We begin by defining social psychology and identifying how it is distinct from but related to some other areas of study, both outside and within psychology. Next, we review the history of the field. We conclude by looking forward, with a discussion of the important themes and perspectives that are propelling social psychology today and in the years to come.

# 1

## What Is Social Psychology? | 6

Defining Social Psychology

Social Psychological Questions  
and Applications

The Power of the Social Context:  
An Example of a Social Psychology  
Experiment

Social Psychology and Related Fields:  
Distinctions and Intersections

Social Psychology and Common Sense

## A Brief History of Social Psychology | 12

The Birth and Infancy of Social  
Psychology: 1880s–1920s

A Call to Action: 1930s–1950s

Confidence and Crisis: 1960s–Mid-1970s

An Era of Pluralism: Mid-1970s–2000s

## Social Psychology Today: What Is Trending Now? | 16

Integration of Emotion, Motivation,  
and Cognition

Genetic and Evolutionary Perspectives

Cultural Perspectives

Behavioral Economics, Political  
and Moral Issues, and Other  
Interdisciplinary Approaches

The Social Brain and Body

New Technologies and the Online World

## Review

**We're certainly not one of the largest animals.** But compared to the rest of the animal world, the size of the human brain, relative to the size of our bodies, is massive. Why is this? The most obvious explanation is that we're smarter, that we've mastered our environments to a degree no other animal has. But recent evidence suggests that the relatively huge size of the human brain—and particularly of the neocortex, at its outermost layer—may be due to something more specific, and rather surprising: We have such large brains in order to socialize (Dunbar, 2014; Spunt et al., 2015).

The remarkable success of our species can be traced to humans' ability to work together in groups, to infer others' intentions, to coordinate with extended networks of other people. Our brains needed to be able to handle the incredibly complex challenges associated with these tasks. Long ago Aristotle famously observed, "Man is by nature a social animal." Even Aristotle couldn't have imagined the degree to which that is true, that the social nature of humans seems to be written into our very DNA. Indeed, recent studies of brain activity have found that when the brain is basically at rest, not engaging in any active task, its default pattern of activity seems to involve social thinking, such as thinking about other people's thoughts and goals. Social neuroscientist Matthew Lieberman puts it, "Evolution has made a bet that the best thing for our brains to do in any spare moment is to get ready for what comes next in social terms" (E. E. Smith, 2013).

The social nature of the human animal is what this book, and the field of social psychology, is all about. The ways in which we are social animals are countless, and they can be obvious or incredibly subtle. We work, play, and live together. We hurt and help each other. We define happiness and success for each other. We forge our individual identities not alone but in the context of other people. We visit family, make friends, have parties, build networks, go on dates, pledge an enduring commitment, decide to have children. We watch others, speculate about them, and predict who will wind up with whom, whether in real life or in popular culture as we keep up with the Kardashians or watch *The Bachelorette*. Many of us text or tweet each other about everything we're up to, or we spend lots of time on social networking sites, interacting with countless peers from around the world, adding hundreds or even thousands of "friends" to our social networks. Our moods can fluctuate with the number of virtual friends who "like" our latest posted photo. Even being ignored by a stranger we don't really care about can be as painful as the experience of real physical pain (Eisenberger, 2015).

You've probably seen or at least heard about the movie *It's a Wonderful Life*. When the hero, George Bailey, is about to kill himself, the would-be angel Clarence doesn't save him by showing him how much personal happiness he'd miss if he ended his life. Instead, he shows George how much his life has touched the lives of others and how many people would be hurt if he was not a part of their world. It was these social relationships that saved George's life, just as they define our own.

Precisely because we need and care so much about social interactions and

*"We take our bearings, daily, from others. To be sane is, to a great extent, to be sociable."*

– John Updike

A woman eyes her many suitors on a summer 2015 episode of *The Bachelorette*, as viewers wondered which man the featured bachelorette might choose for possible marriage. The enormous popularity of shows like this illustrates part of the appeal of social psychology—people are fascinated with how we relate to one another.



Rick Rowell/Disney ABC Television Group/Getty Images



Scott Barbour/Getty Images News/Getty Images



Brendan Smialowski/AFP/Getty Images

Social networking plays a key role in social movements today. The “Ice Bucket Challenge” was a viral sensation that spanned the globe in the summer of 2014 (people taking the challenge in Sydney, Australia, are seen in the photo on the left), raising tremendous amount of awareness and money in the fight against the debilitating disease, ALS. The “Black Lives Matter” hashtag spread dramatically on Twitter in 2014 and 2015 in response to the killings of African Americans in several cities in the United States, inspiring a variety of protests and rallies, as in this rally in Charleston, South Carolina, in June 2015 (right).

relationships, the social contexts in which we find ourselves can influence us profoundly. You can find many examples of this kind of influence in your own life. Have you ever laughed at a joke you didn’t get just because those around you were laughing? Do you present yourself in one way with one group of people and in quite a different way with another group? The power of the social context can also be much more subtle than in these examples, as when others’ unspoken and inaccurate expectations about you may have real and enduring impact on your own behavior and sense of who you are.

The relevance of social psychology is evident in everyday life, of course, such as when two people become attracted to each other or when a group tries to coordinate its efforts on a project. Dramatic events can heighten its significance all the more, as is evident in people’s behavior during and after war, terrorist attacks, or natural disasters. In these traumatic times, a spotlight shines on how people help or exploit each other, and we witness some of the worst and best that human relations have to offer. These events invariably call attention to the kinds of questions that social psychologists study—questions about hatred and violence, about intergroup conflict and suspicion, as well as about heroism, cooperation, and the capacity for understanding across cultural, ethnic, racial, religious, and geographic divides. We are reminded of the need for a better understanding of social psychological issues as we see footage of death and destruction in the Middle East or Congo or are confronted with the reality of an all-too-violent world as nearby as our own neighborhoods and campuses. We also appreciate the majesty and power of social connections as we recognize the courage of a firefighter, read about the charity of a donor, or see the glow in the eyes of a new parent. These are all—the bad and the good, the mundane and the extraordinary—part of the fascinating landscape of social psychology.

Not only will you learn interesting and relevant research findings throughout the book, you also will learn *how* social psychologists have discovered this evidence. It is an exciting process and one that we are enthusiastic about sharing with you. The purpose of this first chapter is to provide you with a broad overview of the field of social psychology. By the time you finish it, you should be ready and (we hope) eager for what lies ahead.

## What Is Social Psychology?

We begin by defining social psychology and mapping out its relationship to sociology and some other disciplines within the field of psychology.

### ■ Defining Social Psychology

**Social psychology** is the scientific study of how individuals think, feel, and behave in a social context. Let's look at each part of this definition.

**Scientific Study** There are many approaches to understanding how people think, feel, and behave. We can learn about human behavior from novels, films, history, and philosophy, to name just a few possibilities. What makes social psychology different from these artistic and humanistic endeavors is that social psychology is a science. It applies the *scientific method* of systematic observation, description, and measurement to the study of the human condition. How, and why, social psychologists do this is the focus of Chapter 2.



IT Stock/Jupiter Images

Our social relationships and interactions are extremely important to us. Most people seek out and are profoundly affected by other people. This social nature of the human animal is what social psychology is all about.

**How Individuals Think, Feel, and Behave** Social psychology concerns an amazingly diverse set of topics. People's private, even nonconscious beliefs and attitudes; their most passionate emotions; their heroic, cowardly, or merely mundane public behaviors—these all fall within the broad scope of social psychology. In this way, social psychology differs from other social sciences such as economics and political science. Research on attitudes offers a good illustration. Whereas economists and political scientists may be interested in people's economic and political attitudes, respectively, social psychologists investigate a wide variety of attitudes and contexts, such as individuals' attitudes toward particular groups of people or how their attitudes are affected by their peers or their mood. In doing so, social psychologists strive to establish general principles of attitude formation and change that apply in a variety of situations rather than exclusively to particular domains.

**social psychology** The scientific study of how individuals think, feel, and behave in a social context.

Note the word *individuals* in our definition of social psychology. This word points to another important way in which social psychology differs from some other social sciences. Sociology, for instance, typically classifies people in terms of their nationality, race, socioeconomic class, and other *group factors*. In contrast, social psychology typically focuses on the psychology of the *individual*. Even

when social psychologists study groups of people, they usually emphasize the behavior of the individual in the group context.

**A Social Context** Here is where the “social” in social psychology comes into play and how social psychology is distinguished from other branches of psychology. As a whole, the discipline of psychology is an immense, sprawling enterprise, concerned with everything from the actions of neurotransmitters in the brain to the actions of dancers in a crowded club. What makes social psychology unique is its emphasis on the social nature of individuals.

However, the “socialness” of social psychology varies. Social psychologists sometimes examine nonsocial factors that affect people’s thoughts, emotions, motives, and actions. For example, they may study whether hot weather causes people to behave more aggressively (Anderson, 2012; Ranson, 2014). What is social about this is the behavior: people hurting each other. In addition, social psychologists sometimes study people’s thoughts or feelings about nonsocial things, such as people’s attitudes toward Nike versus Adidas basketball shoes. How can attitudes toward basketball shoes be of interest to social psychologists? One way is if these attitudes are influenced by something social, such as whether LeBron James’s endorsement of Nike makes people prefer that brand. Both examples—determining whether heat causes an increase in aggression or whether LeBron James causes an increase in sales of Nike shoes—are *social* psychological pursuits because the thoughts, feelings, or behaviors either (a) *concern other people* or (b) *are influenced by other people*.

The “social context” referred to in the definition of social psychology does not have to be real or present. Even the implied or imagined presence of others can have important effects on individuals (Allport, 1985). For example, if people imagine receiving positive or negative reactions from others, their self-esteem can be affected significantly (Libby et al., 2011; Smart Richman & Leary, 2009). If students imagine having contact with a stranger from another country, their attitudes toward people from that country and their experiences visiting that country can become more positive (Vezzali et al., 2015). And if college students imagine living a day in the life of a professor, they are likely to perform better later on an analytic test; if they imagine instead being a cheerleader, however, they perform worse (Galinsky et al., 2008)!

## ■ Social Psychological Questions and Applications

For those of us fascinated by social behavior, social psychology is a dream come true. Just look at Table 1.1 and consider a small sample of the questions you’ll explore in this textbook. As you can see, the social nature of the human animal is what social psychology is all about. Learning about social psychology is learning about ourselves and our social worlds. And because social psychology is scientific rather than anecdotal, it provides insights that would be impossible to gain through intuition or experience alone.



Danny Moleshok/Landov

A well-liked celebrity such as Oprah Winfrey can influence the attitudes and behaviors of millions of people. When Oprah recommends a book, for example, sales of the book are likely to skyrocket.

▲ TABLE 1.1

**Examples of Social Psychological Questions****Social Perception: What Affects the Way We Perceive Ourselves and Others?**

- Why do people sometimes sabotage their own performance, making it more likely that they will fail? (Chapter 3)
- How do people in East Asia often differ from North Americans in the way they explain people's behavior? (Chapter 4)
- Where do stereotypes come from, and why are they so resistant to change? (Chapter 5)

**Social Influence: How Do We Influence Each Other?**

- Why do we often like what we suffer for? (Chapter 6)
- How do salespeople sometimes trick us into buying things we never really wanted? (Chapter 7)
- Why do people often perform worse in groups than they would have alone? (Chapter 8)

**Social Interaction: What Causes Us to Like, Love, Help, and Hurt Others?**

- How similar or different are the sexes in what they look for in an intimate relationship? (Chapter 9)
- When is a bystander more or less likely to help you in an emergency? (Chapter 10)
- Does exposure to TV violence or to pornography trigger aggressive behavior? (Chapter 11)

**Applying Social Psychology: How Does Social Psychology Help Us Understand Questions About Law, Business, and Health?**

- Can interrogators really get people to confess to serious crimes they did not commit? (Chapter 12)
- How can business leaders most effectively motivate their employees? (Chapter 13)
- How does stress affect one's health, and what are the most effective ways of coping with stressful experiences? (Chapter 14)

© Cengage Learning®

The value of social psychology's perspective on human behavior is widely recognized. Courses in social psychology are often required or encouraged for students interested in careers in medicine, business, law, education, and journalism, as well as in psychology and sociology. Although many graduates of social psychology programs hold faculty appointments in colleges or universities, others work in medical centers, law firms, government agencies, the military, and a variety of business settings involving management, investment banking, marketing, advertising, human resources, negotiating, and social networking.

The number and importance of these applications continue to grow. Judges are drawing on social psychological research to render landmark decisions, and lawyers are depending on it to select juries and to support or refute evidence. Businesses are using cross-cultural social psychological research to operate in the global marketplace, and they are consulting research on group dynamics to foster the best conditions for their work forces. Health care professionals are increasingly aware of the role of social psychological factors in the prevention and treatment of disease. Indeed, we can think of no other field of study that offers expertise that is more clearly relevant to so many different career paths.

## ■ The Power of the Social Context: An Example of a Social Psychology Experiment

The social nature of people runs so deep that even very subtle clues about our social connection with others can have a profound effect on our lives. Think about your first weeks of high school or college. If you're like most students, there probably were times when you felt insecure and wondered if you fit in there. For some groups of students, however, these fears are especially frequent and strong. Students from underrepresented racial or ethnic minority groups, or women entering programs specializing in science, technology, engineering, or mathematics (STEM), are especially vulnerable to such doubts. Social psychological research has found that these concerns can interfere with the academic performance.

Gregory Walton and his colleagues (2015) are among the social psychologists who have studied this issue. For example, they wondered if they could improve the academic success of women at a prestigious engineering school who were taking courses in majors in which the very large majority of students were men. Women in these majors often report that they feel unwelcome and disrespected. To try to counter these concerns, the researchers conducted an experiment in which they provided some students early in their first semester at the engineering school with a brief bit of information suggesting how typical it is that most

students—regardless of their gender—go through periods of social stress, disrespect, and feeling that they don't belong during their freshman year, and that these struggles tend to go away soon after their first year. After reading this information the students completed a pair of brief writing activities based on this information.

Walton and his colleagues wanted to assess how these students would do by the end of their first year compared to other students who did not receive any information about social belonging concerns. The results can be seen in ● Figure 1.1. The bars in this graph illustrate the students' first-year GPAs, as measured on a scale from 0 to 100. The first pair of bars on the left show the GPAs of men and women who did not receive the belongingness intervention. As the difference in height of these two bars indicates, the GPAs of the women were far below that of the men. Compare this to the pair of bars on the right. These are the GPAs of the men and women who received the brief information designed to counter concerns about belonging. With this brief intervention, the women earned GPAs as high as the men. The large gender difference was eliminated, therefore, by just a small amount of social information received early in their first year. This study illustrates the power of the social context—or more accurately, of the *perceived* social context—on a critically important real-world outcome. You'll learn more about this and related research by Walton and others in Chapter 5.

## ■ Social Psychology and Related Fields: Distinctions and Intersections

Social psychology is sometimes confused with certain other fields of study. Before we go on, we should clarify how social psychology is distinct from these other fields, and we will also illustrate that interesting and significant questions can be addressed through interactions between social psychology and these other fields (see Table 1.2 on page 10).

**Social Psychology and Sociology** Sociologists and social psychologists share an interest in many issues, such as violence, prejudice, cultural differences, and marriage. As noted, however, sociology tends to focus on the group level, whereas social psychology tends to focus on the individual level. For example, sociologists might track the racial attitudes of the middle class in the United States, whereas social psychologists might examine some of the specific factors that make individuals more or less likely to behave in a racist way toward members of some group.



Andersen Russ/Blend Images/Getty Images

According to social psychological research described in this chapter and elsewhere in the book, how socially connected students feel with their fellow students can have a significant effect on their academic success.

● FIGURE 1.1

### Social Belonging and GPA

Some students early in their first semester at an engineering school were given information designed to reduce their doubts about fitting in and belonging at their school, and other students were not given this information. The bars on the left represent the average first-year grades of the men (red) and women (green) who did not receive the information about belonging. Women's average first-year grades were far worse than the men's in this no-treatment condition. The bars on the right illustrate that the women's underperformance was completely eliminated if they received the information designed to reduce their uncertainty about belonging. Adapted from Walton et al., 2015.

