Social Psychology
Tenth Edition

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Pearson
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

2 Methodology: How Social Psychologists Do Research 23

3 Social Cognition: How We Think About the Social World 51

4 Social Perception: How We Come to Understand Other People 83

5 The Self: Understanding Ourselves in a Social Context 119

6 Cognitive Dissonance and the Need to Protect Our Self-Esteem 149

7 Attitudes and Attitude Change: Influencing Thoughts and Feelings 181

8 Conformity and Obedience: Influencing Behavior 216

9 Group Processes: Influence in Social Groups 262

10 Attraction and Relationships: From Initial Impressions to Long-Term Intimacy 296

11 Prosocial Behavior: Why Do People Help? 333

12 Aggression: Why Do We Hurt Other People? Can We Prevent It? 365

13 Prejudice: Causes, Consequences, and Cures 402

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

Social Psychology in Action 2 Social Psychology and Health 461

Social Psychology in Action 3 Social Psychology and the Law 481
Contents

Preface xiii
About the Authors xix
Special Tips for Students xxiii

1 Introducing Social Psychology 1
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 5
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 16
SUFFERING AND SELF-JUSTIFICATION 17
The Social Cognition Motive: The Need to Be Accurate 18
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

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? 87
Culture and the Channels of Nonverbal Communication 89
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
FEAR-AROUSING COMMUNICATIONS • EMOTIONS AS A HEURISTIC • EMOTION AND DIFFERENT TYPES OF ATTITUDES
Attitude Change and the Body
The Power of Advertising
How Advertising Works
Subliminal Advertising: A Form of Mind Control?
DEBUNKING THE CLAIMS ABOUT SUBLIMINAL ADVERTISING • LABORATORY EVIDENCE FOR SUBLIMINAL INFLUENCE

TRY IT! Consumer Brand Attitudes
Advertising and Culture
Resisting Persuasive Messages
Attitude Inoculation
Being Alert to Product Placement
Resisting Peer Pressure
When Persuasion Attempts Backfire: Reactance Theory
Summary 213 • Test Yourself 214

8 Conformity and Obedience: Influencing Behavior
Conformity: When and Why
Informational Social Influence: The Need to Know
What’s “Right”
The Importance of Being Accurate
When Informational Conformity Backfires
When Will People Conform to Informational Social Influence?
WHEN THE SITUATION IS AMBIGUOUS • WHEN THE SITUATION IS A CRISIS • WHEN OTHER PEOPLE ARE EXPERTS
Normative Social Influence: The Need to Be Accepted
Conformity and Social Approval: The Asch Line-Judgment Studies
The Importance of Being Accurate, Revisited
The Consequences of Resisting Normative Social Influence
TRY IT! Unmasking Normative Social Influence by Breaking the Rules
When Will People Conform to Normative Social Influence?
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
Minority Influence: When the Few Influence the Many
Conformity Tactics
The Role of Injunctive and Descriptive Norms
Using Norms to Change Behavior: Beware the “Boomerang Effect”

Other Tactics of Social Influence
Obedience to Authority
The Milgram Study
The Role of Normative Social Influence
The Role of Informational Social Influence
Other Reasons Why We Obey
ADHERING TO THE WRONG NORM • SELF-JUSTIFICATION • THE LOSS OF PERSONAL RESPONSIBILITY
The Obedience Studies, Then and Now
Summary 258 • Test Yourself 260

9 Group Processes: Influence in Social Groups
What Is a Group?
Why Do People Join Groups?
The Composition and Functions of Groups
SOCIAL NORMS • SOCIAL ROLES • GROUP COHESIVENESS • GROUP DIVERSITY
#trending Diversity Research and the Affirmative Action Controversy
Individual Behavior in a Group Setting
Social Facilitation: When the Presence of Others Energizes Us
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
Gender and Cultural Differences in Social Loafing: Who Slacks Off the Most?
Deindividuation: Getting Lost in the Crowd
DEINDIVIDUATION MAKES PEOPLE FEEL LESS ACCOUNTABLE • DEINDIVIDUATION INCREASES OBEDIENCE TO GROUP NORMS • DEINDIVIDUATION ONLINE
Group Decisions: Are Two (or More) Heads Better Than One?
Process Loss: When Group Interactions Inhibit Good Problem Solving
FAILURE TO SHARE UNIQUE INFORMATION • GROUPTHINK: MANY HEADS, ONE MIND
Group Polarization: Going to Extremes
Leadership in Groups
LEADERSHIP AND PERSONALITY • LEADERSHIP STYLES • THE RIGHT PERSON IN THE RIGHT SITUATION • GENDER AND LEADERSHIP • CULTURE AND LEADERSHIP
Conflict and Cooperation
Social Dilemmas
TRY IT! The Prisoner’s Dilemma
INCREASING COOPERATION IN THE PRISONER’S DILEMMA
Using Threats to Resolve Conflict
EFFECTS OF COMMUNICATION
Negotiation and Bargaining
Summary 293 • Test Yourself 294
10 Attraction and Relationships: From Initial Impressions to Long-Term Intimacy

What Predicts Attraction?
The Person Next Door: The Propinquity Effect
Similarity
OPINIONS AND PERSONALITY • INTERESTS AND EXPERIENCES • APPEARANCE • GENETICS • SOME FINAL COMMENTS ABOUT SIMILARITY

#trending “Hook-Up Culture” and Today’s Youth
Reciprocal Liking
Physical Attractiveness
WHAT IS ATTRACTIVE? • CULTURAL STANDARDS OF BEAUTY • THE POWER OF FAMILIARITY • ASSUMPTIONS ABOUT ATTRACTIVE PEOPLE
Evolution and Mate Selection
EVOLUTION AND SEX DIFFERENCES • ALTERNATE PERSPECTIVES ON SEX DIFFERENCES

Making Connections in the Digital World
Attraction 2.0: Mate Preference in an Online Era
The Promise and Pitfalls of Meeting People Online

Love and Close Relationships
Defining Love: Companionship and Passion

TRY IT! Passionate Love Scale
Culture and Love
Attachment Styles in Intimate Relationships
Your Body and Brain in Love

Assessing Relationships: Satisfaction and Breaking Up
Theories of Relationship Satisfaction
SOCIAL EXCHANGE THEORY • EQUITY THEORY
The Process and Experience of Breaking Up

Summary 330 • Test Yourself 331

11 Prosocial Behavior: Why Do People Help?

Basic Motives Underlying Prosocial Behavior:
Why Do People Help?
Evolutionary Psychology: Instincts and Genes
KIN SELECTION • THE RECIPROCITY NORM

TRY IT! The Dictator Game
GROUP SELECTION
Social Exchange: The Costs and Rewards of Helping
Empathy and Altruism: The Pure Motive for Helping

Personal Qualities and Prosocial Behavior: Why Do Some People Help More Than Others?
Individual Differences: The Altruistic Personality
Gender Differences in Prosocial Behavior

TRY IT! Empathic Concern
Cultural Differences in Prosocial Behavior
Religion and Prosocial Behavior

#trending Helping Across the Political Divide
The Effects of Mood on Prosocial Behavior

Situational Determinants of Prosocial Behavior:
When Will People Help?

Environment: Rural Versus Urban
Residential Mobility
The Number of Bystanders: The Bystander Effect
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
Effects of the Media: Video Games and Music Lyrics

How Can Helping Be Increased?
Increasing the Likelihood That Bystanders Will Intervene
Increasing Volunteerism

Summary 361 • Test Yourself 363

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

Is Aggression Innate, Learned, or Optional?
The Evolutionary View
AGGRESSION IN OTHER ANIMALS
Culture and Aggression
CHANGES IN AGGRESSION ACROSS TIME AND CULTURES • CULTURES OF HONOR
Gender and Aggression
PHYSICAL AGGRESSION • RELATIONAL AGGRESSION
Learning to Behave Aggressively
Some Physiological Influences
THE EFFECTS OF ALCOHOL • THE EFFECTS OF PAIN AND HEAT

Violence and the Media
Studying the Effects of Media Violence
EXPERIMENTAL STUDIES • LONGITUDINAL STUDIES
The Problem of Determining Cause and Effect

How to Decrease Aggression
Does Punishing Aggression Reduce Aggression?
USING PUNISHMENT ON VIOLENT ADULTS
Can We Release Anger by Indulging It?
THE EFFECTS OF AGGRESSIVE ACTS ON SUBSEQUENT AGGRESSION • BLAMING THE VICTIM OF OUR AGGRESSION
What Are We Supposed to Do with Our Anger?
VENTING VERSUS SELF-AWARENESS • TRAINING IN COMMUNICATION AND PROBLEM-SOLVING SKILLS

TRY IT! Controlling Your Anger
GETTING APOLOGIES RIGHT • COUNTERING DEHUMANIZATION BY BUILDING EMPATHY
#trending “Re-accommodation”: The United Airlines Debacle
Disrupting the Rejection-Rage Cycle
Summary 398 • Test Yourself 401

13 Prejudice: Causes, Consequences, and Cures
Defining Prejudice
The Cognitive Component: Stereotypes
ARE POSITIVE STEREOTYPES GOOD?
TRY IT! Stereotypes and Aggression
The Affective Component: Emotions
The Behavioral Component: Discrimination
TRY IT! Identifying Your Prejudices
INSTITUTIONALIZED DISCRIMINATION • EVERYDAY DISCRIMINATION • FROM PREJUDICE TO DISCRIMINATION
Detecting Hidden Prejudices
Ways of Identifying Suppressed Prejudices
Ways of Identifying Implicit Prejudices
The Effects of Prejudice on the Victim
The Self-Fulfilling Prophecy
Social Identity Threat
Causes of Prejudice
Pressures to Conform: Normative Rules
#trending Everyday Discrimination in Professional Sports
Social Identity Theory: Us versus Them
ETHNOCENTRISM • IN-GROUP BIAS • OUT-GROUP HOMOGENEITY • BLAMING THE VICTIM • JUSTIFYING FEELINGS OF ENTITLEMENT AND SUPERIORITY
Realistic Conflict Theory
Reducing Prejudice
The Contact Hypothesis
WHERE CONTACT CAN GO WRONG
Cooperation and Interdependence: The Jigsaw Classroom
WHY DOES JIGSAW WORK?
TRY IT! Jigsaw-Type Group Study
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
Applied Research in Social Psychology
Capitalizing on the Experimental Method
ASSESSING THE EFFECTIVENESS OF INTERVENTIONS • POTENTIAL RISKS OF SOCIAL INTERVENTIONS
Social Psychology to the Rescue
Using Social Psychology to Achieve a Sustainable Future
Conveying and Changing Social Norms
TRY IT! Reducing Littering with Descriptive Norms
Keeping Track of Consumption
Introducing a Little Competitiveness
Inducing Hypocrisy
Removing Small Barriers to Achieve Big Changes
Happiness and a Sustainable Lifestyle
What Makes People Happy?
SATISFYING RELATIONSHIPS • FLOW: BECOMING ENGAGED IN SOMETHING YOU ENJOY • ACCUMULATE EXPERIENCES, NOT THINGS • HELPING OTHERS
TRY IT! Applying the Research to Your Own Life
Do People Know What Makes Them Happy?
Summary 458 • Test Yourself 459

Social Psychology in Action 2
Social Psychology and Health
Stress and Human Health
Resilience
Effects of Negative Life Events
LIMITS OF STRESS INVENTORIES
TRY IT! The College Life Stress Inventory
Perceived Stress and Health
Feeling in Charge: The Importance of Perceived Control
INCREASING PERCEIVED CONTROL IN NURSING HOMES • DISEASE, CONTROL, AND WELL-BEING
Coping with Stress
Gender Differences in Coping with Stress
Social Support: Getting Help from Others
TRY IT! Social Support
Reframing: Finding Meaning in Traumatic Events
Prevention: Promoting Healthier Behavior
Summary 478 • Test Yourself 479

Social Psychology in Action 3
Social Psychology and the Law
Eyewitness Testimony
Why Are Eyewitnesses Often Wrong?
ENCODING • STORAGE • RETRIEVAL
Judging Whether Eyewitnesses Are Mistaken
RESPONDING QUICKLY • POST-IDENTIFICATION FEEDBACK
TRY IT! The Accuracy of Eyewitness Testimony
The Recovered Memory Debate
Juries: Group Processes in Action
How Jurors Process Information during the Trial
Confessions: Are They Always What They Seem?
Deliberations in the Jury Room
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 the Narcissistic Personality Inventory and getting feedback on their score.

- 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 of 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 integrated 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.

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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**

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

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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 Tavris, 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.

xix
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.
There 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.

Special Tips for Students

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.