

Social Psychology

Tenth Edition

Elliot Aronson

Timothy D. Wilson

Samuel R. Sommers



Portfolio Manager: Kelli Strieby
Content Producer: Cecilia Turner/Lisa Mafriaci
Content Developer: Thomas Finn
Portfolio Manager Assistant: Louis Fierro
Executive Product Marketing Manager: Christopher Brown
Senior Field Marketing Manager: Debi Doyle
Content Producer Manager: Amber Mackey
Content Development Manager: Sharon Geary

Art/Designer: Blair Brown
Digital Studio Course Producer: Lindsay Verge
Full-Service Project Manager: Angel Chavez
Composer: Integra Publishing Services, Inc.
Printer/Binder: R. R. Donnelley Roanoke
Cover Printer: Lehigh Phoenix Color/Hagerstown
Cover Design: Lumina Datamatics
Cover Credit: Noma Bar, Pentagram

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within the text or on pages 545–548.

Copyright © 2019, 2016, 2013 by Pearson Education, Inc. or its affiliates. All Rights Reserved.
Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permissions, request forms and the appropriate contacts, please visit www.pearsoned.com/permissions for Pearson's Rights and Permissions Department.

PEARSON, ALWAYS LEARNING, and Revel are exclusive trademarks in the U.S. and/or other countries owned by Pearson Education, Inc. or its affiliates.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Aronson, Elliot, author. | Wilson, Timothy D., author. | Sommers, Sam, author.
Title: Social psychology / Elliot Aronson, Timothy D. Wilson, Samuel R. Sommers.
Description: Tenth edition. | New York, NY : Pearson, [2019] | Includes bibliographical references and index.
Identifiers: LCCN 2017037187 | ISBN 9780134641287 (softcover : alk. paper)
Subjects: LCSH: Social psychology.
Classification: LCC HM1033 .A78 2019 | DDC 302—dc23
LC record available at <https://lcn.loc.gov/2017037187>

1 18



Rental Edition

ISBN-10: 0-13-464128-0
ISBN-13: 978-0-13-464128-7

Access Card

ISBN-10: 0-13-470064-3
ISBN-13: 978-0-13-470064-9

Books à la Carte

ISBN-10: 0-13-470066-X
ISBN-13: 978-0-13-470066-3

Instructor's Review Copy

ISBN-10: 0-13-467840-0
ISBN-13: 978-0-13-467840-5

To my grandchildren: Jacob, Jason, Ruth, Eliana, Natalie, Rachel, and Leo. My hope is that your capacity for empathy and compassion will help make the world a better place.

—E.A.

To my family, Deirdre Smith, Christopher Wilson, and Leigh Wilson

—T.D.W.

To my students—past, present, and future—for making coming to work each morning fun, educational, and unpredictable.

—S.R.S.



Brief Contents

1	Introducing Social Psychology	1	10	Attraction and Relationships: From Initial Impressions to Long-Term Intimacy	296
2	Methodology: How Social Psychologists Do Research	23	11	Prosocial Behavior: Why Do People Help?	333
3	Social Cognition: How We Think About the Social World	51	12	Aggression: Why Do We Hurt Other People? Can We Prevent It?	365
4	Social Perception: How We Come to Understand Other People	83	13	Prejudice: Causes, Consequences, and Cures	402
5	The Self: Understanding Ourselves in a Social Context	119	Social Psychology in Action 1 Using Social Psychology to Achieve a Sustainable and Happy Future 440		
6	Cognitive Dissonance and the Need to Protect Our Self-Esteem	149	Social Psychology in Action 2 Social Psychology and Health 461		
7	Attitudes and Attitude Change: Influencing Thoughts and Feelings	181	Social Psychology in Action 3 Social Psychology and the Law 481		
8	Conformity and Obedience: Influencing Behavior	216			
9	Group Processes: Influence in Social Groups	262			



Contents

Preface			
About the Authors			
Special Tips for Students			
1 Introducing Social Psychology			
Defining Social Psychology	3		
TRY IT! Conflicting Social Influences	4		
Social Psychology, Philosophy, Science, and Common Sense	4		
How Social Psychology Differs From Its Closest Cousins	4		
TRY IT! Social Situations and Shyness	7		
The Power of the Situation	9		
Underestimating the Power of the Situation	10		
The Importance of Construal	11		
#trending What's in a Name?	14		
Where Construals Come From: Basic Human Motives	15		
The Self-Esteem Motive: The Need to Feel Good About Ourselves	15		
SUFFERING AND SELF-JUSTIFICATION			
The Social Cognition Motive: The Need to Be Accurate	17		
Why Study Social Psychology?	19		
Summary 20 • Test Yourself 21			
2 Methodology: How Social Psychologists Do Research	23		
Social Psychology: An Empirical Science	24		
TRY IT! Social Psychology Quiz: What's Your Prediction?	25		
Formulating Hypotheses and Theories	26		
INSPIRATION FROM PREVIOUS THEORIES AND RESEARCH • HYPOTHESES BASED ON PERSONAL OBSERVATIONS			
Research Designs	27		
The Observational Method: Describing Social Behavior	28		
ETHNOGRAPHY • ARCHIVAL ANALYSIS • LIMITS OF THE OBSERVATIONAL METHOD			
The Correlational Method: Predicting Social Behavior	29		
SURVEYS • LIMITS OF THE CORRELATIONAL METHOD: CORRELATION DOES NOT EQUAL CAUSATION			
TRY IT! Correlation and Causation: Knowing the Difference	33		
The Experimental Method: Answering Causal Questions	34		
INDEPENDENT AND DEPENDENT VARIABLES • INTERNAL VALIDITY IN EXPERIMENTS • EXTERNAL VALIDITY IN EXPERIMENTS • FIELD EXPERIMENTS • REPLICATIONS AND META-ANALYSIS			
#trending Correlation Does Not Equal Causation	41		
BASIC VERSUS APPLIED RESEARCH			
xiii New Frontiers in Social Psychological Research		43	
xix Culture and Social Psychology		43	
xxi Social Neuroscience		44	
Ethical Issues in Social Psychology		45	
Summary 48 • Test Yourself 49			
3 Social Cognition: How We Think About the Social World		51	
On Automatic Pilot: Low-Effort Thinking		53	
People as Everyday Theorists: Automatic Thinking With Schemas		53	
Which Schemas Do We Use? Accessibility and Priming		55	
Making Our Schemas Come True: The Self-Fulfilling Prophecy		57	
#trending Do You Believe in Astrology?		59	
Types of Automatic Thinking		61	
Automatic Goal Pursuit		61	
Automatic Thinking and Metaphors About the Body and the Mind		62	
Mental Strategies and Shortcuts: Judgmental Heuristics		63	
HOW EASILY DOES IT COME TO MIND? THE AVAILABILITY HEURISTIC • HOW SIMILAR IS A TO B? THE REPRESENTATIVENESS HEURISTIC • PERSONALITY TESTS AND THE REPRESENTATIVENESS HEURISTIC			
TRY IT! Reasoning Quiz		68	
Cultural Differences in Social Cognition		69	
Cultural Determinants of Schemas		70	
Holistic Versus Analytic Thinking		70	
Controlled Social Cognition: High-Effort Thinking		72	
Controlled Thinking and Free Will		73	
TRY IT! Can You Predict Your (or Your Friend's) Future?		74	
Mentally Undoing the Past: Counterfactual Reasoning		75	
Improving Human Thinking		76	
TRY IT! How Well Do You Reason?		77	
Watson Revisited		78	
Summary 80 • Test Yourself 81			
4 Social Perception: How We Come to Understand Other People		83	
Nonverbal Communication		85	
TRY IT! Using Your Voice as a Nonverbal Cue		86	
Facial Expressions of Emotion		86	
EVOLUTION AND FACIAL EXPRESSIONS • WHY IS DECODING SOMETIMES DIFFICULT?			
Culture and the Channels of Nonverbal Communication		89	

First Impressions: Quick But Long-Lasting	91		
#trending First Impressions Formed Online	92		
The Lingering Influence of Initial Impressions			
Causal Attribution: Answering the “Why” Question	93		
The Nature of the Attribution Process	96		
The Covariation Model: Internal Versus External Attributions	97		
The Fundamental Attribution Error: People as Personality Psychologists	98		
THE ROLE OF PERCEPTUAL SALIENCE IN THE FUNDAMENTAL ATTRIBUTION ERROR • THE TWO-STEP ATTRIBUTION PROCESS	100		
Self-Serving Attributions	106		
The “Bias Blind Spot”	107		
Culture and Social Perception	110		
Holistic Versus Analytic Thinking	110		
SOCIAL NEUROSCIENCE EVIDENCE			
Cultural Differences in the Fundamental Attribution Error	112		
Culture and Other Attributional Biases	113		
Summary 115 • Test Yourself 117			
5 The Self: Understanding Ourselves in a Social Context	119		
The Origins and Nature of the Self-Concept	120		
Cultural Influences on the Self-Concept	122		
TRY IT! A Measure of Independence and Interdependence	123		
Functions of the Self	124		
Self-Knowledge	125		
Knowing Ourselves Through Introspection	125		
FOCUSING ON THE SELF: SELF-AWARENESS THEORY			
TRY IT! Measure Your Private Self-Consciousness	127		
JUDGING WHY WE FEEL THE WAY WE DO: TELLING MORE THAN WE CAN KNOW			
Knowing Ourselves by Observing Our Own Behavior	128		
SELF-PERCEPTION THEORY • UNDERSTANDING OUR EMOTIONS: THE TWO-FACTOR THEORY OF EMOTION • FINDING THE WRONG CAUSE: MISATTRIBUTION OF AROUSAL • INTRINSIC VERSUS EXTRINSIC MOTIVATION • MIND-SETS AND MOTIVATION			
#trending Growth Mindset in the Classroom	137		
Using Other People to Know Ourselves	137		
KNOWING OURSELVES BY COMPARING OURSELVES TO OTHERS • KNOWING OURSELVES BY ADOPTING OTHER PEOPLE’S VIEWS			
Self-Control: The Executive Function of the Self	141		
Impression Management: All the World’s a Stage	143		
Ingratiation and Self-Handicapping	144		
Culture, Impression Management, and Self-Enhancement	145		
Summary 146 • Test Yourself 147			
6 Cognitive Dissonance and the Need to Protect Our Self-Esteem	149		
The Theory of Cognitive Dissonance: Protecting Our Self-Esteem	150		
Decisions, Decisions, Decisions	153		
DISTORTING OUR LIKES AND DISLIKES • THE PERMANENCE OF THE DECISION • CREATING THE ILLUSION OF IRREVOCABILITY			
The Justification of Effort	155		
Counterattitudinal Behavior	157		
COUNTERATTITUDINAL BEHAVIOR TOWARD CONSEQUENTIAL ISSUES • THE BEN FRANKLIN EFFECT: JUSTIFYING ACTS OF KINDNESS • DEHUMANIZING THE ENEMY: JUSTIFYING CRUELTY			
TRY IT! The Internal Consequences of Doing Good	161		
JUSTIFYING OUR OWN IMMORAL ACTS			
Avoiding Temptations	163		
The Hypocrisy Paradigm	165		
Dissonance Across Cultures	166		
Advances and Extensions of Cognitive Dissonance Theory	167		
Self-Affirmation Theory	167		
TRY IT! Values Affirmation Writing Exercise	169		
Dissonance in Close Relationships: Self-Evaluation Maintenance Theory	169		
Some Concluding Thoughts on Dissonance and Self-Esteem	172		
#trending Politics and Cognitive Dissonance	172		
Overcoming Dissonance	174		
Narcissism and the Dangers of Too Much Self-Esteem	174		
TRY IT! Measuring Your Narcissism	175		
Summary 178 • Test Yourself 179			
7 Attitudes and Attitude Change: Influencing Thoughts and Feelings	181		
The Nature and Origin of Attitudes	183		
Where Do Attitudes Come From?	183		
COGNITIVELY BASED ATTITUDES • AFFECTIVELY BASED ATTITUDES			
TRY IT! Affective and Cognitive Bases of Attitudes	186		
BEHAVIORALLY BASED ATTITUDES			
Explicit Versus Implicit Attitudes	187		
When Do Attitudes Predict Behavior?	188		
Predicting Spontaneous Behaviors	189		
Predicting Deliberative Behaviors	189		
SPECIFIC ATTITUDES • SUBJECTIVE NORMS • PERCEIVED BEHAVIORAL CONTROL			
#trending Predicting Environmentally Friendly Action	191		
How Do Attitudes Change?	192		
Changing Attitudes by Changing Behavior: Cognitive Dissonance Theory Revisited	193		
Persuasive Communications and Attitude Change	193		

THE CENTRAL AND PERIPHERAL ROUTES TO PERSUASION • THE MOTIVATION TO PAY ATTENTION TO THE ARGUMENTS • THE ABILITY TO PAY ATTENTION TO THE ARGUMENTS • HOW TO ACHIEVE LONG-LASTING ATTITUDE CHANGE		
Emotion and Attitude Change	199	
FEAR-AROUSING COMMUNICATIONS • EMOTIONS AS A HEURISTIC • EMOTION AND DIFFERENT TYPES OF ATTITUDES		
Attitude Change and the Body	201	
The Power of Advertising	203	
How Advertising Works	204	
Subliminal Advertising: A Form of Mind Control?	204	
DEBUNKING THE CLAIMS ABOUT SUBLIMINAL ADVERTISING • LABORATORY EVIDENCE FOR SUBLIMINAL INFLUENCE		
TRY IT! Consumer Brand Attitudes	206	
Advertising and Culture	207	
Resisting Persuasive Messages	208	
Attitude Inoculation	209	
Being Alert to Product Placement	209	
Resisting Peer Pressure	210	
When Persuasion Attempts Backfire: Reactance Theory	211	
Summary 213 • Test Yourself 214		
8 Conformity and Obedience: Influencing Behavior	216	
Conformity: When and Why	218	
Informational Social Influence: The Need to Know What's "Right"	221	
The Importance of Being Accurate	223	
When Informational Conformity Backfires	224	
When Will People Conform to Informational Social Influence?	226	
WHEN THE SITUATION IS AMBIGUOUS • WHEN THE SITUATION IS A CRISIS • WHEN OTHER PEOPLE ARE EXPERTS		
Normative Social Influence: The Need to Be Accepted	228	
Conformity and Social Approval: The Asch Line-Judgment Studies	230	
The Importance of Being Accurate, Revisited	233	
The Consequences of Resisting Normative Social Influence	235	
TRY IT! Unmasking Normative Social Influence by Breaking the Rules	236	
When Will People Conform to Normative Social Influence?	236	
WHEN THE GROUP IS IMPORTANT • WHEN ONE HAS NO ALLIES IN THE GROUP • WHEN THE GROUP'S CULTURE IS COLLECTIVISTIC		
#trending Social Norms and Bigotry	239	
Minority Influence: When the Few Influence the Many	240	
Conformity Tactics	241	
The Role of Injunctive and Descriptive Norms	241	
Using Norms to Change Behavior: Beware the "Boomerang Effect"	244	
Other Tactics of Social Influence	245	
Obedience to Authority	248	
The Milgram Study	249	
The Role of Normative Social Influence	252	
The Role of Informational Social Influence	253	
Other Reasons Why We Obey	254	
ADHERING TO THE WRONG NORM • SELF-JUSTIFICATION • THE LOSS OF PERSONAL RESPONSIBILITY		
The Obedience Studies, Then and Now	256	
Summary 258 • Test Yourself 260		
9 Group Processes: Influence in Social Groups	262	
What Is a Group?	264	
Why Do People Join Groups?	264	
The Composition and Functions of Groups	265	
SOCIAL NORMS • SOCIAL ROLES • GROUP COHESIVENESS • GROUP DIVERSITY		
#trending Diversity Research and the Affirmative Action Controversy	268	
Individual Behavior in a Group Setting	269	
Social Facilitation: When the Presence of Others Energizes Us	269	
SIMPLE VERSUS DIFFICULT TASKS • AROUSAL AND THE DOMINANT RESPONSE • WHY THE PRESENCE OF OTHERS CAUSES AROUSAL		
Social Loafing: When the Presence of Others Relaxes Us	272	
Gender and Cultural Differences in Social Loafing: Who Slacks Off the Most?	273	
Deindividuation: Getting Lost in the Crowd	274	
DEINDIVIDUATION MAKES PEOPLE FEEL LESS ACCOUNTABLE • DEINDIVIDUATION INCREASES OBEDIENCE TO GROUP NORMS • DEINDIVIDUATION ONLINE		
Group Decisions: Are Two (or More) Heads Better Than One?	277	
Process Loss: When Group Interactions Inhibit Good Problem Solving	277	
FAILURE TO SHARE UNIQUE INFORMATION • GROUPTHINK: MANY HEADS, ONE MIND		
Group Polarization: Going to Extremes	281	
Leadership in Groups	282	
LEADERSHIP AND PERSONALITY • LEADERSHIP STYLES • THE RIGHT PERSON IN THE RIGHT SITUATION • GENDER AND LEADERSHIP • CULTURE AND LEADERSHIP		
Conflict and Cooperation	286	
Social Dilemmas	287	
TRY IT! The Prisoner's Dilemma	288	
INCREASING COOPERATION IN THE PRISONER'S DILEMMA		
Using Threats to Resolve Conflict	289	
EFFECTS OF COMMUNICATION		
Negotiation and Bargaining	291	
Summary 293 • Test Yourself 294		

10 Attraction and Relationships: From Initial Impressions to Long-Term Intimacy

What Predicts Attraction?	298
The Person Next Door: The Proximity Effect	298
Similarity	300
OPINIONS AND PERSONALITY • INTERESTS AND EXPERIENCES • APPEARANCE • GENETICS • SOME FINAL COMMENTS ABOUT SIMILARITY	
#trending “Hook-Up Culture” and Today’s Youth	302
Reciprocal Liking	302
Physical Attractiveness	303
WHAT IS ATTRACTIVE? • CULTURAL STANDARDS OF BEAUTY • THE POWER OF FAMILIARITY • ASSUMPTIONS ABOUT ATTRACTIVE PEOPLE	
Evolution and Mate Selection	307
EVOLUTION AND SEX DIFFERENCES • ALTERNATE PERSPECTIVES ON SEX DIFFERENCES	
Making Connections in the Digital World	311
Attraction 2.0: Mate Preference in an Online Era	311
The Promise and Pitfalls of Meeting People Online	312
Love and Close Relationships	314
Defining Love: Companionship and Passion	315
TRY IT! Passionate Love Scale	316
Culture and Love	317
Attachment Styles in Intimate Relationships	318
Your Body and Brain in Love	320
Assessing Relationships: Satisfaction and Breaking Up	322
Theories of Relationship Satisfaction	322
SOCIAL EXCHANGE THEORY • EQUITY THEORY	
The Process and Experience of Breaking Up	327
Summary 330 • Test Yourself 331	

11 Prosocial Behavior: Why Do People Help?

Basic Motives Underlying Prosocial Behavior: Why Do People Help?	334
Evolutionary Psychology: Instincts and Genes	335
KIN SELECTION • THE RECIPROCITY NORM	
TRY IT! The Dictator Game	336
GROUP SELECTION	
Social Exchange: The Costs and Rewards of Helping	337
Empathy and Altruism: The Pure Motive for Helping	338
Personal Qualities and Prosocial Behavior: Why Do Some People Help More Than Others?	342
Individual Differences: The Altruistic Personality	342
Gender Differences in Prosocial Behavior	343
TRY IT! Empathic Concern	344
Cultural Differences in Prosocial Behavior	345
Religion and Prosocial Behavior	346
#trending Helping Across the Political Divide	347
The Effects of Mood on Prosocial Behavior	347
EFFECTS OF POSITIVE MOODS: FEEL GOOD, DO GOOD • FEEL BAD, DO GOOD	

Situational Determinants of Prosocial Behavior: When Will People Help?	349
Environment: Rural Versus Urban	349
Residential Mobility	350
The Number of Bystanders: The Bystander Effect	351
NOTICING AN EVENT • INTERPRETING THE EVENT AS AN EMERGENCY • ASSUMING RESPONSIBILITY • KNOWING HOW TO HELP • DECIDING TO IMPLEMENT THE HELP	
Diffusion of Responsibility in Cyberspace	356
Effects of the Media: Video Games and Music Lyrics	357
How Can Helping Be Increased?	358
Increasing the Likelihood That Bystanders Will Intervene	358
Increasing Volunteerism	360
Summary 361 • Test Yourself 363	

12 Aggression: Why Do We Hurt Other People? Can We Prevent It?

Is Aggression Innate, Learned, or Optional?	366
The Evolutionary View	367
AGGRESSION IN OTHER ANIMALS	
Culture and Aggression	369
CHANGES IN AGGRESSION ACROSS TIME AND CULTURES • CULTURES OF HONOR	
Gender and Aggression	371
PHYSICAL AGGRESSION • RELATIONAL AGGRESSION	
Learning to Behave Aggressively	373
Some Physiological Influences	375
THE EFFECTS OF ALCOHOL • THE EFFECTS OF PAIN AND HEAT	
Social Situations and Aggression	377
Frustration and Aggression	377
Provocation and Reciprocation	379
TRY IT! Insults and Aggression	380
Weapons as Aggressive Cues	380
Putting the Elements Together: The Case of Sexual Assault	381
MOTIVATIONS FOR RAPE • SEXUAL SCRIPTS AND THE PROBLEM OF CONSENT	
Violence and the Media	383
Studying the Effects of Media Violence	384
EXPERIMENTAL STUDIES • LONGITUDINAL STUDIES	
The Problem of Determining Cause and Effect	386
How to Decrease Aggression	389
Does Punishing Aggression Reduce Aggression?	389
USING PUNISHMENT ON VIOLENT ADULTS	
Can We Release Anger by Indulging It?	390
THE EFFECTS OF AGGRESSIVE ACTS ON SUBSEQUENT AGGRESSION • BLAMING THE VICTIM OF OUR AGGRESSION	
What Are We Supposed to Do with Our Anger?	392
VENTING VERSUS SELF-AWARENESS	
TRAINING IN COMMUNICATION AND PROBLEM-SOLVING SKILLS	
TRY IT! Controlling Your Anger	393
GETTING APOLOGIES RIGHT • COUNTERING DEHUMANIZATION BY BUILDING EMPATHY	

#trending “Re-accommodation”: The United Airlines Debacle 395
 Disrupting the Rejection-Rage Cycle 396
 Summary 398 • Test Yourself 401

13 Prejudice: Causes, Consequences, and Cures 402

Defining Prejudice 403
 The Cognitive Component: Stereotypes 404
 ARE POSITIVE STEREOTYPES GOOD?

TRY IT! Stereotypes and Aggression 406
 The Affective Component: Emotions 408
 The Behavioral Component: Discrimination 409

TRY IT! Identifying Your Prejudices 409
 INSTITUTIONALIZED DISCRIMINATION • EVERYDAY DISCRIMINATION • FROM PREJUDICE TO DISCRIMINATION

Detecting Hidden Prejudices 414
 Ways of Identifying Suppressed Prejudices 414
 Ways of Identifying Implicit Prejudices 415

The Effects of Prejudice on the Victim 417
 The Self-Fulfilling Prophecy 417
 Social Identity Threat 419

Causes of Prejudice 421
 Pressures to Conform: Normative Rules 421

#trending Everyday Discrimination in Professional Sports 423
 Social Identity Theory: Us versus Them 423
 ETHNOCENTRISM • IN-GROUP BIAS • OUT-GROUP HOMOGENEITY • BLAMING THE VICTIM • JUSTIFYING FEELINGS OF ENTITLEMENT AND SUPERIORITY
 Realistic Conflict Theory 427

Reducing Prejudice 429
 The Contact Hypothesis 430
 WHERE CONTACT CAN GO WRONG
 Cooperation and Interdependence: The Jigsaw Classroom 433
 WHY DOES JIGSAW WORK?

TRY IT! Jigsaw-Type Group Study 435
 THE GRADUAL SPREAD OF COOPERATIVE AND INTERDEPENDENT LEARNING
 Summary 437 • Test Yourself 439

Social Psychology in Action 1
 Using Social Psychology to Achieve a Sustainable and Happy Future 440

Applied Research in Social Psychology 443
 Capitalizing on the Experimental Method 444
 ASSESSING THE EFFECTIVENESS OF INTERVENTIONS • POTENTIAL RISKS OF SOCIAL INTERVENTIONS
 Social Psychology to the Rescue 446

Using Social Psychology to Achieve a Sustainable Future 447
 Conveying and Changing Social Norms 447

TRY IT! Reducing Littering with Descriptive Norms 448
 Keeping Track of Consumption 449
 Introducing a Little Competitiveness 450

Inducing Hypocrisy 450
 Removing Small Barriers to Achieve Big Changes 452

Happiness and a Sustainable Lifestyle 454
 What Makes People Happy? 454
 SATISFYING RELATIONSHIPS • FLOW: BECOMING ENGAGED IN SOMETHING YOU ENJOY • ACCUMULATE EXPERIENCES, NOT THINGS • HELPING OTHERS

TRY IT! Applying the Research to Your Own Life 456
 Do People Know What Makes Them Happy? 457
 Summary 458 • Test Yourself 459

Social Psychology in Action 2
 Social Psychology and Health 461

Stress and Human Health 462
 Resilience 463
 Effects of Negative Life Events 464
 LIMITS OF STRESS INVENTORIES

TRY IT! The College Life Stress Inventory 465
 Perceived Stress and Health 466
 Feeling in Charge: The Importance of Perceived Control 467
 INCREASING PERCEIVED CONTROL IN NURSING HOMES • DISEASE, CONTROL, AND WELL-BEING

Coping with Stress 472
 Gender Differences in Coping with Stress 472
 Social Support: Getting Help from Others 473

TRY IT! Social Support 474
 Reframing: Finding Meaning in Traumatic Events 475

Prevention: Promoting Healthier Behavior 476
 Summary 478 • Test Yourself 479

Social Psychology in Action 3
 Social Psychology and the Law 481

Eyewitness Testimony 483
 Why Are Eyewitnesses Often Wrong? 483
 ENCODING • STORAGE • RETRIEVAL
 Judging Whether Eyewitnesses Are Mistaken 488
 RESPONDING QUICKLY • POST-IDENTIFICATION FEEDBACK

TRY IT! The Accuracy of Eyewitness Testimony 491
 The Recovered Memory Debate 491

Juries: Group Processes in Action 494
 How Jurors Process Information during the Trial 494
 Confessions: Are They Always What They Seem? 495
 Deliberations in the Jury Room 497
 Summary 498 • Test Yourself 499

Glossary 501
 References 507
 Credits 545
 Name Index 549
 Subject Index 568



Preface

When we began writing this book, our overriding goal was to capture the excitement of social psychology. We have been pleased to hear, in many kind notes and messages from professors and students, that we succeeded. One of our favorite responses was from a student who said that the book was so interesting that she always saved it for last, to reward herself for finishing her other work. With that one student, at least, we succeeded in making our book an enjoyable, fascinating story, not a dry report of facts and figures.

There is always room for improvement, however, and our goal in this, the tenth edition, is to make the field of social psychology an even better read. When we teach the course, there is nothing more gratifying than seeing the sleepy students in the back row sit up with interest and say, “Wow, I didn’t know that! Now *that’s* interesting.” We hope that students who read our book will have that same reaction.

What’s New in This Edition?

First a word about what has *not* changed. As mentioned, we have done our best to tell the story of social psychology in an engaging way that will resonate with students. We also have retained features that help students learn and retain the material. As before, each chapter begins with learning objectives, which are repeated in the sections of the chapter that are most relevant to them and in the chapter-ending summary. All major sections of every chapter end with review quizzes. Research shows that students learn material better when they are tested frequently; thus, these section quizzes, as well as the test questions at the end of every chapter, should be helpful learning aids. In the Revel version of the text, instructors have the option of assigning these quizzes and giving course credit for correct answers. Each chapter also has our Try It! feature that invites students to apply what they have learned to their own lives. Several of these Try It! features have been updated.

We are pleased to add several new features to the tenth edition that we believe will appeal to students and make it even easier for them to learn the material. The first is called #SurvivalTips which are brief videos recorded by students who have taken a social psychology class. Each one tells a personal story relaying how the student applied social psychology to better navigate or “survive” a real situation in their lives. For example,

one video in Chapter 9 tells the story of how a student learned to avoid process loss in her study groups. These videos are in the Revel version of the text, placed alongside the relevant concepts.

A second new feature, called #trending, is a brief analysis of a current event that illustrates a key principle in each chapter. In Chapter 11 on Prosocial Behavior, for example, we describe an incident in which a White dentist from Texas, in town for Donald Trump’s inauguration, left a \$450 tip for an African American waitress. Students are asked to think about how concepts in the chapter might help explain why the man acted so generously, such as Batson’s empathy-altruism hypothesis. Importantly, these examples will be updated frequently in the Revel version of the text, such that students will always be able to connect what they are reading to current, real-world events.

Third, every chapter now begins with a feature called, “What do YOU think?” where students answer a survey question designed to illustrate a concept in that chapter. In Chapter 6, for example, students are asked, “Have you ever joined a group that required you to do something humiliating or dangerous in order to gain membership?” In the Revel version of the text, students get immediate feedback on how other students have answered (23% said yes to this question). Then, at the end of the chapter, there is a writing exercise tied to the survey question that instructors can assign if they wish. In Chapter 6, for example, the question is, “How does justification of effort help explain why hazing and initiation rites are common across so many different group types?”

Lastly, we have expanded a feature that proved to be very popular with users of the Revel version of the previous edition, namely videos that recreate classic experiments in social psychology. These videos, recorded exclusively for this book, give students a vivid and contemporary look at how an experiment was done and what it found.

And, of course, we have updated the tenth edition substantially, with numerous references to new research. Here is a sampling of the new research that is covered:

- Chapter 1: This chapter contains updated examples, a new Try It!, and a new section on the role of biological approaches and evolutionary theory in social psychology.
- Chapter 2: A signature of our book continues to be a readable, student-friendly chapter on research methods in social psychology. This chapter has been updated

for the tenth edition with new references and examples and a discussion of the replication debate in social psychology.

- Chapter 3, “Social Cognition: How We Think About the Social World,” has been updated with more than 40 new references. There is a new section on the planning fallacy and discussions of recent research findings, such as a study on counterfactual thinking and people’s belief in God.
- Chapter 4, “Social Perception: How We Come to Understand Other People,” now includes several new features, including a new opening drawing on the *Black Mirror* television series, an interactive photo gallery on using first impressions to your advantage, a discussion of cross-cultural attitudes regarding karma and beliefs in a just world, and a reorganized discussion of Kelley’s covariation model.
- Chapter 5, “The Self: Understanding Ourselves in a Social Context,” has been updated with more than 35 new references. The chapter headings have also been reorganized into three major sections, which should make the material clearer to students. There is a new opening example about children raised by animals and how they might have influenced their sense of self. Lastly, the section on self-esteem has been updated and moved to Chapter 6.
- Chapter 6, “Cognitive Dissonance and the Need to Protect Our Self-Esteem,” is one of the most extensively revised chapters in this edition. This chapter has always been a signature of the book; we are the only text to devote an entire chapter to cognitive dissonance theory and self-esteem maintenance. We proudly retain this chapter in our tenth edition, continuing to present classic work in cognitive dissonance in a highly readable manner with compelling examples designed to draw students in. At the same time we have updated the chapter, adding a major new section on advances and extensions of dissonance theory that includes discussions of self-affirmation theory and self-evaluation maintenance theory. There is also a section on narcissism and self-esteem, which previously appeared in Chapter 5. Lastly the chapter has two new Try It! exercises that students will enjoy: In one they complete a values affirmation writing exercise, and in another they can take a short version of the Narcissistic Personality Inventory and get feedback on their score.
- Chapter 7, “Attitudes and Attitude Change: Influencing Thoughts and Feelings,” includes a new opening story, new examples from Election 2016 in the discussion of affectively based attitudes, and new discussion of how implicit versus explicit attitudes can vary in predicting outcomes when it comes to evaluation of job résumés based on applicant name. A new interactive feature is also included to explain the formula for persuasion according to the Yale Attitude Change approach.
- Chapter 8, “Conformity and Obedience: Influencing Behavior,” now opens with a more positive focus on social influence, in the form of Pete Frates and the ALS ice bucket challenge. We have added a discussion of the proliferation of “fake news” in the section on informational social influence. The chapter also features a new interactive video demonstrating students employing various social influence techniques and added discussion of contemporary criticism of Milgram’s research.
- Chapter 9, “Group Processes: Influence in Social Groups,” now opens with an analysis of problematic group decision making and strategizing in Hilary Clinton’s 2016 campaign team. We have also added coverage of recent research on combating the problematic effects on deindividuation online and group polarization via social media feeds. The chapter also includes expanded and updated discussion of the prisoner’s dilemma and a new photo gallery regarding resource dilemmas.
- Chapter 10, “Attraction and Relationships: From Initial Impressions to Long-Term Intimacy,” has a new title to better reflect the balanced focus between initial attraction and relationship trajectory/satisfaction. A new interactive photo gallery explores the relationship between mere exposure and liking, and a new interactive video illustrates the matching hypothesis in attraction. We have added coverage (including an interactive figure) of Sternberg’s triangular theory of love and have reorganized and updated the concluding section on relationship satisfaction and breaking up.
- In Chapter 11, “Prosocial Behavior: Why Do People Help?” includes more than 30 new references, expanded discussions of empathy and altruism and volunteerism, and a revised discussion of religion and prosocial behavior.
- Chapter 12, “Aggression: Why Do We Hurt Other People? Can We Prevent It?,” has significant content updates in addition to covering new research. Our discussion of testosterone and aggression is more nuanced, disentangling some aspects of gender and hormones and introducing the other sex hormone related to aggression, estradiol. We also introduce and evaluate two formal evolutionary theories of aggression: the challenge hypothesis and dual-hormone theory. We also streamlined the section on sexual assault to make this important section clearer. Overall, the

chapter narrative now emphasizes the convergent evidence for the role of impulsivity in aggression across biological and psychological evidence.

- In Chapter 13, “Prejudice: Causes, Consequences, and Cures,” has undergone a major organizational and content update. We generalized the discussion of prejudice from the strong focus on Black-White and male-female relations to relate more generally to other ethnic, gender, and stigmatized identities. Nonetheless, we maintain an important dialog on anti-Blackness, including a discussion of police shootings and activist groups. We expanded the discussion of emotions as a core component of prejudice, through which we included more physiological research on prejudice into the chapter. Under the ways to reduce prejudice, we have extended the discussion of intergroup contact to teach students about *indirect* contact, and we have streamlined the discussion of the jigsaw classroom. The entire chapter was updated with new examples from recent popular culture and interactive components in Revel.
- Social Psychology in Action chapters—“Using Social Psychology to Achieve a Sustainable and Happy Future,” “Social Psychology and Health,” and “Social Psychology and the Law”—have been updated with many references to new research, but remain shorter chapters. When we teach the course, we find that students are excited to learn about these applied areas. At the same time, we recognize that some instructors have difficulty fitting the chapters into their courses. As with the previous edition, our approach remains to maintain a shortened length for the applied chapters to make it easy to integrate these chapters into different parts of the course in whatever fashion an instructor deems best. SPA1, “Using Social Psychology to Achieve a Sustainable and Happy Future,” includes an updated opening example about the effects of climate change and new examples of ways in which students can both act in sustainable ways and maximize their well-being. In SPA2, “Social Psychology and Health,” we updated coverage on perceived control interventions among nursing home residents and included a new interactive on coping with stress. SPA3, “Social Psychology and Law,” has a new video about attentional blindness and an interactive feature on best practices in eyewitness identification procedures.

Revel for Social Psychology

Revel™

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple

fact inspired the creation of Revel: an interactive learning environment designed for the way today’s students read, think, and learn. Built in collaboration with educators and students nationwide, Revel is the newest, fully digital way to deliver respected Pearson content. Revel enlivens course content with media interactives and assessments—including an interactive figure) of ntegrated directly within the authors’ narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

Learn More about Revel

<http://www.pearsonhighered.com/revel/>

Rather than simply offering opportunities to read about and study social psychology, Revel facilitates deep, engaging interactions with the concepts that matter most. By providing opportunities to improve skills in analyzing and interpreting sources of psychological evidence, for example, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel. Some of our favorites are mentioned in the information that follows.

For more information about all the tools and resources in Revel and access to your own Revel account for Social Psychology, go to www.pearsonhighered.com/revel.

Instructor Resources

We know that instructors are “tour guides” for their students, leading them through the exciting world of social psychology in the classroom. As such, we have invested tremendous effort in the creation of a world-class collection of instructor resources that will support professors in their mission to teach the best course possible.

Coauthor Sam Sommers guided the creation of this supplements package, which has been reviewed and updated for the tenth edition. Here are the highlights of the supplements we are pleased to provide:

PRESENTATION TOOLS AND CLASSROOM ACTIVITIES

- **Social Psychology PowerPoint Collection (0134700732)**
The PowerPoints provide an active format for presenting concepts from each chapter and incorporating relevant figures and tables. Instructors can choose from three PowerPoint presentations: a lecture presentation set that highlights major topics from the chapters, a highly visual lecture presentation set with **embedded videos**, or a PowerPoint collection of the complete art files from the text. The

PowerPoint files can be downloaded from www.pearsonhighered.com.

- **Instructor's Resource Manual** (0134700694) The Instructor's Manual includes key terms, lecture ideas, teaching tips, suggested readings, chapter outlines, student projects and research assignments, Try It! exercises, critical-thinking topics and discussion questions, and a media resource guide. It has been updated for the tenth edition with hyperlinks to ease facilitation of navigation within the Instructor's Resource Manual.

ASSESSMENT RESOURCES

- **Test Bank** (0134700740) Each of the more than 2,000 questions in this test bank is page-referenced to the text and categorized by topic and skill level. Each question in the test bank was reviewed by several instructors to ensure that we are providing you with the best and most accurate content in the industry.
- **MyTest Test Bank** (0134677897) This Web-based test-generating software provides instructors "best in class" features in an easy-to-use program. Create tests and easily select questions with drag-and-drop or point-and-click functionality. Add or modify test questions using the built-in Question Editor, and print tests in a variety of formats. The program comes with full technical support.

Acknowledgments

Elliot Aronson is delighted to acknowledge the collaboration of Carol Tavis. He would also like to acknowledge the contributions of his best friend (who also happens to be his wife of 60 years), Vera Aronson. Vera, as usual, provided inspiration for his ideas and acted as the sounding board for and supportive critic of many of his semiformal notions, helping to mold them into more sensible analyses.

Tim Wilson would like to thank his graduate mentor, Richard E. Nisbett, who nurtured his interest in the field and showed him the continuity between social psychological research and everyday life. He also thanks the many students who have taken his course in social psychology over the years, for asking fascinating questions and providing wonderful examples of social psychological phenomena in their everyday lives. Lastly, he thanks the many graduate students with whom he has had the privilege of working for joining him in the ever-fascinating discovery of new social psychological phenomena.

Sam Sommers would like to acknowledge, first and foremost, the Sommers ladies, Marilyn, Abigail, and Sophia, for being patient with round-the-clock revision sessions, for tolerating the constantly expanding mass of papers and books on the floor of the study (he promises to clean them up before

work starts on the eleventh edition), and for frequently providing excellent real-life examples that illustrate social psychological concepts. He also gives special thanks to all of his teachers of social psychology, for introducing him to the field, for continued support, and for serving as role models as instructors, mentors, researchers, and writers.

No book can be written and published without the help of many people working with the authors behind the scenes, and our book is no exception. We need to give a special thanks to Elizabeth Page-Gould for her tremendous help in revising two of the chapters. Her deep knowledge of social psychology and wonderful writing style contributed greatly to this edition. We would also like to thank the many colleagues who read one or more chapters of this edition and of previous editions of the book.

Reviewers of the Tenth Edition

Jim Allen, *State University of New York, College at Geneseo*; Kathryn Anderson, *Our Lady of the Lake University*; Anila Bhagavatula, *California State University—Long Beach*; Amy Bradshaw-Hoppock, *Embry-Riddle Aeronautical University*; Ngoc Bui, *University of La Verne*; Bernardo Carducci, *Indiana University Southeast*; Alex Czopp, *Western Washington University*; Keith Davis, *University of South Carolina*; Michael Dudley, *Southern Illinois University Edwardsville*; Heidi English, *College of the Siskiyous*; Joe Ferrari, *DePaul University*; Christine Floether, *Centenary College*; Krista Forrest, *University of Nebraska at Kearney*; Allen Gorman, *Radford University*; Jerry Green, *Tarrant County College*; Dana Greene, *University of North Carolina*; Donnell Griffin, *Davidson County Community College*; Lisa Harrison, *California State University, Sacramento*; Gina Hoover, *Ohio State University*; Jeffrey Huntsinger, *Loyola University Chicago*; Alisha Janowsky, *University of Central Florida*; Bethany Johnson, *University of Nebraska—Omaha*; Deborah Jones, *Columbia University*; Suzanne Kieffer, *University of Houston*; Marvin Lee, *Tennessee State University*; Alexandra Luong, *University of Minnesota Duluth*; Robyn Mallett, *Loyola University Chicago*; Brian Meier, *Gettysburg College*; Andrea Mercurio, *Boston University*; Lori Nelson, *University of Iowa*; Darren Petronella, *Nassau Community College*; Jennifer Rivers, *Elms College*; Kari Terzino, *Des Moines Area Community College*; T. Joel Wade, *Bucknell University*; Angela Walker, *Quinnipiac University*; Chrysalis Wright, *University of Central Florida*; Garry Zaslow, *Nassau Community College*; Jie Zhang, *University at Buffalo*

Reviewers of Past Editions

Jeffrey B. Adams, *Saint Michael's College*; Bill Adler, *Collin County Community College*; John R. Aiello, *Rutgers University*; Charles A. Alexander, *Rock Valley College*; Sowmya Anand, *Ohio State University*; Nathan Arbuckle,

Ohio State University; Art Aron, State University of New York, Stony Brook; Danny Axsom, Virginia Polytechnic Institute and State University; Joan W. Baily, Jersey City State College; Norma Baker, Belmont University; Austin Baldwin, University of Iowa; John Bargh, New York University; William A. Barnard, University of Northern Colorado; Doris G. Bazzini, Appalachian State University; Arthur Beaman, University of Kentucky; Gordon Bear, Ramapo College; Susan E. Beers, Sweet Briar College; Kathy L. Bell, University of North Carolina at Greensboro; Leonard Berkowitz, University of Wisconsin–Madison; Ellen S. Berscheid, University of Minnesota; John Bickford, University of Massachusetts, Amherst; Thomas Blass, University of Maryland; C. George Boeree, Shippensburg University; Lisa M. Bohon, California State University, Sacramento; Jennifer Bosson, The University of Oklahoma; Chante C. Boyd, Carnegie Mellon University; Peter J. Brady, Clark State Community College; Kosha Bramesfeld, Pennsylvania State University; Kelly A. Brennan, University of Texas, Austin; Richard W. Brislin, East-West Center of the University of Hawaii; Jeff Bryson, San Diego State University; Melissa Burkley, Oklahoma State University; Amy Bush, University of Houston; Amber Bush Amspoker, University of Houston; Brad Bushman, Iowa State University; Thomas P. Cafferty, University of South Carolina, Columbia; Melissa A. Cahoon, Wright State University; Frank Calabrese, Community College of Philadelphia; Michael Caruso, University of Toledo; Nicholas Christenfeld, University of California, San Diego; Margaret S. Clark, Carnegie Mellon University; Russell D. Clark, III, University of North Texas; Susan D. Clayton, Allegheny College; Megan Clegg-Kraynok, West Virginia University; Brian M. Cohen, University of Texas, San Antonio; Florette Cohen, Rutgers University; Jack Cohen, Camden County College; Steven G. Cole, Texas Christian University; Eric J. Cooley, Western Oregon State University; Diana Cordova, Yale University; Traci Craig, University of Idaho; Jack Croxton, State University of New York, Fredonia; Keith E. Davis, University of South Carolina, Columbia; Mary Ellen Dello Stritto, Ball State University; Dorothee Dietrich, Hamline University; Kate Dockery, University of Florida; Susann Doyle, Gainesville College; Steve Duck, University of Iowa; Michael G. Dudley, Southern Illinois University Edwardsville; Karen G. Duffy, State University of New York, Geneseo; Valerie Eastman, Drury College; Tami Eggleston, McKendree College; Timothy Elliot, University of Alabama–Birmingham; Steve L. Ellyson, Youngstown State University; Cindy Elrod, Georgia State University; Kadimah Elson, University of California, San Diego/Grossmont College; Rebecca S. Fahrlander, University of Nebraska at Omaha; Alan Feingold, Yale University; Edward Fernandes, East Carolina University; Phil Finney, Southeast Missouri State University; Susan Fiske, University of Massachusetts; Robin Franck, Southwestern College; Denise Frank, Ramapo College of New Jersey; Timothy M. Franz,

St. John Fisher College; William Rick Fry, Youngstown State University; Russell Geen, University of Missouri; Glenn Geher, State University of New York at New Paltz; David Gersh, Houston Community College; Frederick X. Gibbons, Iowa State University; Cynthia Gilliland, Louisiana State University; Genaro Gonzalez, University of Texas; Jessica Gonzalez, Ohio State University; Sara Gorchoff, University of California, Berkeley; Beverly Gray, Youngstown State University; Gordon Hammerle, Adrian College; H. Anna Han, Ohio State University; Judith Harackiewicz, University of Wisconsin–Madison; Elaine Hatfield, University of Hawaii, Manoa; Vicki S. Helgeson, Carnegie Mellon University; Joyce Hemphill, Cazenovia College; Tracy B. Henley, Mississippi State University; Ed Hirt, Indiana University; Harold Hunziker Jr., Corning Community College; David E. Hyatt, University of Wisconsin–Oshkosh; Marita Inglehart, University of Michigan; Carl Kallgren, Behrend College, Pennsylvania State University, Erie; Stephen Kilianski, Rutgers University; Bill Klein, Colby College; James D. Johnson, University of North Carolina, Wilmington; Lee Jussim, Rutgers University; Stephen Kilianski, Rutgers University; Fredrick Koenig, Tulane University; Alan Lambert, Washington University, St. Louis; Emmett Lampkin, Kirkwood Community College; Elizabeth C. Lanthier, Northern Virginia Community College; Patricia Laser, Bucks County Community College; G. Daniel Lassiter, Ohio University; Dianne Leader, Georgia Institute of Technology; John Lu, Concordia University; Stephanie Madon, Iowa State University; John Malarkey, Wilmington College; Andrew Manion, St. Mary's University of Minnesota; Allen R. McConnell, Michigan State University; Adam Meade, North Carolina State University; Joann M. Montepare, Tufts University; Richard Moreland, University of Pittsburgh; Dave Nalbone, Purdue University–Calumet; Carrie Nance, Stetson University; Todd D. Nelson, Michigan State University; Elaine Nocks, Furman University; Matylda Osika, University of Houston; Cheri Parks, Colorado Christian University; W. Gerrod Parrott, Georgetown University; David Peterson, Mount Senario College; Mary Pritchard, Boise State University; Cynthia K. S. Reed, Tarrant County College; Dan Richard, University of North Florida; Neal Roese, University of Illinois; Darrin L. Rogers, Ohio State University; Joan Rollins, Rhode Island College; Paul Rose, Southern Illinois University Edwardsville; Lee D. Ross, Stanford University; Alex Rothman, University of Minnesota; M. Susan Rowley, Champlain College; Delia Saenz, Arizona State University; Brad Sagarin, Northern Illinois University; Fred Sanborn, North Carolina Wesleyan College; Connie Schick, Bloomsburg University; Norbert Schwartz, University of Michigan; Gretchen Sechrist, University at Buffalo; Richard C. Sherman, Miami University of Ohio; Paul Silvia, University of North Carolina at Greensboro; Randolph A. Smith, Ouachita Baptist University; Linda Solomon, Marymount Manhattan College; Janice Steil, Adelphi University; Jakob Steinberg,

Fairleigh Dickinson University; Mark Stewart, American River College; Lori Stone, University of Texas at Austin; JoNell Strough, West Virginia University; T. Gale Thompson, Bethany College; Scott Tindale, Loyola University of Chicago; David M. Tom, Columbus State Community College; David Trafimow, New Mexico State University; Ruth Warner, St. Louis University; Anne Weiher, Metropolitan State College of Denver; Gary L. Wells, Iowa State University; Jackie White, University of North Carolina at Greensboro; Paul L. Wienir, Western Michigan University; Kipling D. Williams, University of Toledo; Tamara Williams, Hampton University; Paul Windschitl, University of Iowa; Mike Witmer, Skagit Valley College; Gwen Wittenbaum, Michigan State University; William Douglas Woody, University of Northern Colorado; Clare Zaborowski, San Jacinto College; William H. Zachry, University of Tennessee–Martin; Leah Zinner, University of Wisconsin–Madison

We also thank the wonderful editorial staff of Pearson for their expertise and professionalism, including Dickson Musslewhite (Editorial Director), Cecilia Turner (Content Producer), Christopher Brown (Executive Product Marketing Manager), Louis Fierro (Editorial Assistant), and Angel Chavez (Project Manager). We would especially like to thank Thomas Finn (Developmental Editor), who provided expert guidance with constant good cheer and insight even through barrages of e-mail exchanges and attachments, and Amber Chow (Portfolio Manager), whose smart vision for the book, and commitment to making it as good as it can be, have truly made a difference. Finally, we thank Mary Falcon, but for whom we never would have begun this project.

Thank you for inviting us into your classroom. We welcome your suggestions, and we would be delighted to hear your comments about this book.

Elliot Aronson
elliott@cats.ucsc.edu

Tim Wilson
tdw@virginia.edu

Sam Sommers
sam.sommers@tufts.edu

About the Authors

Elliot Aronson

When I was a kid, we were the only Jewish family in a virulently anti-Semitic neighborhood. I had to go to Hebrew school every day, late in the afternoon. Being the only youngster in my neighborhood going to Hebrew school made me an easy target for some of the older neighborhood toughs. On my way home from Hebrew school, after dark, I was frequently waylaid and roughed up by roving gangs shouting anti-Semitic epithets.

I have a vivid memory of sitting on a curb after one of these beatings, nursing a bloody nose or a split lip, feeling very sorry for myself and wondering how these kids could hate me so much when they didn't even know me. I thought about whether those kids were taught to hate Jews or whether, somehow, they were born that way. I wondered if their hatred could be changed—if they got to know me better, would they hate me less? I speculated about my own character. What would I have done if the shoe were on the other foot—that is, if I were bigger and stronger than they, would I be capable of beating them up for no good reason?

I didn't realize it at the time, of course, but eventually I discovered that these were profound questions. And some 30 years later, as an experimental social psychologist, I had the great good fortune to be in a position to answer some of those questions and to invent techniques to reduce the kind of prejudice that had claimed me as a victim.

*Elliot Aronson is Professor Emeritus at the University of California at Santa Cruz and one of the most renowned social psychologists in the world. In 2002, he was chosen as one of the 100 most eminent psychologists of the twentieth century. Dr. Aronson is the only person in the 120-year history of the American Psychological Association to have received all three of its major awards: for distinguished writing, distinguished teaching, and distinguished research. Many other professional societies have honored his research and teaching as well. These include the American Association for the Advancement of Science, which gave him its highest honor, the Distinguished Scientific Research award; the American Council for the Advancement and Support of Education, which named him Professor of the Year of 1989; the Society for the Psychological Study of Social Issues, which awarded him the Gordon Allport prize for his contributions to the reduction of prejudice among racial and ethnic groups; and the William James Award from the Association for Psychological Science. In 1992, he was named a Fellow of the American Academy of Arts and Sciences. A collection of papers and tributes by his former students and colleagues, *The Scientist and the Humanist*, celebrates his contributions to social psychological theory and its application to*

*real-world problems. Dr. Aronson's own recent books for general audiences include *Mistakes Were Made (but not by ME)*, with Carol Tavoris, and a memoir, *Not by Chance Alone: My Life as a Social Psychologist*.*

Tim Wilson

One day when I was 8, a couple of older kids rode up on their bikes to share some big news: They had discovered an abandoned house down a country road. "It's really neat," they said. "We broke a window and nobody cared!" My friend and I hopped onto our bikes to investigate. We had no trouble finding the house—there it was, sitting off by itself, with a big, jagged hole in a first-floor window. We got off of our bikes and looked around. My friend found a baseball-sized rock lying on the ground and threw a perfect strike through another first-floor window. There was something exhilarating about the smash-and-tingle of shattering glass, especially when we knew there was nothing wrong with what we were doing. After all, the house was abandoned, wasn't it? We broke nearly every window in the house and then climbed through one of the first-floor windows to look around.

It was then that we realized something was terribly wrong. The house certainly did not look abandoned. There were pictures on the wall, nice furniture, books in shelves. We went home feeling frightened and confused. We soon learned that the house was the home of an elderly couple who were away on vacation. Eventually, my parents discovered what we had done and paid a substantial sum to repair the windows. For years, I pondered this incident: Why did I do such a terrible thing? Was I a bad kid? I didn't think so, and neither did my parents. How, then, could a good kid do such a bad thing? Even though the neighborhood kids said the house was abandoned, why couldn't my friend and I see the clear signs that someone lived there? How crucial was it that my friend was there and threw the first rock? Although I didn't know it at the time, these reflections touched on several classic social psychological issues, such as whether only bad people do bad things, whether the social situation can be powerful enough to make good people do bad things, and the way in which our expectations about an event can make it difficult to see it as it really is. Fortunately, my career as a vandal ended with this one incident. It did, however, mark the beginning of my fascination with basic questions about how people understand themselves and the social world—questions I continue to investigate to this day.

Tim Wilson did his undergraduate work at Williams College and Hampshire College and received his PhD from the University of Michigan. Currently Sherrell J. Aston Professor of Psychology at the University of Virginia, he has published numerous articles in the areas of introspection, attitude change, self-knowledge, and affective forecasting, as well as a recent book, Redirect: The Surprising New Science of Psychological Change. His research has received the support of the National Science Foundation and the National Institute for Mental Health. He has been elected twice to the Executive Board of the Society for Experimental Social Psychology and is a Fellow in the American Psychological Society and the Society for Personality and Social Psychology. In 2009, he was named a Fellow of the American Academy of Arts and Sciences. In 2015 he received the William James Fellows Award from the Association for Psychological Science. Wilson has taught the Introduction to Social Psychology course at the University of Virginia for more than 30 years. In 2001 he was awarded the University of Virginia All-University Outstanding Teaching Award, and in 2010 was awarded the University of Virginia Distinguished Scientist Award.

Sam Sommers

I went to college to major in English. I only found myself in an Intro to Psychology course as a second-semester freshman because, well, it just seemed like the kind of thing you did as a second-semester freshman. It was when we got to the social psychology section of the course that a little voice in my head starting whispering something along the lines of, *Hey, you've gotta admit this is pretty good stuff. It's a lot like the conversations you have with your friends about daily life, but with scientific data.*

As part of the class, we had the opportunity to participate in research studies for course credit. So one day I found myself in an interaction study in which I was going to work on solving problems with a partner. I walked in and it was clear that the other guy had arrived earlier—his coat and bag were already hanging on the back of a chair. I was led to another, smaller room and shown a video of my soon-to-be partner. Then I was given a series of written questions about my perceptions of him, my expectations for our upcoming session together, and so forth. Finally, I walked back into the main area. The experimenter handed me a chair and told me to put it down anywhere next to my partner's chair, and that she would go get him (he, too, was presumably completing written questionnaires in a private room).

So I did. I put my chair down, took a seat, and waited. Then the experimenter returned, but she was alone. She told me the study was over. There was no other participant; there would be no problem solving in pairs. The video I

had watched was of an actor, and in some versions of the study he mentioned having a girlfriend. In other versions, he mentioned a boyfriend. What the researchers were actually studying was how this social category information of sexual orientation would influence participants' attitudes about the interaction.

And then she took out a tape measure.

The tape measure was to gauge how close to my partner's chair I had placed my own chair, the hypothesis being that discomfort with a gay partner might manifest in terms of participants placing their chairs farther away. Greater comfort with or affinity for the partner was predicted to lead to more desire for proximity.

And at that, I was hooked. The little voice in my head had grown from a whisper to a full-throated yell that this was a field I could get excited about. First of all, the researchers had tricked me. That, alone, I thought was, for lack of a better word, *cool*. But more important, they had done so in the effort to get me and my fellow participants to reveal something about our attitudes, preferences, and tendencies that we never would have admitted to (or perhaps even would have been aware of) had they just asked us directly. Here was a fascinatingly creative research design, being used in the effort to study what struck me as an incredibly important social issue.

Like I said, I was hooked. And I look forward to helping to introduce you to this field that caught me by surprise back when I was a student and continues to intrigue and inspire me to this day.

Sam Sommers earned his BA from Williams College and his PhD from the University of Michigan. Since 2003 he has been a faculty member in the Department of Psychology at Tufts University in Medford, Massachusetts. His research examines issues related to stereotyping, prejudice, and group diversity, with a particular interest in how these processes play out in the legal domain. He has won multiple teaching awards at Tufts, including the Lerman-Neubauer Prize for Outstanding Teaching and Advising and the Gerald R. Gill Professor of the Year Award. He was also inducted into the Tufts Hall of Diversity for his efforts to promote an inclusive climate on campus for all students. He has testified as an expert witness on issues related to racial bias, jury decision making, and eyewitness memory in criminal trial proceedings in eight states. He has written two general audience books related to social psychology: Situations Matter: Understanding How Context Transforms Your World (2011) and This Is Your Brain on Sports: The Science of Underdogs, the Value of Rivalry, and What We Can Learn from the T-shirt Cannon (2016). He is also co-author of Invitation to Psychology (7th edition), along with Carole Wade, Carol Tavris, and Lisa Shin.

Special Tips for Students

“**T**here is then creative reading as well as creative writing,” said Ralph Waldo Emerson in 1837, and that aptly sums up what you need to know to be a proficient student: Be an active, creative consumer of information. How do you accomplish that feat? Actually, it’s not difficult. Like everything else in life, it just takes some work—some clever, well-planned, purposeful work. Here are some suggestions about how to do it.

Get to Know the Textbook

Believe it or not, in writing this book, we thought carefully about the organization and structure of each chapter. Things are presented as they are for a reason, and that reason is to help you learn the material in the best way possible. Here are some tips on what to look for in each chapter.

Key terms are in boldface type in the text so that you’ll notice them. We define the terms in the text, and that definition appears again in the margin. These marginal definitions are there to help you out if later in the chapter you forget what something means. The marginal definitions are quick and easy to find. You can also look up key terms in the alphabetical Glossary at the end of this textbook.

Make sure you notice the headings and subheadings. The headings are the skeleton that holds a chapter together. They link together like vertebrae. If you ever feel lost, look back to the previous heading and the headings before it—this will give you the “big picture” of where the chapter is going. It should also help you see the connections between sections.

The summary at the end of each chapter is a succinct shorthand presentation of the chapter information. You should read it and make sure there are no surprises when you do so. If anything in the summary doesn’t ring a bell, go back to the chapter and reread that section. Most important, remember that the summary is intentionally brief, whereas your understanding of the material should be full and complete. Use the summary as a study aid before your exams. When you read it over, everything should be familiar. When you have that wonderful feeling of knowing more than is in the summary, you’ll know that you are ready to take the exam.

Be sure to do the Try It! exercises. They will make concepts from social psychology concrete and help you see how they can be applied to your own life. Some of the Try It! exercises replicate social psychology experiments. Others reproduce self-report scales so you can see where you stand in relation

to other people. Still others are short quizzes that illustrate social psychological concepts.

Watch the videos. Our carefully curated collection of interviews, news clips, and research study reenactments is designed to enhance, and help you better understand, the concepts you’re reading. If you can see the concept in action, it’s likely to sink in a little deeper.

Just Say No to the Couch Potato Within

Because social psychology is about everyday life, you might lull yourself into believing that the material is all common sense. Don’t be fooled. The material presented in this book is more complicated than it might seem. Therefore, we want to emphasize that the best way to learn it is to work with it in an active, not passive, fashion. You can’t just read a chapter once and expect it to stick with you. You have to go over the material, wrestle with it, make your own connections to it, question it, think about it, interact with it. Actively working with material makes it memorable and makes it your own. Because it’s a safe bet that someone is going to ask you about this material later and you’re going to have to pull it out of memory, do what you can to get it into memory now. Here are some techniques to use:

- Go ahead and highlight lines in the text—you can do so in Revel by clicking and dragging the cursor over a sentence; you can even choose your own color, and add a note! If you highlight important points, you will remember those important points better and can scroll back through them later.
- Read the chapter before the applicable class lecture, not afterward. This way, you’ll get more out of the lecture, which will likely introduce new material in addition to what is in the chapter. The chapter will give you the big picture, as well as a lot of detail. The lecture will enhance that information and help you put it all together. If you haven’t read the chapter first, you may not understand some of the points made in the lecture or realize which points are most important.
- Here’s a good way to study material: Write out a key concept or a study in your own words, without looking at the book or your notes. Or say it out loud to yourself—again in your own words, with your eyes

closed. Can you do it? How good was your version? Did you omit anything important? Did you get stuck at some point, unable to remember what comes next? If so, you now know that you need to go over that information in more detail. You can also study with someone else, describing theories and studies to each other and seeing if you're making sense.

- If you have trouble remembering the results of an important study, try drawing your own version of a graph of the findings (you can use our data graphs for an idea of how to proceed). You will probably find that you remember the research results much better in pictorial form than in words. Draw the information a few times and it will stay with you.
- Remember, the more you work with the material, the better you will learn and remember it. Write it in your own words, talk about it, explain it to others, or draw visual representations of it.
- Last but not least, remember that this material is a lot of fun. You haven't even started reading the book yet, but we think you're going to like it. In particular, you'll see how much social psychology has to tell you about your real, everyday life. As this course progresses, you might want to remind yourself to observe the events of your daily life with new eyes—the eyes

of a social psychologist—and try to apply what you are learning to the behavior of friends, acquaintances, strangers, and, yes, even yourself. In each chapter you will see how other students have done this in brief videos called #SurvivalTips. Make sure you use the Try It! exercises. You will find out how much social psychology can help us understand our lives. When you read the news, think about what social psychology has to say about current events and behaviors; we believe you will find that your understanding of daily life is richer. If you notice a news article that you think is an especially good example of “social psychology in action,” please send it to us, with a full reference to where you found it and on what page. If we decide to use it in the next edition of this book, we'll list your name in the Acknowledgments.

We realize that 10 years from now you may not remember all the facts, theories, and names you learn now. Although we hope you will remember some of them, our main goal is for you to take with you into your future a great many of the broad social psychological concepts presented herein—and, perhaps more important, a critical and scientific way of thinking. If you open yourself to social psychology's magic, we believe it will enrich the way you look at the world and the way you live in it.