

**'Still the definitive textbook
that no student of social
psychology should be without.'**

Dr Hanna Zagefka, Royal Holloway,
University of London

Seventh Edition

SOCIAL PSYCHOLOGY

Michael A. Hogg
Graham M. Vaughan



use with
MyPsychLab

'The new edition of this classic textbook offers a fantastic and unique combination of ground-breaking theories and important topics in current research. Students will love the clear design and accessible writing style; it will get them excited about the world of social psychology!

Dr Michèle Birtel, University of Manchester

'This seventh edition provides consistently outstanding core coverage of the key topics in social psychology. The book is suitable for all student levels and offers a deep understanding of both American and European influences in social psychology.'

Dr Irina Anderson, University of East London

Updated to include over 250 new references, Hogg and Vaughan's trusted, market-leading textbook remains as comprehensive as ever. The seventh edition of this lively introduction places social psychology in a contemporary, real-world context and explores new, cutting-edge research as well as bringing classic theories to life.

Key features:

- In-depth coverage of social psychological theory and research
- Includes numerous features to aid independent study, such as **psychology in action** boxes, **research highlights** and **real world applications**.

New to the seventh edition:

- More detailed coverage of social neuroscience, affect and emotion, group processes, leadership and decision-making, intergroup behaviour, research ethics and scientific best practice
- Thoroughly revised chapters on culture, language and communication, including coverage of social media, discourse and intergroup communication
- Significant updates throughout capture new developments in the field and provide up-to-date real world examples.

Use the power of **MyPsychLab** to accelerate your learning. You need both an access card and a course ID to access **MyPsychLab**:

MyPsychLab

1. Is your lecturer using **MyPsychLab**? Ask your lecturer for your course ID
2. Has an access card been included with the book? Check the inside back cover of the book.
3. If you have a course ID but no access card, go to: <http://www.mypsychlab.com/> to buy access to this interactive study programme.

Michael Hogg is Professor of Social Psychology at Claremont Graduate University.

Graham Vaughan is Professor of Psychology at the University of Auckland.

Cover image © Getty Images



ISBN 978-0-273-76459-5



9 780273 764595 >

www.pearson-books.com

MyPsychLab

MyLab and Mastering from Pearson improve results for students and educators. Used by over ten million students, they effectively engage learners at every stage.

MyPsychLab delivers proven results in helping individual students succeed in their studies. It provides engaging experiences that personalise their learning and cement their understanding of topics covered in the lecture theatre. And, it comes from a trusted partner with educational expertise and a deep commitment to providing the best content and learning tools that help students, instructors and departments to achieve their goals.

In a survey of over 700 students, more than **85%** recommended MyPsychLab's continued use.

For students

- The **Pearson eText** lets you access your textbook anytime, anywhere, and any way you want – including downloading to iPad.
- A **personalised study plan** arranges content around the key steps of learning, from remembering and understanding core concepts, to more complex tasks that encourage deeper analysis and greater critical thinking.
- **Multimedia resources**, including videos and simulations tied to every chapter, encourage you to interact with what you're learning and practise in a more enjoyable way.


For educators

- **Online assignments, tests, quizzes** can be easily created and assigned to students.
- An **assignment calendar** allows you to assign graded activities, with specific deadlines, and measure student progress.
- **Gradebook** allows assignments to be automatically graded and visible at a glance, helping you identify student challenges early – and find the best resources with which to help them.

Some textbooks are sold packaged with a student access code card at reduced cost. If you do not have an access code, you can buy access online.

To buy access or register with your code, visit www.mypsychlab.com

You will also need a course ID from your instructor.



Register now to benefit from these resources.

For educator access, contact your Pearson account manager. To find out who your account manager is, visit www.pearsoned.co.uk/relocator

For more instructor resources available with this title, visit www.pearsoned.co.uk

SOCIAL PSYCHOLOGY

Seventh Edition

ADVISORY EDITORIAL BOARD

Dominic Abrams (*University of Kent, England*)
Richard Crisp (*University of Sheffield, England*)
Carsten de Dreu (*University of Amsterdam, The Netherlands*)
Tom Farsides (*University of Sussex, England*)
Antonis Gardikiotis (*Aristotle University of Thessaloniki, Greece*)
Nick Hopkins (*University of Dundee, Scotland*)
Carmen Huici (*Universidad Nacional de Educación a Distancia, Spain*)
Thomas Kessler (*University of Jena, Germany*)
Torun Lindholm (*Stockholm University, Sweden*)
Greg Maio (*University of Cardiff, Wales*)
José Marques (*University of Porto, Portugal*)
Sabine Otten (*University of Groningen, The Netherlands*)
Müjde Peker (*Işık University, Turkey*)
Antonio Pierro (*Sapienza University of Rome, Italy*)
Michelle Ryan (*University of Exeter, England*)
Constantine Sedikides (*University of Southampton, England*)
Paschal Sheeran (*University of Sheffield, England*)
Nicole Tausch (*University of St Andrews, Scotland*)
Kees van den Bos (*University of Utrecht, The Netherlands*)
Daan van Knippenberg (*Erasmus University Rotterdam, The Netherlands*)
Bas Verplanken (*University of Bath, England*)
Vincent Yzerbyt (*Université Catholique de Louvain, Belgium*)

Editorial Consultants for the seventh edition

Mhairi Bowe (*Nottingham Trent University, England*)
Kevin Buchanan (*University of Northampton, England*)
Rob Lowe (*Swansea University, England*)
Mei Mason-Li (*Southampton Solent University, England*)
Laura McGrath (*University of East London, England*)
Paul Muff (*University of Bradford, England*)

Seventh Edition

Social Psychology

Michael A. Hogg

Claremont Graduate University

Graham M. Vaughan

University of Auckland

PEARSON

Harlow, England • London • New York • Boston • San Francisco • Toronto • Sydney • Auckland • Singapore • Hong Kong
Tokyo • Seoul • Taipei • New Delhi • Cape Town • São Paulo • Mexico City • Madrid • Amsterdam • Munich • Paris • Milan

PEARSON EDUCATION LIMITED

Edinburgh Gate
Harlow CM20 2JE
United Kingdom
Tel: +44 (0)1279 623623
Web: www.pearson.com/uk

First published 1995 (print)
Second edition published 1998 (print)
Third edition published 2002 (print)
Fourth edition published 2005 (print)
Fifth edition published 2008 (print)
Sixth edition published 2011 (print)
Seventh edition published 2014 (print and electronic)

© Pearson Education Limited 2014 (print and electronic)

The rights of Graham M. Vaughan and Michael A. Hogg to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

The print publication is protected by copyright. Prior to any prohibited reproduction, storage in a retrieval system, distribution or transmission in any form or by any means, electronic, mechanical, recording or otherwise, permission should be obtained from the publisher or, where applicable, a licence permitting restricted copying in the United Kingdom should be obtained from the Copyright Licensing Agency Ltd, Saffron House, 6-10 Kirby Street, London EC1N 8TS.

The ePublication is protected by copyright and must not be copied, reproduced, transferred, distributed, leased, licensed or publicly performed or used in any way except as specifically permitted in writing by the publishers, as allowed under the terms and conditions under which it was purchased, or as strictly permitted by applicable copyright law. Any unauthorised distribution or use of this text may be a direct infringement of the author's and the publishers' rights and those responsible may be liable in law accordingly.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

Pearson Education is not responsible for the content of third-party internet sites.

ISBN: 978-0-273-76459-5 (print)
978-0-273-76460-1 (PDF)
978-1-292-00364-1 (eText)

British Library Cataloguing-in-Publication Data

A catalogue record for the print edition is available from the British Library

Library of Congress Cataloging-in-Publication Data

A catalog record for the print edition is available from the Library of Congress

10 9 8 7 6 5 4 3 2 1
17 16 15 14 13

Print edition typeset in 10/12 Minion by 75
Print edition printed and bound by L.E.G.O. S.p.A., Italy

NOTE THAT ANY PAGE CROSS REFERENCES REFER TO THE PRINT EDITION

BRIEF CONTENTS

Advisory editorial board	ii
Preface	xvii
About the authors	xxi
Publisher's acknowledgements	xxii
Guided tour	xxv
1	Introducing social psychology 2
2	Social cognition and social thinking 40
3	Attribution and social explanation 80
4	Self and identity 112
5	Attitudes 148
6	Persuasion and attitude change 190
7	Social influence 234
8	People in groups 270
9	Leadership and decision making 312
10	Prejudice and discrimination 356
11	Intergroup behaviour 400
12	Aggression 454
13	Prosocial behaviour 500
14	Attraction and close relationships 536
15	Language and communication 576
16	Culture 618
Glossary	656
References	667
Author index	732
Subject index	738

CONTENTS

Advisory editorial board	ii
Preface	xvii
About the authors	xxi
Publisher's acknowledgements	xxii
Guided tour	xxv

1 Introducing social psychology 2

What is social psychology?	4
Social psychology and its close neighbours	5
Topics of social psychology	7
Methodological issues	8
Scientific method	8
Experiments	9
Non-experimental methods	12
Data and analysis	14
Research ethics	17
Physical welfare of participants	18
Respect for privacy	18
Use of deception	18
Informed consent	19
Debriefing	19
Theoretical issues	20
Theories in social psychology	21
Social psychology in crisis	23
Reductionism and levels of explanation	23
Positivism	24
Historical context	26
Social psychology in the nineteenth century	26
The rise of experimentation	27
Later influences	28
The journals	32
Social psychology in Europe	32
About this book	34
Summary	36
Literature, film and TV	37
Learn more	38

2 Social cognition and social thinking 40

Social psychology and cognition	42
A short history of cognition in social psychology	42
Forming impressions of other people	44
What information is important?	44
Biases in forming impressions	45
Cognitive algebra	47

- Social schemas and categories** 49
 - Types of schema 50
 - Categories and prototypes 51
 - Categorisation and stereotyping 54
- How we use, acquire and change schemas** 57
 - Using schemas 57
 - Acquiring schemas 59
 - Changing schemas 60
- Social encoding** 61
 - Saliency 61
 - Vividness 62
 - Accessibility 63
- Memory for people** 63
 - Contents of person memory 64
 - Organisation of person memory 66
 - Using person memory 66
- Social inference** 68
 - Departures from normality 68
 - Heuristics 71
 - Improving social inference 72
- Affect and emotion** 72
 - Antecedents of affect 73
 - Consequences of affect 74
 - Beyond cognition and neuroscience 74
- Where is the 'social' in social cognition?** 75
- Summary** 76
- Literature, film and TV** 77
- Learn more** 78

3 Attribution and social explanation 80

- Seeking the causes of behaviour** 82
- How people attribute causality** 83
 - People as naive psychologists 83
 - From acts to dispositions 84
 - People as everyday scientists 85
- Extensions of attribution theory** 87
 - Explaining our emotions 87
 - Attributions for our own behaviour 89
 - Task performance attributions 89
- Applications of attribution theory** 90
 - Individual differences and attributional styles 90
 - Interpersonal relationships 91
- Attributional biases** 92
 - Correspondence bias and the fundamental attribution error 93
 - The actor–observer effect 95
 - The false consensus effect 96
 - Self-serving biases 97
- Intergroup attribution** 99
 - Attribution and stereotyping 102
- Social knowledge and societal attributions** 102
 - Social representations 103
 - Rumour 104
 - Conspiracy theories 105
 - Societal attributions 106
 - Culture's contribution 107

Summary	109
Literature, film and TV	110
Learn more	111

4 Self and identity 112

Who are you?	114
Self and identity in historical context	114
Psychodynamic self	115
Individual versus collective self	115
Collective self	116
Symbolic interactionist self	116
Self-awareness	118
Self-knowledge	119
Self-schemas	119
Regulatory focus theory	121
Inferences from our behaviour	123
Social comparison and self-knowledge	124
Many selves, multiple identities	125
Types of self and identity	125
Contextual sensitivity of self and identity	126
In search of self-coherence	127
Social identity theory	128
Personal identity and social identity	128
Processes of social identity salience	128
Consequences of social identity salience	130
Self-motives	130
Self-assessment and self-verification	131
Self-enhancement	131
Self-esteem	133
Self-esteem and social identity	136
Individual differences	138
In pursuit of self-esteem	139
Self-presentation and impression management	141
Strategic self-presentation	141
Expressive self-presentation	141
Cultural differences in self and identity	143
Summary	144
Literature, film and TV	146
Learn more	147

5 Attitudes 148

Structure and function of attitudes	150
A short history of attitudes	150
Attitude structure	151
Attitude functions	152
Cognitive consistency	152
Cognition and evaluation	153
Decision making and attitudes	155
Can attitudes predict behaviour?	156
Beliefs, intentions and behaviour	157
Attitude accessibility	165
Attitude strength and direct experience	167
Reflecting on the attitude-behaviour link	168
Moderator variables	169

- Forming attitudes** 171
 - Behavioural approaches 171
 - Cognitive development 174
 - Sources of learning 174
- Concepts related to attitudes** 175
 - Values 175
 - Ideology 176
 - Social representations 177
- Measuring attitudes** 178
 - Attitude scales 178
 - Using attitude scales today 178
 - Physiological measures 180
 - Measures of overt behaviour 182
 - Measuring covert attitudes 183
 - Concluding thoughts 185
- Summary** 186
- Literature, film and TV** 187
- Learn more** 188

6 Persuasion and attitude change 190

- Attitudes, arguments and behaviour** 192
- Persuasive communication** 192
 - The communicator 196
 - The message 198
 - The audience 204
- Dual-process models of persuasion** 206
 - Elaboration–likelihood model 207
 - Heuristic–systematic model 207
- Compliance** 209
 - Tactics for enhancing compliance 210
 - Action research 214
- Cognitive dissonance and attitude change** 216
 - Effort justification 218
 - Induced compliance 220
 - Free choice 222
 - The role of self 225
 - Vicarious dissonance 225
 - Alternative views to dissonance 226
 - A new look at cognitive dissonance 226
- Resistance to persuasion** 227
 - Reactance 228
 - Forewarning 228
 - Inoculation 228
 - Attitude accessibility and strength 230
- Summary** 231
- Literature, film and TV** 232
- Learn more** 233

7 Social influence 234

- Types of social influence** 236
 - Compliance, obedience, conformity 236
 - Power and influence 237
- Obedience to authority** 240
 - Factors influencing obedience 241
 - The ethical legacy of Milgram's experiments 245

	Conformity	245
	The formation and influence of norms	245
	Yielding to majority group pressure	246
	Who conforms? Individual and group characteristics	250
	Situational factors in conformity	252
	Processes of conformity	253
	Minority influence and social change	256
	Beyond conformity	257
	Behavioural style and the genetic model	258
	Conversion theory	260
	Convergent–divergent theory	263
	Social identity and self-categorisation	263
	Vested interest and the leniency contract	264
	Attribution and social impact	265
	Two processes or one?	266
	Summary	266
	Literature, film and TV	267
	Learn more	268
8	People in groups	270
	What is a group?	272
	Categories and group entitativity	272
	Common-bond and common-identity groups	273
	Groups and aggregates	273
	Definitions	274
	Group effects on individual performance	274
	Mere presence and audience effects: social facilitation	274
	Classification of group tasks	281
	Social loafing and social impact	282
	Group cohesiveness	288
	Group socialisation	291
	Norms	295
	Group structure	299
	Roles	299
	Status	301
	Communication networks	302
	Subgroups and crosscutting categories	304
	Deviants and marginal members	305
	Why do people join groups?	306
	Reasons for joining groups	306
	Motivations for affiliation and group formation	307
	Why <i>not</i> join groups?	307
	Summary	308
	Literature, film and TV	310
	Learn more	311
9	Leadership and decision making	312
	Leaders and group decisions	314
	Leadership	314
	Defining leadership	315
	Personality traits and individual differences	316
	Situational perspectives	318
	What leaders do	318
	Contingency theories	321
	Transactional leadership	325

- Transformational leadership 327
- Charisma and charismatic leadership 328
- Leader perceptions and leadership schemas 329
- Social identity and leadership 330
- Trust and leadership 333
- Gender gaps, glass ceilings and glass cliffs 334
- Intergroup leadership 336
- Group decision making** 337
 - Rules governing group decisions 338
 - Brainstorming 339
 - Group memory 341
 - Groupthink 345
 - Group polarisation 347
- Jury verdicts** 350
- Summary** 352
- Literature, film and TV** 353
- Learn more** 354

10 Prejudice and discrimination 356

- Nature and dimensions of prejudice** 358
- Prejudiced attitudes and discriminatory behaviour** 359
- Targets of prejudice and discrimination** 361
 - Sexism 361
 - Racism 368
 - Ageism 373
 - Discrimination against homosexuals 374
 - Discrimination on the basis of physical or mental handicap 374
- Forms of discrimination** 376
 - Reluctance to help 376
 - Tokenism 377
 - Reverse discrimination 377
- Stigma and other effects of prejudice** 378
 - Social stigma 378
 - Self-worth, self-esteem and psychological well-being 379
 - Stereotype threat 381
 - Failure and disadvantage 382
 - Attributional ambiguity 382
 - Self-fulfilling prophecies 383
 - Dehumanisation, violence and genocide 385
- Explanations of prejudice and discrimination** 387
 - Frustration-aggression 388
 - The authoritarian personality 390
 - Dogmatism and closed-mindedness 392
 - Right-wing authoritarianism 392
 - Social dominance theory 393
 - Belief congruence 393
 - Other explanations 395
- Summary** 396
- Literature, film and TV** 397
- Learn more** 399

11 Intergroup behaviour 400

- What is intergroup behaviour?** 402
- Relative deprivation and social unrest** 402
 - Relative deprivation 403
 - Social protest and collective action 407

Realistic conflict	408
Realistic conflict theory	409
Cooperation, competition and social dilemmas	411
Social identity	415
Minimal groups	415
Social identity theory	418
Social cognition	425
Categorisation and relative homogeneity	426
Memory	427
Distinctive stimuli and illusory correlation	428
Optimal distinctiveness	429
Intergroup emotions	429
Collective behaviour and the crowd	430
Early theories	431
Deindividuation and self-awareness	432
Emergent norm theory	436
Social identity theory	437
Improving intergroup relations	439
Propaganda and education	439
Intergroup contact	440
Superordinate goals	445
Pluralism and diversity	446
Communication and negotiation	447
Summary	450
Literature, film and TV	451
Learn more	452

12 Aggression 454

Aggression in our community	456
Definitions and measurement	457
Defining aggression	457
Measuring aggression	458
General theoretical perspectives	459
Biological explanations	459
Social and biosocial explanations	462
How useful is theory?	468
Personal and situational variations	468
Individual differences	469
Situational variables	477
General aggression model	478
Societal influences	479
Disadvantaged groups	479
Criminality and women	479
Cultural variation	480
Subculture of violence	481
Mass media	482
A cognitive analysis	484
Rape myths, erotica and aggression	486
Domestic violence	488
Gender asymmetry?	489
Hurting the one we 'love'	490
Institutionalised aggression	490
Role of society	490
War	492
Role of the state	493
Role of the person	493
Levels of explanation	494

Reducing aggression 495
Summary 496
Literature, film and TV 497
Learn more 499

13 Prosocial behaviour 500

Now for something completely different 502
Prosocial behaviour, helping behaviour and altruism 502
The Kitty Genovese murder 503
Why and when people help 504
Biology and evolution 504
Empathy and arousal 506
Calculating whether to help 506
Empathy and altruism 508
Learning to be helpful 510
The bystander effect 513
Latané and Darley's cognitive model 514
The person in the equation 519
Mood states 519
Attributes of the person 521
Applied contexts 526
Helping to prevent crime 526
Shoplifting 527
Exam cheating 527
Health support networks 529
Receiving help 530
Norms, motives and volunteering 530
Norms for helping 530
Motives and goals 531
Volunteers: the ultimate helpers 532
Concluding thoughts 533
Summary 533
Literature, film and TV 534
Learn more 535

14 Attraction and close relationships 536

Liking, loving and affiliating 538
Attractive people 538
Evolution and attraction 539
The role of our genes 539
Attractive faces 540
The search for ideals 541
What increases liking? 542
Proximity 542
Familiarity 543
Attitude similarity 544
Social matching 545
Assortative mating 545
Personal characteristics 547
Cultural stereotypes 548
Attraction and rewards 549
A reinforcement approach 549
Relationships as a social exchange 550
Costs and benefits 550
Comparison levels 552
Social exchange, equity and justice 552
The role of norms 554

Attachment	555
Social isolation and the need to affiliate	555
Isolation and anxiety	555
Effects of social deprivation	556
Attachment styles	557
Close relationships	560
What is love?	560
Love and romance	561
Labels and illusions	562
No greater love	563
Marriage	564
Same-sex romantic relationships	566
Relationships that work (and those that don't)	566
Maintaining relationships	566
For better or for worse	568
Relationship breakdown	569
Summary	572
Literature, film and TV	573
Learn more	575

15 Language and communication 576

Communication	578
Language	578
Language, thought and cognition	579
Paralanguage and speech style	581
Social markers in speech	582
Language, identity and ethnicity	583
Speech accommodation	586
Bilingualism and second-language acquisition	587
Intergroup language and communication	590
Communicating without words	593
Functions of non-verbal communication	593
Variations in non-verbal behaviour	593
Using the face to express emotions	594
Facial display rules	596
Gaze and eye contact	599
Postures and gestures	601
Touch	604
Up close and personal	606
Impression management and deception	608
Conversation and discourse	609
Conversation	609
Discourse	611
Computer-mediated communication	612
Summary	614
Literature, film and TV	615
Learn more	616

16 Culture 618

The cultural context	620
Locating culture in social psychology	621
Has social psychology neglected culture?	621
Defining culture	622
Culture, history and social psychology	622
Origins in cultural anthropology	623
Rise of cross-cultural psychology	624
Culture, thought and behaviour	625
Culture, cognition and attribution	625

Culture, conformity and obedience	626
Culture and socialisation	627
Two psyches: East meets West	630
Two kinds of self	630
Dimensions for comparing cultures	632
Characterising cultures by values	632
Individualism and collectivism	635
Cooperation, competition and social identity	635
Collectivism and prosocial behaviour	637
Characterising cultures by relationships	637
Culture through the lens of norms and identity	640
Contact between cultures	641
Communication, language and speech style	641
Language and understanding	642
Acculturation and culture change	644
Testing social psychology cross-culturally	647
The cross-cultural challenge	647
Indigenous social psychologies	647
The search for universals	648
The multicultural challenge	649
Where to from here?	651
Summary	651
Literature, film and TV	652
Learn more	654

Glossary	656
References	667
Author index	732
Subject index	738

PREFACE

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

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

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

The fourth edition was published in 2005. We expanded our Editorial Board to include seventeen leading European social psychologists to represent different aspects of social psychology, different levels of seniority and different nations across Europe. However, the key change was that the book was now in glorious full-colour. We also took a rather courageous step – the sleeve just showed empty chairs, no people at all; quite a departure for a social psychology text. Auckland harbour was the venue for initial planning of the fourth edition, with a series of long meetings in London, capped by a productive few days at the Grand Hotel in Brighton.

The fifth edition, published in 2008, was a very substantial revision with many chapters entirely or almost entirely rewritten. We liked the ‘empty chairs’ sleeve for the fourth edition so decided to continue that theme but be a bit more jolly – so the sleeve showed those Victorian-style bathing booths that used to be common at British and French beach resorts.

Initial planning took place at our favourite writing retreat (Noosa, just north of Brisbane in Australia) and then a string of long meetings with the Pearson team in Bristol, London, Birmingham and even Heathrow. We returned to Noosa to finalise plans and the actual writing was done in Auckland and Los Angeles.

The sixth edition, published in 2011, was again a relatively significant revision in which we thoroughly updated material to reflect changes in the field and renamed and repositioned some chapters. We also recruited members of Mike's Social Identity Lab at Claremont to meticulously check the references. The book was planned and set in motion over a week in November 2007 when Graham and Mike holed-up in Mike's new home in the Santa Monica Mountains just outside Los Angeles. There were many subsequent meetings with the Pearson team in London, of which two are particularly memorable; one where we adjourned to a nearby lunch venue and did not resurface until late afternoon, and another where we ventured to the 'posh' Carluccio's in Covent Garden and our editor, Janey Webb, almost missed her flight to Stockholm. The book was written in late 2009 and early 2010 while Mike was in Los Angeles and Graham was in Auckland.

The seventh edition

Although the fifth and sixth editions were both significant revisions, this seventh edition is also a relatively significant revision, in which we have focused on updating material to reflect important advances in the field (there are well over 250 new references) but have not made dramatic changes. We have retained the structure and approach of previous editions, and the book is framed by the same scientific and educational philosophy as before. We have improved the narrative throughout; significantly rewritten large portions of text; updated real-world examples; provided new figures, boxes and photos; and expanded our all-important Advisory Editorial Board to cover European social psychology more broadly. Specific more significant changes include:

- Coverage of social neuroscience and fMRI-based research and ideas where relevant.
- Significant revision of the culture chapter – Chapter 16.
- More on affect, emotion and intergroup emotions.
- Revision and updating of material on correspondence bias, social representations, conspiracy theories, terror management theory and the social psychology of power.
- Increased coverage of social deviance, intergroup criticism, subjective group dynamics and ostracism.
- Updating of the leadership section to cover research on the glass cliff, innovation credit, dictatorial leadership, and social identity-based and intergroup leadership.
- New coverage of 'culture of honour' and of critiques of social dominance theory.
- Significantly revised treatment of language and communication to update coverage of discourse and intergroup communication, and to build in fuller reference to social media, electronic communication and even English regional accents.

To prepare this seventh edition we obtained feedback on the sixth edition from our Editorial Board, and as many of our colleagues and postgraduate and undergraduate students as we could find who had used the text as teacher, tutor or student. We are enormously grateful for this invaluable feedback – we see our text as a genuine partnership between us as authors and all those who use the book in various different capacities. We are also indebted to our wonderful publishing team at Pearson Education in scenic Harlow – in particular Janey Webb our long-time acquisitions editor, Neha Sharma who took over the project early in the piece when Janey was on maternity leave, and our development editor Tim Parker for his guidance in the final stages of writing, and in researching the best photos available to enrich our text. We were sustained and energised by their enthusiasm, good humour, encouragement and wisdom, and were kept on our toes by their timeline prompts, excellent editing, and fearsome perceptiveness and efficiency.

An important resource for lecturers and students is MyPsychLab, and in this demanding exercise we relied on the skills and wisdom of Nathalie Morris and Joan Dale Lacey.

To start the ball rolling Mike had a long meeting with the Pearson crew (Janey Webb and Tim Parker) at Pearson's very posh London office on The Strand – it was in February 2010, in the middle of Britain's big freeze. Having had entirely enough of the cold, Mike and Graham decided that it would be nice for us to meet somewhere balmy to do the full detailed planning; so Mike visited Graham in Auckland for a week in December 2011. However the British climate tracked us down – it rained torrentially and blew a gale continuously. No opportunity to venture out, so we got a lot of work done and were forced to hide out in classy cafés and restaurants overlooking Auckland's rain-soaked harbour and wind-blasted yachts. A final meeting was held between Mike, Neha and Janey in a pub outside Bristol in December 2012 – and yes, once again it was freezing cold. The writing itself was done in the second half of 2012 and start of 2013 while Mike was in Los Angeles and San Francisco and Graham was in Auckland.

Writing a big book like this is a courageous undertaking, with a great deal of drama and even more hard slog. As with previous editions, we thank all the people around us, our family, friends and colleagues, for their endless patience and understanding. The most special thanks go of course to our partners, Alison and Jan. Mike would also like to mention his kids, Jessica, James, Samuel and Joseph – who are just going to university or about to and might, scarily, encounter this book.

How to use this book

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

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

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

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

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

this material might benefit from being reread after you have studied the other chapters and have become familiar with some of the theories, topics and issues of social psychology.

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

Michael Hogg, Los Angeles
Graham Vaughan, Auckland
October 2013

Social Psychology, Seventh Edition

Supporting resources

MyPsychLab for students and instructors

MyPsychLab

Instant access to interactive learning

www.mypsychlab.com

This textbook can be used with **MyPsychLab**, which gives access to an unrivalled suite of online resources that relate directly to the content of *Social Psychology*, Seventh Edition.

With a flexible course management platform, instructors can:

- Assess student progress through homework quizzes and tests that are easily set using the extensive pre-prepared question bank.
- Track student activity and performance using detailed reporting capabilities.
- Communicate with students and teaching staff using email and announcement tools.
- Access a customisable testbank of question material.
- Assign additional video and audio-based media assignments to students.

Students will benefit from a personalised learning experience, where they can:

- Complete a diagnostic 'pre-test' to generate a personal self-study plan that enables them to focus on the topics where their knowledge is weaker.
- Improve their understanding through a variety of resources, including: videos, audio material, revision flashcards, revision questions, e-text reading assignments, recap and reminder materials and weblinks to sites of interest.
- Measure their progress with a follow-up 'post-test' that ensures they have mastered key learning objectives – and gives them the confidence to move on to the next chapter.

A dedicated team is available to give you all the assistance you need to get online and make the most of **MyPsychLab**. Contact your sales representative for further details.

Additional instructor resources

- Complete, downloadable Instructor's Manual, which presents chapter summaries, key terms and teaching ideas including essay questions, discussion topics, class exercises and a list of films that illustrate social psychological concepts.
- Downloadable PowerPoint slides with key figures from the book.

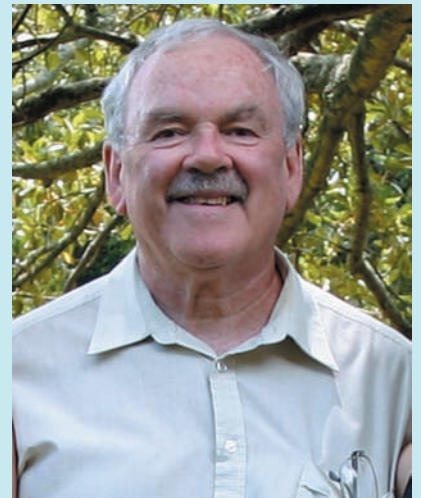
These lecturer resources can be downloaded from the lecturer website at www.pearsoned.co.uk/hogg by clicking on the Instructor Resource link next to the cover. All instructor-specific content is password protected.

ABOUT THE AUTHORS

Michael Hogg was educated at Bristol Grammar School and Birmingham University and received his PhD from Bristol University. Currently Professor of Social Psychology at Claremont Graduate University, in Los Angeles, and an Honorary Professor of Social Psychology at the University of Kent, he is also President of the Society of Experimental Social Psychology. He has taught at Bristol University, Princeton University, the University of Melbourne and the University of Queensland, and is a Fellow of numerous scholarly societies including the Association for Psychological Science, the Society for Personality and Social Psychology, and the Society for the Psychological Study of Social Issues. He was the 2010 recipient of the Carol and Ed Diener Award in Social Psychology from the Society for Personality and Social Psychology. His research interests are group behaviour, intergroup relations and social identity processes; with a specific interest in uncertainty and extremism, and processes of influence and leadership. In addition to publishing more than 300 scientific books, chapters and articles, he is foundation editor with Dominic Abrams of the journal *Group Processes and Intergroup Relations*, and a past associate editor of the *Journal of Experimental Social Psychology*. Two of his books are citation classics, *Rediscovering the Social Group* (1987) with John Turner and others, and *Social Identifications* (1988) with Dominic Abrams. Recent books include the *Encyclopaedia of group processes and intergroup relations* (2010) with John Levine, and *Extremism and the psychology of uncertainty* (2012) with Danielle Blaylock.



Graham Vaughan has been a Fulbright Fellow and Visiting Professor at the University of Illinois at Champaign-Urbana, a Visiting Lecturer and a Ford Foundation Fellow at the University of Bristol, a Visiting Professor at Princeton University, a Visiting Directeur d'Etudes at the *Maison des Science de l'Homme*, Paris, a Visiting Senior Fellow at the National University of Singapore, a Visiting Fellow at the University of Queensland and a Visiting Fellow at Churchill College, Cambridge. As Professor of Psychology at the University of Auckland, he served twelve years as Head of Department. He is an Honorary Fellow and past President of the New Zealand Psychological Society, and a past President of the Society of Australasian Social Psychologists. Graham Vaughan's primary areas of interest in social psychology are attitudes and attitude development, group processes and intergroup relations, ethnic relations and identity, culture and the history of social psychology. He has published widely on these topics. His 1972 book, *Racial Issues in New Zealand*, was the first to deal with ethnic relations in that country. Recent books include *Essentials of social psychology* (2010) with Michael Hogg.



PUBLISHER'S ACKNOWLEDGEMENTS

The publishers would like to thank all those who provided feedback and suggestions for this seventh edition of *Social Psychology*. Their insight and advice has been much appreciated.

Mhairi Bowe (*Nottingham Trent University, England*)

Kevin Buchanan (*University of Northampton, England*)

Rob Lowe (*Swansea University, England*)

Mei Mason-Li (*Southampton Solent University, England*)

Laura McGrath (*University of East London, England*)

Paul Muff (*University of Bradford, England*)

We would also like to thank the editorial board and those reviewers who we were unable to contact for permission to print their names.

We are grateful to the following for permission to reproduce copyright material:

Figures

Figure 8.13 from 'Socialization in small groups: Temporal changes in individual-group relations' in *Advances in Experimental Social Psychology* Vol 15, pp 137–192, published by Elsevier Science Ltd, (Moreland, R. L. & Levine, J. M. 1982); Figure 11.5 from The effect of threat upon interpersonal bargaining, *Journal of Abnormal and Social Psychology*, 61, pp. 181–189, published by American Psychological Association, (Deutsch, M., & Krauss, R. M. 1960); Figure 13.1 from 'Some neo-Darwinian decision rules for altruism: Weighing cues for inclusive fitness as a function of the biological importance of the decision', *Journal of Personality and Social Psychology*, 67, pp. 773–789 (Burnstein, E., Crandall, C., & Kitayama, S. 1994); Figure 13.5 from 'Help in a crisis: Bystander response to an emergency' in J. W. Thibaut & J. T. Spence (Eds.), *Contemporary topics in social psychology*, pp. 309–332, published by General Learning Press (Latané, B., & Darley, J. M. 1976); Figure 14.9 from *The triangle of love*, Basic Books (Sternberg, R. J. 1988); Figure 15.2 from The intergroup model of second language acquisition, *Journal of Multilingual and Multicultural Development*, 3, pp. 17–40 (Giles, H., & Byrne, J. L. 1982); Figure 15.7 from *Nonverbal communication: The unspoken dialogue*. New York: Harper and Row (Burgoon, J. K., Buller, D. B., & Woodall, W. G. 1989).

Photographs

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

3 Corbis: Mike Kemp / In Pictures. 7 Getty Images: Paul Chesley / The Image Bank. 9 Science Photo Library Ltd: James King-Holmes. 15 Alamy Images: Dimitriy Shironosov. 20 Alamy Images: Ace Stock Limited. 27 Getty Images: Bryn Lennon/AFP (l); Alex Livesey / Getty Images

Sport (r). 29 Corbis: Hill Street Studios / Blend Images. 31 Getty Images: Jonathan Kantor / Photodisc. 41 DK Images: Neil Lukas © Dorling Kindersley. 49 Getty Images: John Cumming / Photodisc. 51 Getty Images: John Cumming / The Image Bank. 57 Pearson Education Ltd: Lisa Payne Photography (l). PhotoDisc: Photodisc. Chris Falkenstein (r). 62 Getty Images: John Borthwick / Lonely Planet Images. 66 Getty Images: VCL / Chris Ryan / The Image Bank. 69 Getty Images: Stockbyte. 81 PhotoDisc: Photodisc. Glen Allison. 82 Getty Images: Claudio Villa / Getty Images Sport. 86 Alamy Images: ZUMA Press, Inc. 90 Corbis: EPA / How Hwee Young. 92 Thinkstock: Pixland. 97 Rex Features: Lehtikuva Oy. 99 Getty Images: Daniel Berehulak / Getty Images News. 108 Alamy Images: Travel Pictures. 113 Thinkstock: iStockphoto. 117 Thinkstock: Creatas Images. 120 Getty Images: Karen Kasmauski / National Geographic. 129 Alamy Images: Don Tonge. 131 Imagestate Media: Imagestate. John Foxx Collection. 136 Getty Images: David Eulitt / Kansas City Star / MCT via Getty Images. 139 Getty Images: daver2002ua / Vetta. 142 Clerkenwell Films. 143 Thinkstock: Hemera. 149 Getty Images: Leon Neal / AFP. 156 Press Association Images: ABACA. 162 Photolibrary.com: Novastock. 166 Press Association Images: Nasser Isstayeh / AP. 172 Imagestate Media: Imagestate. John Foxx Collection. 173 DK Images: Dave King © Dorling Kindersley. 181 Pasiেকa/Science Photo Library. 191 Getty Images: Scott Barbour / Getty Images News. 193 DK Images: Imperial War Museum. 196 Getty Images: Carl De Souza / AFP. 205 Thinkstock: Brand X Pictures. 207 Shutterstock.com: a9photo. 213 iStockphoto: Duygu Ozen. 215 Quit Victoria. 219 Alamy Images: ColsTravel. 224 Getty Images: Pornchai Kittiwongsakul / AFP. 235 Getty Images: Colin Anderson / stockbyte. 239 Getty Images: Dmitry Astakhov / AFP. 243 Corbis: Atlantide Phototravel. 248 iStockphoto: Leah Marshall. 252 Action Plus Sports Images: Neil Tingle. 254 Corbis: Ricardo Azoury. 257 Getty Images: Pedro Armestre / AFP. 262 PhotoDisc: Photodisc. Life File. Emma Lee. 271 Getty Images: Peter Macdiarmid / Getty Images News. 272 Graham Vaughan. 276 Pearson Education Ltd: Gareth Boden. 279 Photolibrary.com: Superstock. 284 Getty Images: Walter Hodges / Stone. 288 Getty Images: Clive Rose / Getty Images Sport. 292 Alamy Images: William Robinson. 296 Alamy Images: Cultura RM. 304 Rex Features: Warner Br / Everett. 308 Tudor Photography: Pearson Education Ltd. 313 Getty Images: Michele Tantussi / Bloomberg via Getty Images. 317 Press Association Images: Charles Dharapak / AP. 319 Getty Images: Tim Graham / Hulton Archive. 322 Alamy Images: UpperCut Images. 325 Getty Images: Asia Images Group. 328 Press Association Images: Peter Morrison / AP. 334 Getty Images: Chris Ratcliffe / Bloomberg via Getty Images. 339 Corbis: mother image. 345 Getty Images: Patrick Hertzog / AFP. 350 Shutterstock.com: Everett Collection. 357 Alamy Images: Les Gibbon. 362 Science Photo Library Ltd: TEK Image. 366 Getty Images: Starnews / AFP. 371 Getty Images: Anne-Christine Poujoulat / AFP. 377 Alamy Images: moodboard. 383 Thinkstock: Brand X Pictures. 391 Getty Images: Desmond Kwande / AFP. 395 Graham Vaughan. 401 Getty Images: Carl Court / AFP. 408 Corbis: MM Productions. 413 Reuters: Stringer. 422 Getty Images: Mark Dadswell / Getty Images News. 425 Getty Images: Helene Wiesenhaan / Getty Images Sports. 433 Photolibrary.com: www.Britanonview.com. 437 Corbis: M-Kollective / Demotix. 440 Press Association Images: Shuji Kajiyama / AP. 442 Alamy Images: LondonPhotos - Homer Sykes. 448 Getty Images: Mladen Antonov / AFP. 455 Getty Images: Aris Messinis / AFP. 461 Corbis: Ralph A. Clevenger. 463 Alamy Images: Peter Titmuss. 466 Getty Images: Stanislav Solntsev / Digital Vision. 471 Rex Features: PB / KMLA. 482 Getty Images: John Carey / Photolibrary. 485 Getty Images: Noorullah Shirzada / AFP. 489 Press Association Images: Khalid Chaudary / AP. 491 Reuters: Action Images / Carl Recine. 495 Alamy Images: By Ian Miles-Flashpoint Pictures. 501 Getty Images: Ben Osborne / The Image Bank. 508 DK Images: Vanessa Davies © Dorling Kindersley. 511 Getty Images: PhotoLink. 517 Shutterstock.com: mountainpix. 524 Getty Images: Anatolia News Agency / AFP / Getty Images. 528 Thinkstock: Digital Vision. 529 Thinkstock: Hemera. 531 iStockphoto: Laura Eisenberg. 537 Shutterstock.com: Creatista. 542 Alamy Images: Paul Baldesare. 546 Imagestate Media: Phovoir. 552 PhotoDisc. 556 Getty Images: Lisa Valder. 559 Pearson Education Ltd: Lisa Payne Photography. 561 Thinkstock: Pixland (l); iStockphoto (r). 565 Photofusion Picture Library: Paul Doyle. 572 Alamy Images: Christina Kennedy. 577 Getty Images: Steve Debenport. 584 Graham Vaughan. 588 Alamy

Images: The Photolibrary Wales. 595 Thinkstock: Photodisc (r); Goodshoot (l). 596 Godfrey Boehnke. 597 Getty Images: KCNA / AFP / Getty Images. 602 Shutterstock.com: Monkey Business Images. 603 Alamy Images: Colin Hawkins. 607 Thinkstock: Christopher Robbins. 613 Alamy Images: Brendan Bell. 619 Getty Images: Peter Adams / The Image Bank. 628 Getty Images: Franc & Jean Shor / National Geographic. 633 Alamy Images: MIXA. 639 Reuters: Adnan Abidi. 641 Alamy Images: david pearson. 645 Alamy Images: Caro. 646 Getty Images: Louai Beshara / AFP. 649 Alamy Images: Janine Wiedel Photolibrary.

All other images © Pearson Education

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

GUIDED TOUR

Each chapter opens with a short guide to what will be covered.

CHAPTER 3 Attribution and social explanation

Chapter contents

Seeking the causes of behaviour	82
How people attribute causality	83
People as naive psychologists	83
From acts to dispositions	84
People as everyday scientists	85
Extensions of attribution theory	87
Explaining our emotions	87
Attributions for our own behaviour	89
Task performance attributions	89
Applications of attribution theory	90
Individual difference and attributional styles	90
Interpersonal relationships	91
Attributional biases	92
Correspondence bias and the fundamental attribution error	95
The actor-observer effect	95
The false consensus effect	96
Self-serving bias	97
Intergroup attribution	99
Attribution and stereotyping	102
Social knowledge and societal attributions	102
Social representations	103
Humour	104
Conspiracy theories	105
Societal attributions	106
Culture's contribution	107



Focus questions

- Helen is angry with her husband Lewis who avoids approaching his boss for a pay rise. Lewis argues that the timing is not right. Helen says he simply fails to face up to people. How are these attributions different in kind? Watch Helen and Lewis debate this issue in Chapter 5 of MyPsychLab at www.mypsychlab.co.uk (watch Social Perception).
- You read a newspaper report about a rape case in which the defence lawyer pointed out that the young woman who was the victim was dressed provocatively. What attributional error is involved here?
- The job market was tight and Rajna began to worry that she might be made redundant. Then she heard a rumour that the worst had come – several staff were about to be fired. She was itching to pass this on to the next colleague that she saw. Why would Rajna want to spread the rumour further?



Go to MyPsychLab to explore video and test your understanding of key topics addressed in this chapter.

Use MyPsychLab to refresh your understanding with interactive summaries, explore topics further with video and audio clips and assess your progress with quick test and essay questions. To buy access or register your code, visit www.mypsychlab.com. You will also need a course ID from your instructor.

Research classic 4.2

Self-discrepancy theory: the impact of using self-guides

Tory Higgins and his colleagues measured self-discrepancy by comparing the differences between attributes of the actual self with those of either the ideal self or those of the 'ought' self (Higgins, Bond, Klein and Strauman, 1986). In this study, Higgins and his colleagues used questionnaires to identify students who were either high in both kinds of discrepancies or else low in both. Several weeks later, the same students participated in an experiment in which a range of emotions that reflected dejection or agitation were measured, both before and after

a priming procedure. For their 'ideal' prime they were asked to discuss their own and their parents' hopes for them; for their 'ought' prime they discussed their own and their parents' beliefs about their duties and obligations.

It was hypothesised that an actual-ideal discrepancy would lead to feeling dejected (but not agitated), whereas an actual-'ought' discrepancy would lead to feeling agitated (but not dejected). These predictions were supported, as the results in Figure 4.2 show.

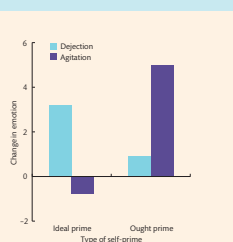


Figure 4.2 Priming the ideal self can lead to dejection, whereas priming the 'ought' self can lead to agitation

People with a high actual-ideal and actual-'ought' self-discrepancy experienced:

- an increase in dejection but not agitation emotions after being primed to focus on their ideal self and
- an increase in agitation but not dejection emotions after being primed to focus on their 'ought' self.

Source: Based on Higgins, Bond, Klein and Strauman (1986), Experiment 2.

and her associates found that people who are promotion-focused look for inspiration to positive role models who emphasise strategies for achieving success (Lockwood, Jordan and Kunda, 2002). Such people also show elevated motivation and persistence on tasks that are framed in terms of gains and non-gains (Shah, Higgins and Friedman, 1998). People who are prevention-focused behave quite differently – they recall information relating to the avoidance of failure by others, are most inspired by negative role models who highlight strategies for avoiding failure, and exhibit motivation and persistence on tasks that are framed in terms of losses and non-losses.

Regulatory focus theory has recently been explored in the context of intergroup relations and how people feel about and behave towards their ingroup and relevant outgroups (e.g. Jonas, Sassenberg and Schepers, 2010; see Chapter 11). For example, studies by Shah and colleagues have shown that in intergroup contexts a measured or manipulated promotion focus strengthens positive emotion-related bias and behavioural tendencies towards the ingroup

Focus questions raise issues discussed in the chapter and ask you to consider how social psychological concepts apply to real-life scenarios. Additional resources such as video and audio clips can be found at www.mypsychlab.com. To buy access or register with your code, visit www.mypsychlab.com



Research classic boxes summarise classic research studies, highlighting their continuing relevance and discussing new developments.

Real world 6.4

Quit smoking: anti-smoking campaigns

Anti-smoking campaigns have reported some success in changing a habit that is very resistant to change

Smoking has become deeply unfashionable in most Western countries over the past 20 years or so, yet its incidence remains disappointingly high (approximately one in five British adults still smoke (20 per cent) – but compare this with a whopping two out of three East and South East Asian males (66 per cent) and rising). Even legislation against smoking in shared public spaces (e.g. work, restaurants, pubs, public transport) has had limited success when measured by a decline in the percentage of people who still smoke. In these countries, the highest rates of smoking tend to be found among people in the 20–29 age group, teenage women and working-class (lower blue-collar) groups.

Smokers are usually well informed about illnesses related to smoking, such as lung cancer, emphysema and heart disease. Despite this knowledge, current smokers tend to underestimate the risk of dying from smoking when compared with former smokers and those who have never smoked. This bias in risk perception has also been reported for those who engage in risky sexual practices.

Anti-smoking campaigns have used a wide variety of media and techniques to discourage smoking (Hill, White, Marks and Borland, 1993). For example, one campaign adopted a television commercial and poster, while another used a direct-mail approach, along with radio advertisements. Various celebrities have helped by performing at places of work and by recording verbal messages. A classic, two-sided argument technique has been tried by providing counter-arguments for several commonly held self-exempting beliefs: that is, notions applied to exonerate oneself from the habit.

Target groups have varied. One campaign aimed to reach women, who outnumber men in the under-18 smokers' group, stressing the benefits of not smoking with respect to health, beauty and fitness. Another used baby stickers. Another campaign highlighted the benefits of a smoke-free workplace in major clothing chain stores, supplemented by radio and television advertisements. Nowadays, there is a socially supportive context to quit, and the recognition that passive smoking is dangerous may help some in the future to quit permanently.

How can smoking cessation be connected to the smoker's intention to quit? Giving up the habit can be traced through several stages. According to Biener and Abrams (1991), the 'contemplation ladder' suggests that a person moves from thought to action thus:

- 1 I'm taking action to quit – for example, cutting down (top of ladder).
- 2 I'm starting to think about how to change my smoking patterns.
- 3 I think I should quit, but I'm not quite ready.
- 4 I think I should consider quitting some day.
- 5 I have no thought of quitting (bottom of ladder).

Clearly, quitting is not an overnight decision. We can relate this analysis to the work of Ajzen and Fishbein (1980), which dealt with the relationship between attitude and intention, to Ajzen's (1989) theory of planned behaviour, and to protection motivation theory (Floyd, Prentice-Inn and Rogers, 2000) (see Chapter 5).

For a recent programme in the United States designed to help smokers quit, go to <http://www.facebook.com/TEAMLABUSC>

respondents reported that information provided in the mass media helped them to manage their sexual life by using condoms and avoiding secondary infection.

Cognitive dissonance and attitude change

People are allowed to change their minds and, as you know, they do. In this section we deal with the theory of cognitive dissonance. Its major premise is that cognitive dissonance is an unpleasant state of psychological tension generated when a person has two or more cognitions (bits of information) that are inconsistent or do not fit together. Cognitions are thoughts, attitudes, beliefs or states of awareness of behaviour. For example, if a woman believes that

Real world boxes highlight examples of social psychology in action, putting social psychological principles into familiar, real world contexts.

Social psychology in action sections emphasise the wider relevance of social psychology, and give detailed examples of contemporary research and practice.

Social psychology in action 9.3

Can two heads remember better than one?

There are differences between individual and group remembering.

Noel Clark and Geoffrey Stephenson and their associates have conducted a series of experiments on group remembering (e.g. Clark, Stephenson and Rutter, 1986; Stephenson, Abrams, Wagner and Wade, 1986; Stephenson, Clark and Wade, 1986). Clark and Stephenson (1989, 1995) give an integrated overview of this research. Generally, students or police officers individually or collectively (in four-person groups) recalled information from a five-minute police interrogation of a woman who had allegedly been raped. The interrogation was real, or it was staged and presented as an audio recording or a visual transcript. The participants had to recall freely the interrogation and answer specific factual questions (cued recall). The way in which they recalled the information was analysed for content to investigate.

- the amount of correct information recalled;
- the number of reconstructive errors made – that is, inclusion of material that was consistent with but did not appear in the original stimulus;
- the number of confusional errors made – that is, inclusion of material that was inconsistent with the original stimulus;
- the number of metastatements made – that is, inclusion of information that attributed motives to characters or went beyond the original stimulus in other ways.

Figure 9.6 (adapted from Clark and Stephenson, 1989) shows that groups recalled significantly more correct information and made fewer metastatements than individuals, but they did not differ in the number of reconstructions or confusional errors.

Source: Based on Clark and Stephenson (1989)

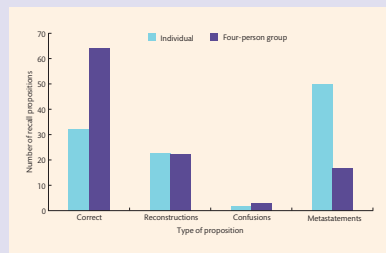


Figure 9.6 Differences between individual and collective remembering. There are qualitative and quantitative differences between individual and collective remembering. Isolated individuals or four-person groups recalled police testimony from the interrogation of an alleged rape victim. In comparison to individuals, groups recalled more information that was correct and made fewer metastatements (statements making motivational inferences and going beyond the information in other related ways)

Source: Based on data from Clark and Stephenson (1989)

Each chapter is richly illustrated with diagrams and photographs. Clear and concise definitions of key terms can be found in the margins and the glossary at the end of the book.



New racism
Cultural practices often contrast in modern multicultural societies. Even those who are passionate egalitarians can find this disconcerting.

participant – faster responses indicate an existing attitude. The results (see Figure 10.6) show no tendency among participants to pair negative words more strongly with black or white. However, participants were much quicker at deciding whether positive words were meaningfully paired with white than with black.

The principle underlying this procedure for detecting prejudice is automaticity (Bargh, 1989). Stereotypes can be automatically generated by categorisation, and categorisation can

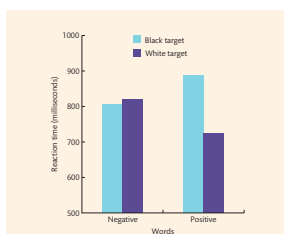


Figure 10.6 Reaction time for deciding whether positive or negative words are meaningfully paired with the social categories black or white

White participants did not differentially associate negative words with social labels. However, positive words were more quickly associated with 'white' than black

Source: Based on data from Gaertner and McLaughlin (1983)

Laboratory research provides evidence for the effectiveness of this procedure. For example, a *tit-for-tat* strategy that begins with one cooperative act and proceeds by matching the other party's last response is both conciliatory and strong, and can improve interparty relations (Axelrod and Dion, 1988; Komorita, Parks and Hulbert, 1992). Direct laboratory tests of GRIT by Linsokold and his colleagues (e.g. Linsokold, 1978; Linsokold and Han, 1988) confirm that the announcement of cooperative intent boosts cooperation, repeated conciliatory acts breed trust, and maintenance of power equality protects against exploitation. GRIT-type strategies have been used effectively from time to time in international relations: for example, between the Soviet Union and the United States during the Berlin crisis of the early 1960s, and between Israel and Egypt on a number of occasions.

Summary

- Intergroup behaviour can be defined as any behaviour that is influenced by group members' perceptions of an outgroup.
- Group members may engage in collective protest to the extent that subjectively they feel deprived as a group relative to their aspirations or relative to other groups.
- Competition for scarce resources tends to produce intergroup conflict. Cooperation to achieve a shared goal reduces conflict.
- Social categorisation may be the only necessary precondition for being a group and engaging in intergroup behaviour, provided that people identify with the category.
- Self-categorisation is the process responsible for psychologically identifying with a group and behaving as a group member (e.g. conformity, stereotyping, ethnocentrism, ingroup solidarity). Social comparison and the need for self-esteem motivate groups to compete in different ways (depending on the nature of intergroup relations) for relatively positive social identity.
- Crowd behaviour may not represent a loss of identity and regression to primitive antisocial instincts. Instead, it may be group behaviour that is governed by local contextual norms that are framed by a wider social identity.
- Prejudice, discrimination and intergroup conflict are difficult to reduce. Together, education, propaganda and shared goals may help, and simply bringing groups physically or psychologically into contact with one another can be effective provided a number of conditions are met. Other strategies include bargaining, mediation, arbitration and conciliation.

Key terms

Accentuation effect	Deindividuation	Frustration-aggression hypothesis
Arbitration	Depersonalisation	Illusory correlation
Authoritarian personality	Egocentric relative deprivation	Ingroup favouritism
Bargaining	Emergent norm theory	Intergroup behaviour
Cognitive alternatives	Enitativity	Intergroup differentiation
Collective behaviour	Ethnocentrism	Intergroup emotions theory
Commons dilemma	Extended contact effect	J-curve
Conciliation	Fraternalistic relative deprivation	Mediation
Contact hypothesis	Free-rider effect	Meta-contrast principle

Examples of literature, film and TV offer the chance to explore key social psychological concepts through popular culture and media.

At the end of each chapter the **Summary** pulls the key points together to help you consolidate your knowledge and understanding.

Metatheory	Relative deprivation	Social identity
Minimal group paradigm	Relative homogeneity effect	Social identity theory
Optimal distinctiveness	Self-categorisation theory	Social mobility belief system
Prisoner's dilemma	Social categorisation	Stereotype
Prototype	Social change belief system	Superordinate goals
Realistic conflict theory	Social competition	System justification theory
Reductionism	Social creativity	Weapons effect

Literature, film and TV

Gandhi

1982 classic film by Richard Attenborough, starring Ben Kingsley as Gandhi. A film about social mobilisation, social action and collective protest. It shows how Gandhi was able to mobilise India to oust the British. The film touches on prejudice and group decision making and has wonderfully powerful and diverse examples of crowd scenes.

a proud and grizzled Korean War veteran whose floridly bigoted attitudes are out of step with changing times. Walt refuses to abandon the neighbourhood he has lived in all his life, despite its changing demographics. The film is about his developing friendship with a Hmong teenage boy and his immigrant family – a poignant, and subtly uplifting, commentary on intergroup friendship and the development of intergroup tolerance and respect.

Germinal

Emile Zola's 1885 novel drawing attention to the misery experienced by poor French people during France's Second Empire. The descriptions of crowd behaviour are incredibly powerful, and were drawn upon by later social scientists, such as Gustave Le Bon, to develop their theories of collective behaviour.

The Battle for Spain

Antony Beevor's 2006 history of the 1936–1939 Spanish Civil War – supremely scholarly, a bestseller and a real page-turner. A perfect case study for everything discussed in this chapter. It is a powerful account of the multilevel and contradictory complexities of intergroup relations in a global context. There is the ebb and flow of battle between the right-wing Nationalist and the left-wing Republican forces. But this war was also an endless conflict among nations and political factions struggling for power and influence in the early ascendancy of Communism and the ominous run-up to the Second World War – Nazis, Fascists, Anarchists, Stalinists, Trotskyites, all play a part, as do the nations of Germany, Italy, France, Britain, Mexico and the Soviet Union.

The Road to Wigan Pier

George Orwell's 1937 novel capturing the plight of the English working class. A powerful, and strikingly contemporary, portrayal of relative deprivation.

Gran Torino

Clint Eastwood's 2008 film in which he also stars. Set in contemporary Detroit, Eastwood's character, Walt Kowalski, is

Guided questions

- 1 How does the experience of relative deprivation impact on the tendency to aggress?
- 2 According to Sherif, prejudice arises when intergroup goals are incompatible. What does this mean? Did he offer a solution?
- 3 What is social identity? Can a person have multiple social identities? Watch Social identity in Chapter 11 of MyPsychLab at www.mypsychlab.co.uk (also see http://www.youtube.com/watch?v=U5x0oPUsa_g&feature=PlayList&p=CF9BE833C1A8F85&playnext_from=PL&playnext=1&index=2).

Guided questions

- 1 How has evolutionary theory influenced social psychology's approach to understanding the origins of altruism?
- 2 What is empathy and how is it related to helping others who are in need?
- 3 Is there evidence that children can learn to be helpful?
- 4 What factors in the situation, or what kinds of individual differences between potential helpers, would increase the chances of help being given to a child who is being bullied? See some relevant examples in Chapter 13 of MyPsychLab at www.mypsychlab.co.uk (watch Prosocial behaviour).
- 5 What advice could a social psychologist give to a school board to help reduce exam cheating?



Learn more

Batson, C. D. (1998). Altruism and prosocial behaviour. In D. T. Gilbert, S. T. Fiske, and G. Lindzey (eds), *The handbook of social psychology* (4th edn, Vol. 2, pp. 282–316). New York: McGraw-Hill. Authoritative overview of the topic of prosocial behaviour – the most recent fifth edition of the handbook does not have a chapter on prosocial behaviour.

Batson, C. D., Van Lange, P. A. M., Ahmad, N., and Lishner, D. A. (2007). Altruism and helping behavior. In M. A. Hogg, and J. Cooper (eds), *The SAGE handbook of social psychology: Concise student edition* (pp. 241–58). London: SAGE. Comprehensive, up-to-date and easily accessible overview of research on altruism and prosocial behaviour.

Clark, M. S. (ed.) (1991). *Prosocial behavior*. Thousand Oaks, CA: SAGE. A collection of chapters by major theorists who played a significant role in developing the social psychology of helping behavior.

Eisenberg, N., and Mussen, P. H. (1989). *The roots of prosocial behaviour in children*. Cambridge, UK: Cambridge University Press. A concise introduction to the socialisation of prosocial behaviour in children, and its connection to moral reasoning.

Rose, H., and Rose, S. (2000). *Alas, poor Darwin: Arguments against evolutionary psychology*. London: Vintage. Scholars from a variety of biological, philosophical and social science backgrounds raise concerns about the adequacy of genetic and evolutionary accounts of social behaviour, including altruism.

Schroeder, D. A., Penne, L. A., Dowd, J. F., and Pillavin, J. A. (1995). *The psychology of helping and altruism*. New York: McGraw-Hill. A good general overview of the literature dealing with prosocial behaviour.

Snyder, M., and Omoto, A. M. (2007). Social action. In A. W. Kruglanski, and E. T. Higgins (eds), *Social psychology: Handbook of basic principles* (2nd edn, pp. 940–61). New York: Guilford Press. A comprehensive, up-to-date and detailed discussion of collective prosocial behaviour – how people can come together to do good.

Spaccapan, S., and Oskamp, S. (eds) (1992). *Helping and being helped*. Thousand Oaks, CA: SAGE. Contributors deal with a wide range of real-life helping behaviour; including kidney donation, spouse support of stroke patients, and family support for people with Alzheimer's disease.

Use MyPsychLab to refresh your understanding, assess your progress and go further with interactive summaries, questions, podcasts and much more. To buy access or register your code, visit www.mypsychlab.com.

Guided questions present typical essay-style questions. Video and audio material linked to these questions, and guidance on how to answer them, can be found on MyPsychLab at www.mypsychlab.com

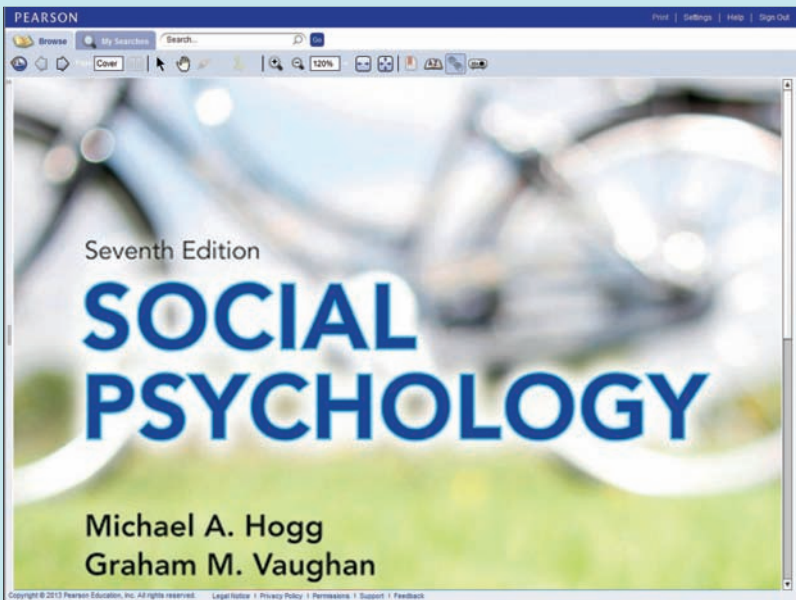
Learn more sections at the end of chapters provide annotated further reading lists, guiding you towards the right resources to help you deepen your understanding and prepare for essays and assignments.

MyPsychLab

MyLab and Mastering from Pearson improve results for students and educators. Used by over ten million students around the world, they engage learners effectively at every stage.

MyPsychLab is dedicated to **improving results** and helping individual students succeed in their studies. It provides **engaging experiences** that personalise their learning and cement their understanding of topics covered in the lecture theatre. It comes from an **experienced partner** with educational expertise and a deep commitment to providing the best content and learning tools that help students, instructors and departments to achieve their goals.

To buy access or register with your code, visit www.mypsychlab.com



The **Pearson eText** lets students access their textbook anytime, anywhere, and any way they want – including downloading to iPad.

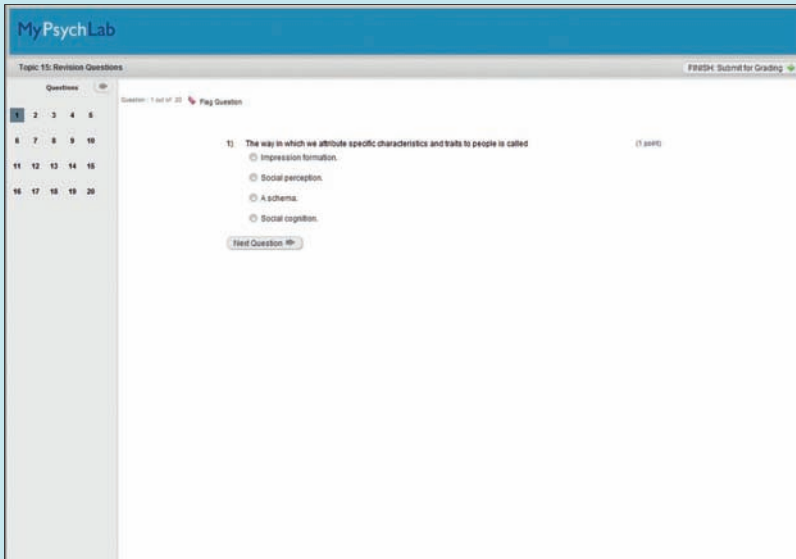
A personalised study plan with **instant feedback** arranges content around the key steps of learning, from remembering and understanding core concepts, to more complex tasks that encourage deeper analysis and greater critical thinking.

Study Plans & Course Content

MyPsychLab > Topic 15: ...

To begin, open the diagnostic test. After you submit your answers, you will return to this screen and see your scores. If you do not have passing scores, complete the recommended study material to help you improve. Alternately, if you pass the diagnostic test you can move directly to the exit test. To complete the study plan you must obtain a passing score on the exit test.

Pre-test	Study Material																																								
15: Pre-test Your Score 41.7%	<p>15.1 Social psychology Pass criteria: 70.00% Your Score 75%</p> <p>You have successfully met the pass criteria for this Learning Objective</p> <p>15.2 Social cognition and social knowledge / 15.3 Self and identity Pass criteria: 70.00% Your Score 56%</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Type</th> <th>Score/Status</th> <th>Options</th> </tr> </thead> <tbody> <tr> <td>15.2 Who am I?</td> <td>Link</td> <td>Not viewed</td> <td>⌵</td> </tr> <tr> <td>15.2 Impression formation</td> <td>Link</td> <td>Not viewed</td> <td>⌵</td> </tr> <tr> <td>15.2 Stereotypes - Car collision</td> <td>Link</td> <td>Not viewed</td> <td>⌵</td> </tr> <tr> <td>15.2 The story of George and Vance</td> <td>Link</td> <td>Not viewed</td> <td>⌵</td> </tr> <tr> <td>15.2 Stereotyping</td> <td>Link</td> <td>Not viewed</td> <td>⌵</td> </tr> <tr> <td>15.2 Unconscious stereotyping</td> <td>Link</td> <td>Not viewed</td> <td>⌵</td> </tr> <tr> <td>15.2 Quick review: Social cognition and social knowledge</td> <td>Quiz</td> <td>--</td> <td>⌵</td> </tr> <tr> <td>15.2 eText: Social cognition and social knowledge</td> <td>eText Link</td> <td>Not viewed</td> <td>⌵</td> </tr> <tr> <td>15.3 Quick review: Self and identity</td> <td>Quiz</td> <td>--</td> <td>⌵</td> </tr> </tbody> </table>	Name	Type	Score/Status	Options	15.2 Who am I?	Link	Not viewed	⌵	15.2 Impression formation	Link	Not viewed	⌵	15.2 Stereotypes - Car collision	Link	Not viewed	⌵	15.2 The story of George and Vance	Link	Not viewed	⌵	15.2 Stereotyping	Link	Not viewed	⌵	15.2 Unconscious stereotyping	Link	Not viewed	⌵	15.2 Quick review: Social cognition and social knowledge	Quiz	--	⌵	15.2 eText: Social cognition and social knowledge	eText Link	Not viewed	⌵	15.3 Quick review: Self and identity	Quiz	--	⌵
Name	Type	Score/Status	Options																																						
15.2 Who am I?	Link	Not viewed	⌵																																						
15.2 Impression formation	Link	Not viewed	⌵																																						
15.2 Stereotypes - Car collision	Link	Not viewed	⌵																																						
15.2 The story of George and Vance	Link	Not viewed	⌵																																						
15.2 Stereotyping	Link	Not viewed	⌵																																						
15.2 Unconscious stereotyping	Link	Not viewed	⌵																																						
15.2 Quick review: Social cognition and social knowledge	Quiz	--	⌵																																						
15.2 eText: Social cognition and social knowledge	eText Link	Not viewed	⌵																																						
15.3 Quick review: Self and identity	Quiz	--	⌵																																						
15: Post-test Your Score --	<p>Return to Course</p>																																								



Revision questions help students to prepare for exams and assess their learning as they study.

Multimedia resources, tied to every chapter, encourage students to interact with what they're learning and practise in a more enjoyable way.

Watch video clips of key concepts and phenomena in social psychology and test yourself on what you have observed.



MyPsychLab

A student access code card may have been included with your textbook at a reduced cost. If you do not have an access code, you can buy access to MyPsychLab and the eText – an online version of the book – at www.mypsychlab.com.

To buy access or register with your code, visit www.mypsychlab.com. You will also need a course ID from your instructor.

CHAPTER 1

Introducing social psychology

Chapter contents

What is social psychology? 4

Social psychology and its close neighbours 5

Topics of social psychology 7

Methodological issues 8

Scientific method 8

Experiments 9

Non-experimental methods 12

Data and analysis 14

Research ethics 17

Physical welfare of participants 18

Respect for privacy 18

Use of deception 18

Informed consent 19

Debriefing 19

Theoretical issues 20

Theories in social psychology 21

Social psychology in crisis 23

Reductionism and levels of explanation 23

Positivism 24

Historical context 26

Social psychology in the nineteenth century 26

The rise of experimentation 27

Later influences 28

The journals 32

Social psychology in Europe 32

About this book 34



Focus questions

- 1 Would it ever be ethically acceptable to conceal aspects of the true purpose and nature of a psychology experiment from someone volunteering to take part?
- 2 How complete an explanation of social behaviour do you think evolution provides? In Chapter 1 of MyPsychLab at www.mypsychlab.com (watch *Choosing a mate*) students describe attributes with evolutionary significance that they would look for in a mate.
- 3 Social psychology texts often convey the impression that social psychology is primarily an American discipline. Do you have a view on this?



Go to MyPsychLab to explore video and test your understanding of key topics addressed in this chapter.



Use MyPsychLab to refresh your understanding with interactive summaries, explore topics further with video and audio clips and assess your progress with quick test and essay questions. To buy access or register your code, visit www.mypsychlab.com. You will also need a course ID from your instructor.

What is social psychology?

Social psychology

Scientific investigation of how people's thoughts, feelings and behaviour are influenced by the actual, imagined or implied presence of others.

Behaviour

What people actually do that can be objectively measured.

Social psychology has been defined as 'the scientific investigation of how the thoughts, feelings and behaviours of individuals are influenced by the actual, imagined or implied presence of others' (G. W. Allport, 1954a, p. 5). But what does this mean? What do social psychologists actually do, how do they do it, and what do they study?

Social psychologists are interested in explaining *human* behaviour and generally do not study animals. Some general principles of social psychology may be applicable to animals, and research on animals may provide evidence for processes that generalise to people (e.g. social facilitation – see **Chapter 8**). Furthermore, certain principles of social behaviour may be general enough to apply to humans and, for instance, other primates (e.g. Hinde, 1982). As a rule, however, social psychologists believe that the study of animals does not take us very far in explaining human social behaviour, unless we are interested in its evolutionary origins (e.g. Neuberg, Kenrick and Schaller, 2010; Schaller, Simpson and Kenrick, 2006).

Social psychologists study **behaviour** because behaviour can be observed and measured. However, behaviour refers not only to obvious motor activities (such as running, kissing, driving) but also to more subtle actions such as a raised eyebrow, a quizzical smile or how we dress, and, critically important in human behaviour, what we say and what we write. In this sense, behaviour is publicly verifiable. However, the meaning attached to behaviour is a matter of theoretical perspective, cultural background or personal interpretation.

Social psychologists are interested not only in behaviour, but also in feelings, thoughts, beliefs, attitudes, intentions and goals. These are not directly observable but can, with varying degrees of confidence, be inferred from behaviour; and to a varying extent may influence or even determine behaviour. The relationship between these unobservable processes and overt behaviour is in itself a focus of research; for example, in research on attitude–behaviour correspondence (see **Chapter 5**) and research on prejudice and discrimination (see **Chapter 10**). Unobservable processes are also the psychological dimension of behaviour, as they occur within the human brain. However, social psychologists almost always go one step beyond relating social behaviour to underlying psychological processes – they almost always relate psychological aspects of behaviour to more fundamental cognitive processes and structures in the human mind and sometimes to neuro-chemical processes in the brain (see **Chapter 2**).

What makes social psychology *social* is that it deals with how people are affected by other people who are physically present (e.g. an audience – see **Chapter 8**) or who are imagined to be present (e.g. anticipating performing in front of an audience), or even whose presence is implied. This last influence is more complex and addresses the fundamentally social nature of our experiences as humans. For instance, we tend to think with words; words derive from language and communication; and language and communication would not exist without social interaction (see **Chapter 15**). Thought, which is an internalised and private activity that can occur when we are alone, is thus clearly based on implied presence. As another example of implied presence, consider that most of us do not litter, even if no one is watching and even if there is no possibility of ever being caught. This is because people, through the agency of society, have constructed a powerful social convention or norm that proscribes such behaviour. Such a norm implies the presence of other people and 'determines' behaviour even in their absence (see **Chapters 7 and 8**).

Social psychology is a **science** because it uses the scientific method to construct and test theories. Just as physics has concepts such as electrons, quarks and spin to explain physical phenomena, social psychology has concepts such as dissonance, attitude, categorisation and identity to explain social psychological phenomena. The scientific method dictates that no **theory** is 'true' simply because it is logical and seems to make sense. On the contrary, the validity of a theory is based on its correspondence with fact. Social psychologists construct theories from **data** and/or previous theories and then conduct empirical research, in which data are collected to test the theory (see below).

Science

Method for studying nature that involves the collecting of data to test hypotheses.

Theory

Set of interrelated concepts and principles that explain a phenomenon.

Data

Publicly verifiable observations.

Social psychology and its close neighbours

Social psychology is poised at the crossroads of a number of related disciplines and subdisciplines (see Figure 1.1). It is a subdiscipline of general psychology and is therefore concerned with explaining human behaviour in terms of processes that occur within the human mind. It differs from individual psychology in that it explains *social* behaviour, as defined in the previous section. For example, a general psychologist might be interested in perceptual processes that are responsible for people overestimating the size of coins. However, a social psychologist might focus on the fact that coins have value (a case of implied presence, because the value of something generally depends on what others think), and that perceived value might influence the judgement of size. A great deal of social psychology is concerned with face-to-face interaction between individuals or among members of groups, whereas general psychology focuses on people's reactions to stimuli that do not have to be social (e.g. shapes, colours, sounds).

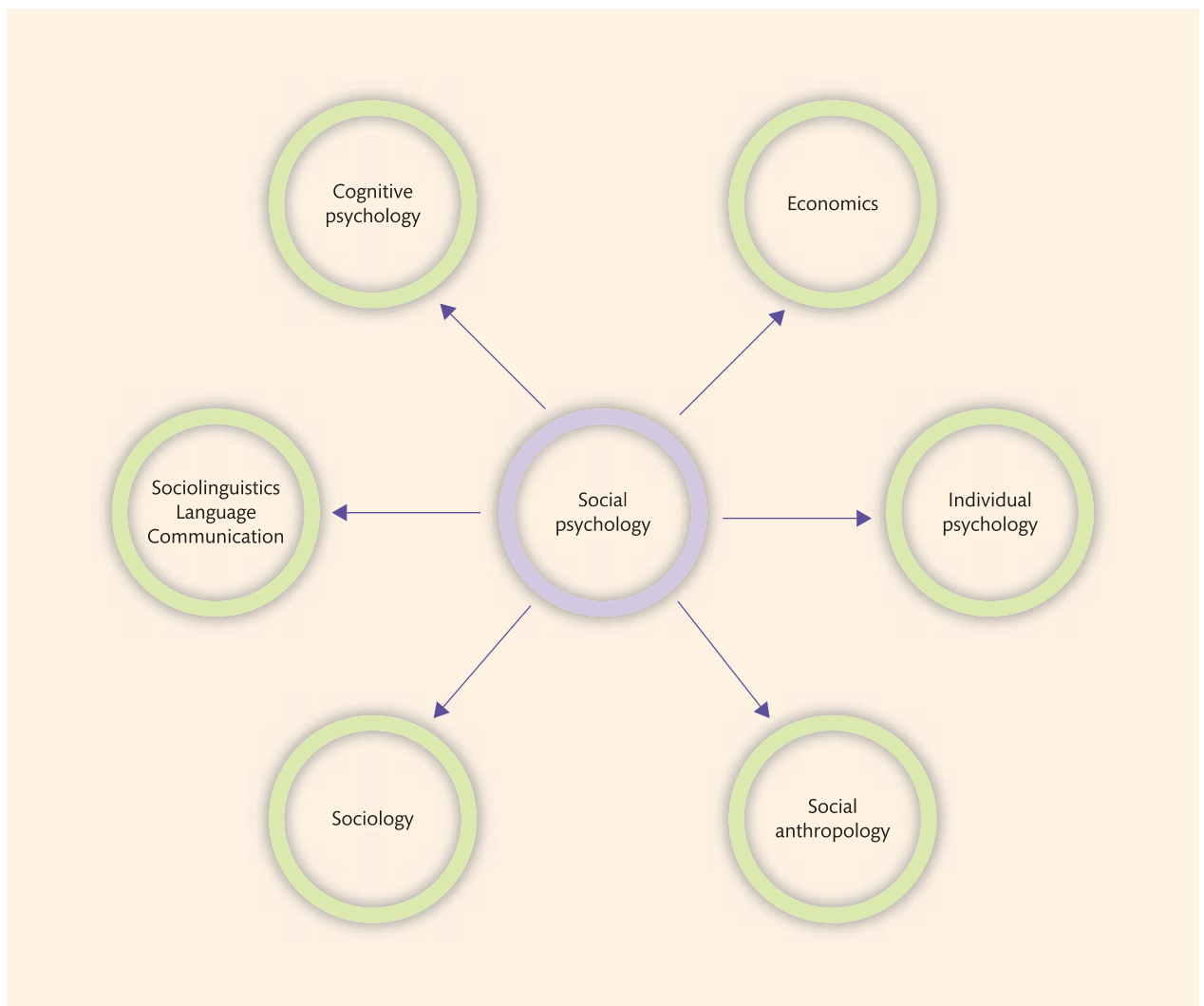


Figure 1.1 Social psychology and some close scientific neighbours

Social psychology draws on a number of subdisciplines in general psychology for concepts and methods of research. It also has fruitful connections with other disciplines, mostly in the social sciences

The boundary between individual and social psychology is approached from both sides. For instance, having developed a comprehensive and highly influential theory of the individual human mind, Sigmund Freud set out, in his 1921 essay ‘Group psychology and the analysis of the ego’, to develop a social psychology. Freudian, or psychodynamic, notions have left an enduring mark on social psychology (Billig, 1976), in particular in the explanation of prejudice (**see Chapter 10**). Since the late 1970s, social psychology has been strongly influenced by cognitive psychology, in an attempt to employ its methods (e.g. reaction time) and its concepts (e.g. memory) to explain a wide range of social behaviours. In fact, what is called social cognition (**see Chapter 2**) is the dominant approach in contemporary social psychology (Fiske and Taylor, 2008; Moskowitz, 2005; Ross, Lepper and Ward, 2010), and it surfaces in almost all areas of the discipline (Devine, Hamilton and Ostrom, 1994). In recent years the study of brain biochemistry and neuroscience (Gazzaniga, Ivry and Mangun, 2009) has also influenced social psychology (Lieberman, 2010).

Social psychology also has links with sociology and social anthropology; mostly in studying groups, social and cultural norms, social representations, and language and intergroup behaviour. In general, sociology focuses on how groups, organisations, social categories and societies are organised, how they function and how they change. The unit of analysis (i.e. the focus of research and theory) is the group as a whole rather than the individual people who make up the group. Sociology is a *social science* whereas social psychology is a *behavioural science* – a disciplinary difference with far-reaching consequences for how one studies and explains human behaviour.

Social anthropology is much like sociology but historically has focused on ‘exotic’ societies (i.e. non-industrial tribal societies that exist or have existed largely in developing countries). Social psychology deals with many of the same phenomena but seeks to explain how individual human interaction and human cognition influence ‘culture’ and, in turn, are influenced or constructed by culture (Heine, 2012; Smith, Bond and Kağitçibaşı, 2006; **see also Chapter 16**). The unit of analysis is the individual person within the group. In reality, some forms of sociology (e.g. microsociology, psychological sociology, sociological psychology) are closely related to social psychology (Delamater and Ward, 2013). There is, according to Farr (1996), a sociological form of social psychology that has its origins in the *symbolic interactionism* of G. H. Mead (1934) and Herbert Blumer (1969).

Just as the boundary between social and individual psychology has been approached from both sides, so has the boundary between social psychology and sociology. From the sociological side, for example, Karl Marx’s theory of cultural history and social change has been extended to incorporate a consideration of the role of individual psychology (Billig, 1976). From the social psychological side, intergroup perspectives on group and individual behaviour draw on sociological variables and concepts (Hogg and Abrams, 1988; **see also Chapter 11**). Contemporary social psychology also abuts sociolinguistics and the study of language and communication (Giles and Coupland, 1991; **see also Chapter 15**) and even literary criticism (Potter, Stringer and Wetherell, 1984). It also overlaps with economics, where behavioural economists have recently ‘discovered’ that economic behaviour is not rational, because people are influenced by other people – actual, imagined or implied (Cartwright, 2011). Social psychology also draws on and is influenced by applied research in many areas, such as sports psychology, health psychology and organisational psychology.

Social psychology’s location at the intersection of different disciplines is part of its intellectual and practical appeal. However, it is also a cause of debate about what precisely constitutes social psychology as a distinct scientific discipline. If we lean too far towards individual cognitive processes, then perhaps we are pursuing individual psychology or cognitive psychology. If we lean too far towards the role of language, then perhaps we are being scholars of language and communication. If we overemphasise the role of social structure in intergroup relations, then perhaps we are being sociologists. The issue of exactly what constitutes social psychology

provides an important and ongoing metatheoretical debate (i.e. a debate about what sorts of theory are appropriate for social psychology), which forms the background to the business of social psychology (see below).

Topics of social psychology

One way to define social psychology is in terms of what social psychologists study. This book is a comprehensive coverage of the main phenomena that social psychologists study now and have studied in the past. As such, social psychology can be defined by the contents of this and other books that present themselves as social psychology texts. A brief look at the contents of this book will give a flavour of the scope of social psychology. Social psychologists study an enormous range of topics, including conformity, persuasion, power, influence, obedience, prejudice, prejudice reduction, discrimination, stereotyping, bargaining, sexism and racism, small groups, social categories, intergroup relations, crowd behaviour, social conflict and harmony, social change, overcrowding, stress, the physical environment, decision making, the jury, leadership, communication, language, speech, attitudes, impression formation, impression management, self-presentation, identity, the self, culture, emotion, attraction, friendship, the family, love, romance, sex, violence, aggression, altruism and prosocial behaviour (acts that are valued positively by society).

One problem with defining social psychology solely in terms of its topics is that this does not properly differentiate it from other disciplines. For example, ‘intergroup relations’ is a focus not only of social psychologists but also of political scientists and sociologists. The family is studied not only by social psychologists but also by clinical psychologists. What makes social psychology distinct is a combination of *what* it studies, *how* it studies it and what *level of explanation* is sought.



Conformity

Norms govern the attitudes and behaviour of group members. Norms shared by these punks in Dublin include their dress, hair style, music and a love of Oscar Wilde witticisms

Methodological issues

Scientific method

Social psychology employs the scientific method to study social behaviour (Figure 1.2). Science is a *method* for studying nature, and it is the method – not the people who use it, the things they study, the facts they discover or the explanations they propose – that distinguishes science from other approaches to knowledge. In this respect, the main difference between social psychology and, say, physics, chemistry or biology is that the former studies human social behaviour, while the others study non-organic phenomena and chemical and biological processes.

Science involves the formulation of **hypotheses** (predictions) on the basis of prior knowledge, speculation and casual or systematic observation. Hypotheses are formally stated predictions about what factor or factors may cause something to occur; they are stated in such a way that they can be tested empirically to see if they are true. For example, we might hypothesise that ballet dancers perform better in front of an audience than when dancing alone. This hypothesis can be tested empirically by assessing their performance alone and in front of an audience. Strictly speaking, empirical tests can falsify hypotheses (causing the investigator to reject the hypothesis, revise it or test it in some other way) but not prove them (Popper, 1969). If a hypothesis is supported, confidence in its veracity increases and one may generate more finely tuned hypotheses. For example, if we find that ballet dancers do indeed perform better in front of an audience, we might then hypothesise that this only occurs when the dancers are already well-rehearsed; in science-speak we have hypothesised that the effect of the presence of an audience on performance is conditional on (moderated by) amount of prior rehearsal. An important feature of the scientific method is replication: it guards against the possibility that a finding is tied to the circumstances in which a test was conducted. It also guards against fraud.

The alternative to science is dogma or rationalism, where understanding is based on authority: something is true because an authority (e.g. the ancient philosophers, religious scriptures,

Hypotheses

Empirically testable predictions about what co-occurs with what, or what causes what.

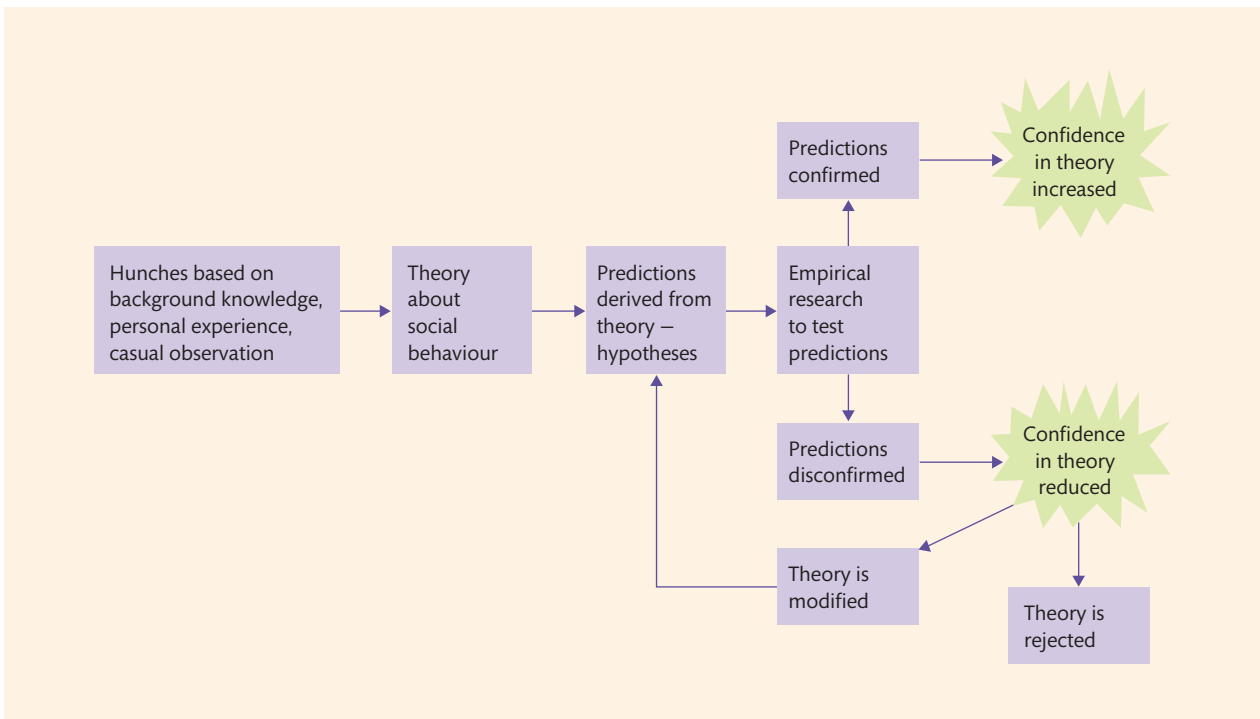


Figure 1.2 A model of the scientific method employed by social psychologists

charismatic leaders) says it is so. Valid knowledge is acquired by pure reason and grounded in faith: that is, by learning well, and uncritically accepting and trusting, the pronouncements of authorities. Even though the scientific revolution, championed by such people as Copernicus, Galileo and Newton, occurred in the sixteenth and seventeenth centuries, dogma and rationalism still exist as influential alternative paths to knowledge.

As a science, social psychology has at its disposal an array of different methods for conducting empirical tests of hypotheses. There are two broad types of method, *experimental* and *non-experimental*: each has its advantages and its limitations. The choice of an appropriate method is determined by the nature of the hypothesis under investigation, the resources available for doing the research (e.g. time, money, research participants) and the ethics of the method. Confidence in the validity of a hypothesis is enhanced if the hypothesis has been confirmed a number of times by different research teams using different methods. Methodological pluralism helps to minimise the possibility that the finding is an artefact of a particular method, and replication by different research teams helps to avoid confirmation bias – a tendency for researchers to become so personally involved in their own theories that they lose objectivity in interpreting data (Greenwald and Pratkanis, 1988; Johnson and Eagly, 1989).

Experiments

An experiment is a hypothesis test in which something is done to see its effect on something else. For example, if I hypothesise that my car greedily guzzles too much petrol because the tyres are under-inflated, then I can conduct an experiment. I can note petrol consumption over an average week, then I can increase the tyre pressure and again note petrol consumption over an average week. If consumption is reduced, then my hypothesis is supported. Casual experimentation is one of the commonest and most important ways in which people learn about their world. It is an extremely powerful method because it allows us to identify the causes of events and thus gain control over our destiny.

Not surprisingly, systematic experimentation is the most important research method in science. Experimentation involves *intervention* in the form of *manipulation* of one or more **independent variables**, and then measurement of the effect of the treatment (manipulation)

Independent variables

Features of a situation that change of their own accord, or can be manipulated by an experimenter to have effects on a dependent variable.



Brain imaging

Social neuroscientists are using new techniques, such as fMRI, to establish correlates, consequences and causes of social behaviour