SOCIAL PSYCHOLOGY 14E

David G. Myers | Jean M. Twenge

SOCIAL PSYCHOLOGY

FINAL PAGES aptara EQA

SOCIAL PSYCHOLOGY

14e

David G. Myers

Hope College

Jean M. Twenge

San Diego State University

Mc Graw Hill

mye88533_fm_i-xxxiv.indd 3 12/07/21 4:43 PM

SOCIAL PSYCHOLOGY, FOURTEENTH EDITION

Published by McGraw Hill LLC, 1325 Avenue of the Americas, New York, NY 10019. Copyright ©2022 by McGraw Hill LLC. All rights reserved. Printed in the United States of America. Previous editions ©2019, 2016, and 2013. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw Hill LLC, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LSC 26 25 24 23 22 21

ISBN 978-1-260-88853-9 (bound edition)
MHID 1-260-88853-3 (bound edition)
ISBN 978-1-260-71889-8 (loose-leaf edition)
MHID 1-260-71889-1 (loose-leaf edition)

Senior Portfolio Manager: *Jason Seitz*
Product Development Manager: *Dawn Groundwater*
Product Developer: *Thomas Finn*
Marketing Manager: *Olivia Kaiser*
Senior Content Project Manager: *Sherry Kane*
Lead Content Project Manager: *Jodi Banowetz*
Senior Buyer: *Laura Fuller*
Designer: *Beth Blech*
Content Licensing Specialist: *Sarah Flynn*
Cover Image: *insta_photos/Shutterstock; fizkes/Shutterstock*
Compositor: *Aptara®, Inc.*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Names: Myers, David G., author. | Twenge, Jean M., 1971- author.
Title: Social psychology / David G. Myers, Hope College, Jean M. Twenge, San Diego State University.
Description: Fourteenth edition. | New York, NY : McGraw Hill Education, [2022] | Includes bibliographical references and index.
Identifiers: LCCN 2020053594 (print) | LCCN 2020053595 (ebook) | ISBN 9781260888539 (hardcover) | ISBN 9781260718898 (spiral bound) | ISBN 9781260888508 (ebook) | ISBN 9781260888522 (ebook)
Subjects: LCSH: Social psychology.
Classification: LCC HM1033 .M944 2022 (print) | LCC HM1033 (ebook) | DDC 302—dc23
LC record available at https://lccn.loc.gov/2020053594
LC ebook record available at https://lccn.loc.gov/2020053595

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw Hill LLC, and McGraw Hill LLC does not guarantee the accuracy of the information presented at these sites.

mheducation.com/highered

DGM

For Marcye Van Dyke
With gratitude for your faithful and warm-spirited support

JMT

For my parents: Stephen and JoAnn Twenge

About the Authors

Since receiving his University of Iowa Ph.D., David G. Myers has professed psychology at Michigan's Hope College. Hope College students have invited him to be their commencement speaker and voted him "outstanding professor."

Photo by Hope College Public Relations.
For more information or to contact David Myers, visit davidmyers.org. David Myers

With support from National Science Foundation grants, Myers' research has appeared in some three dozen scientific periodicals, including *Science,* the *American Scientist, Psychological Science,* and the *American Psychologist*.

He has also communicated psychological science through articles in four dozen magazines, from *Today's Education* to *Scientific American,* and through his 17, including *The Pursuit of Happiness* and *Intuition: Its Powers and Perils*.

Myers' research and writings have been recognized by the Gordon Allport Prize, by an "honored scientist" award from the Federation of Associations in the Brain and Behavioral Sciences, and by the Award for Distinguished Service on Behalf of Personality-Social Psychology.

He has chaired his city's Human Relations Commission, helped found a center for families in poverty, and spoken to hundreds of college and community groups. In recognition of his efforts to transform the way America provides assistive listening for people with hearing loss (see hearingloop.org), he has received awards from the American Academy of Audiology, the Hearing Loss Association of America, and the hearing industry.

David and Carol Myers have three children and one grandchild.

Photo by Sandy Huffaker, Jr.
For more information or to contact Jean Twenge, visit www.jeantwenge.com Sandy Huffaker, Jr.

As Professor of Psychology at San Diego State University, Jean M. Twenge has authored more than 160 scientific publications on generational differences, cultural change, social rejection, digital media use, gender roles, self-esteem, and narcissism. Her research has been covered in *Time, Newsweek, The New York Times, USA Today, U.S. News and World Report,* and *The Washington Post,* and she has been featured on *Today, Good Morning America, CBS This Morning, Fox and Friends, NBC Nightly News, Dateline NBC,* and National Public Radio.

Dr. Twenge has drawn on her research in her books for a broader audience: *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—And Completely Unprepared for Adulthood* (2017) and *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled—And More Miserable Than Ever Before* (2nd ed., 2014). An article by Dr. Twenge in *The Atlantic* was nominated for a National Magazine Award. She frequently gives talks and seminars on generational differences to audiences such as college faculty and staff, parent-teacher groups, military personnel, camp directors, and corporate executives.

Jean Twenge grew up in Minnesota and Texas. She holds a B.A. and M.A. from the University of Chicago and a Ph.D. from the University of Michigan. She completed a postdoctoral research fellowship in social psychology at Case Western Reserve University. She lives in San Diego with her husband and three daughters.

mye88533_fm_i-xxxiv.indd 6 12/07/21 4:43 PM

Brief Contents

Preface xxiii

Chapter 1 Introducing Social Psychology 1

Part One Social Thinking

Chapter 2 The Self in a Social World 23

Chapter 3 Social Beliefs and Judgments 52

Chapter 4 Behavior and Attitudes 83

Part Two Social Influence

Chapter 5 Genes, Culture, and Gender 104

Chapter 6 Conformity and Obedience 134

Chapter 7 Persuasion 166

Chapter 8 Group Influence 194

Part Three Social Relations

Chapter 9 Prejudice 229

Chapter 10 Aggression 267

Chapter 11 Attraction and Intimacy 301

Chapter 12 Helping 340

Chapter 13 Conflict and Peacemaking 373

Part Four Applying Social Psychology

Chapter 14 Social Psychology in the Clinic 406

Chapter 15 Social Psychology in Court 434

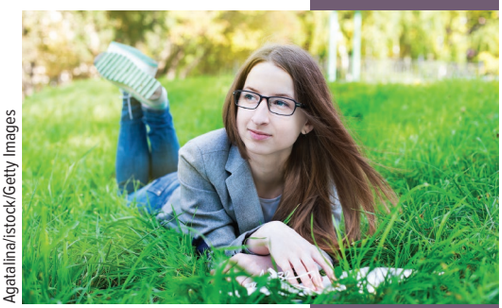
Chapter 16 Social Psychology and the Sustainable Future 459

Epilogue 483

References R-1

Name Index NI

Subject Index/Glossary SI-2



Agatalina/istock/Getty Images

Andrey_Popov/Shutterstock

Ingram Publishing/Getty Images

McGraw Hill connect

McGraw Hill Education Psychology
APA Documentation Style Guide

Table of Contents

Preface xxiii

Chapter 1

Introducing Social Psychology 1

What Is Social Psychology? 2

What Are Social Psychology's Big Ideas? 3

We Construct Our Social Reality 3
Our Social Intuitions Are Often Powerful but Sometimes Perilous 4
Social Influences Shape Our Behavior 5
Personal Attitudes and Dispositions Also Shape Behavior 6
Social Behavior Is Biologically Rooted 6
Social Psychology's Principles Are Applicable in Everyday Life 7

I Knew It All Along: Is Social Psychology Simply Common Sense? 7

Focus On: I Knew It All Along 9

Research Methods: How Do We Do Social Psychology? 11

Forming and Testing Hypotheses 11
Sampling and Question Wording 12
Correlational Research: Detecting Natural Associations 14
Experimental Research: Searching for Cause and Effect 16
Generalizing from Laboratory to Life 20

Concluding Thoughts: Why We Wrote This Book. . . and a Preview of What's to Come 21

Part One: Social Thinking

Chapter 2

The Self in a Social World 23

Spotlights and Illusions: What Do They Teach Us About Ourselves? 24

Research Close-Up: On Being Nervous About Looking Nervous 25

Self-Concept: Who Am I? 26

At the Center of Our Worlds: Our Sense of Self 26
Self and Culture 28
Self-Knowledge 32
The Inside Story: Hazel Markus and Shinobu Kitayama on Cultural Psychology 33

What Is the Nature and Motivating Power of Self-Esteem? 37

Self-Esteem Motivation 37
The Trade-Off of Low Versus High Self-Esteem 39
Self-Efficacy 41

What Is Self-Serving Bias? 42

Explaining Positive and Negative Events 42
Can We All Be Better Than Average? 43
Focus On: Self-Serving Bias – How Do I Love Me? Let Me Count the Ways 44
Unrealistic Optimism 45
False Consensus and Uniqueness 46
Explaining Self-Serving Bias 47

How Do People Manage Their Self-Presentation? 48

Self-Handicapping 48
Impression Management 49

Concluding Thoughts: Twin Truths – The Perils of Pride, the Powers of Positive Thinking 51

Mike Kemp/Blend Images/Getty Images

Chapter 3

Social Beliefs and Judgments 52

How Do We Judge Our Social Worlds, Consciously and Unconsciously? 53

Priming 53
Intuitive Judgments 54
Overconfidence 56
Heuristics: Mental Shortcuts 59
Counterfactual Thinking 61
Illusory Thinking 62
Moods and Judgments 64
The Inside Story: Joseph P. Forgas: Can Bad Weather Improve Your Memory? 65

How Do We Perceive Our Social Worlds? 66

Perceiving and Interpreting Events 66
Belief Perseverance 67
Constructing Memories of Ourselves and Our Worlds 68

How Do We Explain Our Social Worlds? 71

Attributing Causality: To the Person or the Situation 71
The Fundamental Attribution Error 72

How Do Our Social Beliefs Matter? 78

Focus On: The Self-Fulfilling Psychology of the Stock Market 78
Teacher Expectations and Student Performance 79
Getting from Others What We Expect 80

Concluding Thoughts: Reflecting on Illusory Thinking 82

Chapter 4

Behavior and Attitudes 83

How Well Do Our Attitudes Predict Our Behavior? 84

When Attitudes Predict Behavior 85

When Does Our Behavior Affect Our Attitudes? 89

Role Playing 89
Saying Becomes Believing 91
Evil and Moral Acts 91

Why Does Our Behavior Affect Our Attitudes? 93

Self-Presentation: Impression Management 93
Self-Justification: Cognitive Dissonance 94
Self-Perception 97
Comparing the Theories 101

Concluding Thoughts: Changing Ourselves Through Action 103

tetmc/iStock/Getty Images

Part Two: Social Influence

Chapter 5

Genes, Culture, and Gender 104

How Are We Influenced by Biology? 105

Genes, Evolution, and Behavior 106
Biology and Gender 107
Gender and Hormones 110
Reflections on Evolutionary Psychology 110
Focus On: Evolutionary Science and Religion 111

How Are We Influenced by Culture? 112

Culture and Behavior 112
Focus On: The Cultural Animal 113
Research Close-Up: Passing Encounters, East and West 116
Peer-Transmitted Culture 117
Cultural Similarity 118
Culture and Gender 120
Gender Roles Vary with Culture 120
Gender Roles Vary over Time 120

How Are Females and Males Alike and Different? 122

Independence versus Connectedness 123
Social Dominance 126
Aggression 128
Sexuality 128

What Can We Conclude about Genes, Culture, and Gender? 130

The Inside Story: Alice Eagly on Gender Similarities and Differences 132

Concluding Thoughts: Should We View Ourselves as Products of Our Biology or Our Culture? 133

Chapter 6

Conformity and Obedience 134

What Is Conformity? 135

What Are the Classic Conformity and Obedience Studies? 136

Sherif's Studies of Norm Formation 136
Research Close-Up: Contagious Yawning 138
Asch's Studies of Group Pressure 140
Milgram's Obedience Studies 142
The Inside Story: Stanley Milgram on Obedience 143
The Ethics of Milgram's Studies 145

What Breeds Obedience? 145
Focus On: Personalizing The Victims **146**
Reflections on the Classic Studies 148

What Predicts Conformity? 152
Group Size 152
Unanimity 153
Cohesion 154
Status 155
Public Response 155
Prior Commitment 155

Why Conform? 157

Who Conforms? 159
Personality 159
Culture 160
Social Roles 161

Do We Ever Want to Be Different? 162
Reactance 162
Asserting Uniqueness 163

Concluding Thoughts: On Being an Individual within a Community 165

Chapter 7
Persuasion 166
The Inside Story: Stephen Reicher on Human Behavior during the Pandemic: A Social Psychologist Advises His Country **168**

What Paths Lead to Persuasion? 168
The Central Route 168
The Peripheral Route 169
Different Paths for Different Purposes 170

What Are the Elements of Persuasion? 171
Who Says? The Communicator 171
Research Close-Up: Experimenting with a Virtual Social Reality **175**
What Is Said? The Message Content 175
How Is It Said? The Channel of Communication 181
To Whom Is It Said? The Audience 185

How Can Persuasion Be Resisted? 189
Attitude Inoculation 189
Implications of Attitude Inoculation 192

Concluding Thoughts: Being Open but Not Naïve 193

Chapter 8
Group Influence 194

What Is a Group? 195

Social Facilitation: How Are We Affected by the Presence of Others? 195
The Presence of Others and Dominant Responses 196
Crowding: The Presence of Many Others 198
Why Are We Aroused in the Presence of Others? 199

Social Loafing: Do Individuals Exert Less Effort in a Group? 200
Many Hands Make Light Work 200
Social Loafing in Everyday Life 202

Deindividuation: When Do People Lose Their Sense of Self in Groups? 204
Doing Together What We Would Not Do Alone 205
Diminished Self-Awareness 207

Group Polarization: Do Groups Intensify Our Opinions? 208
The Case of the "Risky Shift" 209
Do Groups Intensify Opinions? 210
Focus On: Group Polarization **214**
Explaining Group Polarization 214

Group Decision Making: Do Groups Hinder or Assist Good Decisions? 217
Symptoms of Groupthink 217
The Inside Story: Irving Janis on Groupthink **218**
Experimental Evidence for Groupthink 220
Preventing Groupthink 220
When Groups Perform Better 221
The Inside Story: Behind a Nobel Prize: Two Minds Are Better Than One **222**

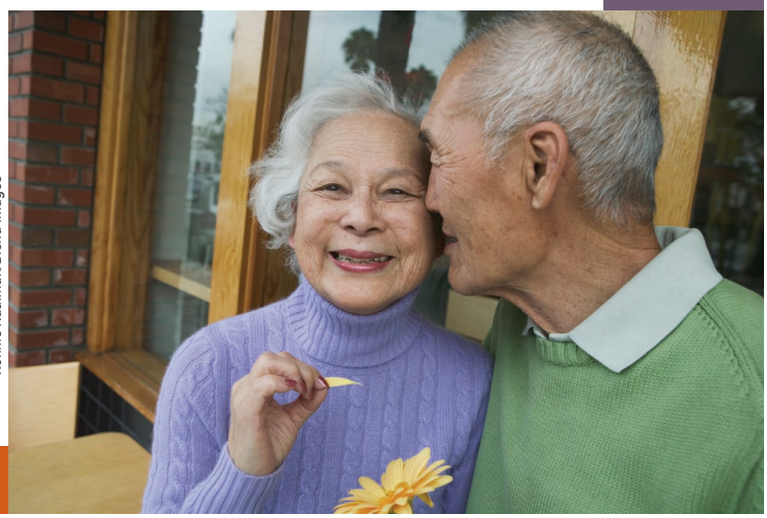
The Influence of the Minority: How Do Individuals Influence the Group? 223
The Influence of Individual Group Members 223
The Influence of Leaders 225
Focus On: Transformational Community Leadership **226**

Concluding Thoughts: Are Groups Bad for Us? 228

Part Three: Social Relations

Chapter 9
Prejudice 229

What Is the Nature and Power of Prejudice? 230
Defining Prejudice 230



Ronnie Kaufman/Blend Images

Defining Discrimination 231
Prejudice: Implicit and Explicit 232
Racial Prejudice 233
Gender Prejudice 235
LGBTQ Prejudice 238

What Are the Social Sources of Prejudice? 240

Social Inequalities: Unequal Status and Prejudice 240
Socialization 241
The Inside Story: Sohad Murrar on Pro-Diversity Social Norms **244**
Systemic Supports 245

What Are the Motivational Sources of Prejudice? 246

Frustration and Aggression: The Scapegoat Theory 246
Social Identity Theory: Feeling Superior to Others 247
Motivation to Avoid Prejudice 250

What Are the Cognitive Sources of Prejudice? 251

Categorization: Classifying People into Groups 251
Distinctiveness: Perceiving People Who Stand Out 253
Attribution: Is It a Just World? 257

What Are the Consequences of Prejudice? 259

Self-Perpetuating Prejudgments 259
Discrimination's Impact: The Self-Fulfilling Prophecy 260
Stereotype Threat 261
The Inside Story: Claude Steele on Stereotype Threat **263**
Do Stereotypes Bias Judgments of Individuals? 264

Concluding Thoughts: Can We Reduce Prejudice? 266

kali9/Getty Images

Chapter 10

Aggression 267

What Is Aggression? 268

What Are Some Theories of Aggression? 270

Aggression as a Biological Phenomenon 270
Aggression as a Response to Frustration 274
Aggression as Learned Social Behavior 277
The Inside Story: Brett Pelham on Growing Up Poor in the "Culture of Honor" **278**

What Are Some Influences on Aggression? 279

Aversive Experiences 279
Arousal 281
Aggression Cues 282
Media Influences 283
The Inside Story: Craig Anderson on Video-Game Violence **292**
Group Influences 293
Research Close-Up: When Provoked, Are Groups More Aggressive Than Individuals? **295**

How Can Aggression Be Reduced? 296

Catharsis? 296
A Social Learning Approach 298
Culture Change and World Violence 299

Concluding Thoughts: Reforming a Violent Culture 300

Chapter 11

Attraction and Intimacy 301

How Important Is the Need to Belong? 302

What Leads to Friendship and Attraction? 305

Proximity 305
Focus On: Liking Things Associated with Oneself **308**
Physical Attractiveness 310
The Inside Story: Ellen Berscheid on Attractiveness **313**
Similarity versus Complementarity 317
Liking Those Who Like Us 320
Focus On: Bad Is Stronger Than Good **321**
Relationship Rewards 322

What Is Love? 323

Passionate Love 323
Companionate Love 326

What Enables Close Relationships? 328

Attachment 328
Equity 330
Self-Disclosure 331
Focus On: Does the Internet Create Intimacy or Isolation? **334**

FINAL PAGES aptara EQA

How Do Relationships End? 335
Divorce 336
The Detachment Process 336

Concluding Thoughts: Making Love 339

Chapter 12
Helping 340

Why Do We Help? 341
Social Exchange and Social Norms 341
The Inside Story: Dennis Krebs on Life Experience and the Study of Altruism 343
Evolutionary Psychology 348
Comparing and Evaluating Theories of Helping 350
Genuine Altruism and Empathy 350
Focus On: The Benefits — and the Costs — of Empathy-Induced Altruism 352

When Will We Help? 354
Number of Bystanders 354
The Inside Story: John M. Darley on Bystander Reactions 355
Helping When Someone Else Does 359
Time Pressures 360
Similarity 360
Research Close-Up: Ingroup Similarity and Helping 361

Who Will Help? 363
Personality Traits and Status 363
Gender 364
Religious Faith 364

How Can We Increase Helping? 367
Reduce Ambiguity, Increase Responsibility 367
Guilt and Concern for Self-Image 368
Socializing Altruism 369

Concluding Thoughts: Taking Social Psychology into Life 372

Chapter 13
Conflict and Peacemaking 373

What Creates Conflict? 374
Social Dilemmas 374
Competition 380
Perceived Injustice 382
Misperception 382
Research Close-Up: Misperception and War 385

How Can Peace Be Achieved? 386
Contact 386
Research Close-Up: Relationships That Might Have Been 390
The Inside Story: Nicole Shelton and Jennifer Richeson on Cross-Racial Friendships 390
Cooperation 391
Focus On: Branch Rickey, Jackie Robinson, and the Integration of Baseball 396
Communication 398
Conciliation 402

Concluding Thoughts: The Conflict Between Individual and Communal Rights 404

Part Four: Applying Social Psychology

Chapter 14
Social Psychology in the Clinic 406

What Influences the Accuracy of Clinical Judgments? 407
Illusory Correlations 408
Hindsight and Overconfidence 409
Self-Confirming Diagnoses 409
Clinical Intuition versus Statistical Prediction 410
Implications for Better Clinical Practice 411
Focus On: A Physician's View: The Social Psychology of Medicine 412

What Cognitive Processes Accompany Mental Health Issues? 413
Depression 413
The Inside Story: Shelley Taylor on Positive Illusions 414
Loneliness 416
Anxiety and Shyness 418
Emotions and Physical Health 420

What Are Some Social-Psychological Approaches to Treatment? 422
Inducing Internal Change Through External Behavior 423
Breaking Vicious Cycles 423
Maintaining Change Through Internal Attributions for Success 425
Using Therapy as Social Influence 426

How Do Social Relationships Support Health and Happiness? 427
Relationships and Physical Health 427
Relationships and Happiness 430

Concluding Thoughts: Enhancing Happiness 432

Chapter 15
Social Psychology in Court 434

How Reliable Is Eyewitness Testimony? 435
The Power of Persuasive Eyewitnesses 435
When Eyes Deceive 436
The Misinformation Effect 438
Retelling 440
Reducing Error 440
Research Close-Up: Feedback to Witnesses 440

mye88533_fm_i-xxxiv.indd 12 12/07/21 4:44 PM

What Other Factors Influence Juror Judgments? 445

The Defendant's Characteristics 445
The Judge's Instructions 448

What Influences the Individual Juror? 450

Juror Comprehension 450
Jury Selection 451
"Death-Qualified" Jurors 452

How Do Group Influences Affect Juries? 453

Minority Influence 454
Group Polarization 454
Research Close-Up: Group Polarization in a Natural Court Setting 455
Leniency 455
Are Twelve Heads Better Than One? 456
Are Six Heads as Good as Twelve? 456
From Lab to Life: Simulated and Real Juries 457

Concluding Thoughts: Thinking Smart with Psychological Science 458

Chapter 16

Social Psychology and the Sustainable Future 459

Psychology and Climate Change 462

Psychological Effects of Climate Change 463
Public Opinion about Climate Change 464

Enabling Sustainable Living 467

New Technologies 467
Reducing Consumption 468
The Inside Story: Janet Swim on Psychology's Response to Climate Change 469

The Social Psychology of Materialism and Wealth 471

Increased Materialism 471
Wealth and Well-Being 471
Materialism Fails to Satisfy 474
Toward Sustainability and Survival 478
Research Close-Up: Measuring National Well-Being 480

Concluding Thoughts: How Does One Live Responsibly in the Modern World? 482

Epilogue 483

References R-1

Name Index NI

Subject Index/Glossary SI-2

connect McGraw Hill Education Psychology APA Documentation Style Guide

Guide to Diversity, Equity, and Inclusion

More than almost any other discipline, social psychology shines its light on our human kinship as members of one human family *and* on our diversity. We are so much alike in how we think about, influence, and relate to one another. Yet we differ in gender, gender identity, sexual orientation, race, culture, income, religion, and abilities.

Social Psychology 14th Edition, therefore, has whole chapters devoted to our diversity in (and attitudes regarding) gender, culture, and race, and to how we can transform diversity-related conflicts into equitable and inclusive human connections. As this guide illustrates, the psychology of human diversity, equity, and inclusion also weaves throughout the text. Moreover, this is a *global* text, as we draw on the whole world of psychology for our worldwide readers in many languages including Chinese, Russian, Spanish, French, and much more. As humans we are all alike. Cut us and we bleed. Yet how richly diverse are the threads that form the human fabric.

Chapter 1 Introducing Social Psychology

- In the chapter introduction, it is reported that the field of social psychology has recently grown in China, Hong Kong, India, Japan, and Taiwan.
- Figure 1 shows how social psychology is the scientific study of social influence (culture) and social relations (prejudice), among other topics.
- "Social Influences Shape Our Behavior" reports that there are 2 billion Facebook users worldwide; the power of the situation influences different countries' views on same-sex relationships; body-shape preference depends on when and where people live; the definition of social justice as equality or equity depends on ideology being shaped either by socialism or capitalism; emotional expressiveness hinges on one's culture and ethnicity; and focusing on one's personal needs, desires, and morality, or one's family, clan, and communal groups depends on being a product of individualistic or collectivistic societies.
- In the discussion on sampling and question wording in experiments, the example is given of different countries' wording on drivers' licenses that either encourage or discourage organ donation (Johnson & Johnson, 2003).
- Experimental sampling can be an issue when generalizing from laboratory to life. It is noted that most participants are from WEIRD (*W*estern, *E*ducated, *I*ndustrialized, *R*ich, and *D*emocratic) cultures, which represent only 12% of humanity (Henrich et al., 2010).

Chapter 2 The Self in a Social World

- "Spotlights and Illusions" discusses research on how, when the topic of race comes up in a discussion, those in the minority feel an uncomfortable amount of attention directed their way (Crosby et al., 2014).
- "At the Center of Our Worlds: Our Sense of Self" presents research showing that the threat of negative stereotypes against racial minority students or women regarding academic ability causes "disidentification," which can lead to a shift of their interests elsewhere (Steele, 2010).
- "Self and Culture" presents individualism and collectivism, with definitions, examples of each, the cultures that tend to be collectivistic/individualistic, and political viewpoints.
- "Growing Individualism Within Cultures" has examples of parents' choice of names for their child being influenced by their culture (Twenge et al., 2012, 2016), and the differences in song lyrics (Markus & Kitayama, 2010).
- "Culture and Cognition," has examples of collectivists focusing on objects and people in relationship to one another and their environment (Nisbett & Masuda, 2003), and individualists focusing more on one feature (Chua et al., 2005; Nisbett, 2003).
- The same section presents the cultural differences in the sense of belonging (Cross et al., 1992).
- "Culture and Self-Esteem" discusses the different ways individualists and collectivists view happiness and self-esteem.
- The key term *terror management theory* definition is: "Proposes that people exhibit self-protective emotional and cognitive responses (including adhering more strongly to their cultural worldviews and prejudices) when confronted with reminders of their mortality."
- "False Consensus and Uniqueness" discusses research that shows that humans have a tendency toward the false consensus effect. An example is given of how white Australians prejudiced against indigenous Australians were more likely to believe that other whites were also prejudiced (Watt & Larkin, 2010).
- Feature "Inside Story: Hazel Markus and Shinobu Kitayama on Cultural Psychology" is a personal account of the professors' observations of the differences in teaching in collectivistic and individualistic cultures.
- Self-presentation differences in collectivistic and individualistic cultures are discussed, with examples of Asian countries focusing on group identity and restrained self-presentation, and the "age of the selfie" being prevalent in individualistic cultures (Veldhuis et al., 2020).

mye88533_fm_i-xxxiv.indd 14 12/07/21 4:44 PM

Chapter 3 Social Beliefs and Judgments

- Cultural differences and similarities regarding the fundamental attribution error are covered. Research shows that the attribution error exists across all cultures (Krull et al., 1999), but people in Eastern Asian cultures are somewhat more sensitive than Westerners to the importance of situations (Choi et al., 1999; Farwell & Weiner, 2000; Masuda & Kitayama, 2004).
- "Getting from Others What We Expect" presents a research study on self-fulfilling prophecies, where a person anticipated interacting with someone of a different race. When they were led to expect that that person disliked interacting with someone of the first person's race, the first person felt more anger and displayed more hostility toward their conversation partner (Butz & Plant, 2006).

Chapter 4 Behavior and Attitudes

- Research shows that self-described racial attitudes provide little clue to behaviors in actual situations. Many people *say* they are upset when someone makes racist remarks; yet when they hear racist language, many respond with indifference (Kawakami et al., 2009).
- The Implicit Association Test (IAT) is discussed as a way to measure implicit racial attitudes. The 18 million completed IAT tests showed that implicit biases are pervasive, people differ in implicit bias, and they are often unaware of their implicit biases. Criticism of the IAT is also covered.
- Research on implicit bias is discussed, including the finding that high amygdala activation is found in white people who show strong unconscious racial bias on the IAT when viewing unfamiliar Black faces (Stanley et al., 2008).
- It is reported that implicit racial and gender attitudes formed early in life can predict behavior. The example is given of implicit racial attitudes having successfully predicted interracial roommate relationships and the willingness to penalize other-race people (Kubota et al., 2013; Towles-Schwen & Fazio, 2006).
- "Role Playing" presents an excerpt from formerly enslaved Frederick Douglass' 1845 book which provides an example of how role playing changed his new owner's behavior from benevolent to malevolent.

Chapter 5 Genes, Culture, and Gender

- In the chapter's beginning section, the focus of the discussion (with many examples) is on how people from different cultures are more alike than different: "We're all kin beneath the skin."
- "Genes, Evolution, and Behavior" discusses how evolutionary psychology highlights our universal human nature while cultures provide the specific rules for elements of social life.
- "Terms for Studying Sex and Gender" discusses gender fluidity and nonbinary identity (Broussard et al., 2018) along with an explanation of transgender identity.
- "Culture and Behavior" contains a "Focus on: The Cultural Animal" feature that presents Roy Baumeister's research on the importance and advantages of human culture.
- "Cultural Diversity" discusses how migration and refugee evacuations are mixing cultures more than ever, and cultural diversity surrounds us.
- "Norms: Expected Behavior" discusses how every culture has its own norms including individual choices, expressiveness and punctuality, rule-following, and personal space. It also includes the feature "Research Close-Up: Passing Encounters, East and West" which shares research that studied pedestrian interactions in both the United States and Japan, and the differences found (Patterson & Iizuka, 2007).
- "Cultural Similarity" discusses "an essential universality" across cultures (Lonner, 1980) including norms for friendship, personality dimensions, social beliefs, and status hierarchies.
- "Gender Roles Vary with Culture" reports on the differences between cultures in attitudes about whether spouses should work (Pew, 2010), with patriarchy being the most common system.
- "Gender Roles Vary Over Time" reports that trends toward more gender equality appear across many cultures, with women increasingly being represented in the legislative bodies of most nations (Inglehart & Welzel, 2005; IPU, 2017), but that many gender differences still persist.
- Marginal quote from developmental psychologist Sandra Scarr (1988) in the section "How Are Females and Males Alike and Different?": "There should be no qualms about the forthright study of racial and gender differences; science is in desperate need of good studies that . . . inform us of what we need to do to help underrepresented people to succeed in this society. Unlike the ostrich, we cannot afford to hide our heads for fear of socially uncomfortable discoveries."
- The subsection "Social Dominance" in the section "How Are Females and Males Alike and Different?" presents research that shows that men are much more concerned about being identified as feminine than women are at being identified as masculine (Bosson & Michniewicz, 2013), which may be a reason men are more likely than women to be prejudiced against gay men (Carnaghi et al., 2011; Glick et al., 2007).
- The final section of this chapter discusses how biology and culture interact.

Chapter 6 Conformity and Obedience

- The differences between collectivistic and individualistic attitudes about conformity are discussed.

- Research is presented on how people within an ethnic group may feel "own-group conformity pressure." Blacks who "act white" or whites who "act Black" may be mocked for not conforming to their own ethnic group (Contrada et al., 2000).
- The subsection "Culture" in the section "Who Conforms?" reports that in collectivistic cultures, conformity rates are higher than in individualistic cultures (Bond & Smith, 1996). Research also shows that there may be some biological wisdom to cultural differences in conformity: Groups thrive when coordinating their responses to threats. An example of this is given showing the differences between individualistic and collectivistic cultures' responses to the COVID-19 pandemic (Brewster, 2020).
- "Asserting Uniqueness" discusses the concept of how people become keenly aware of their differences when they are in the minority (Black woman in a group of white women [McGuire et al., 1978], a gay person in a group of straight people [Knowles & Peng, 2005], a minority group amidst a majority group). Even when people of two cultures are nearly identical, they will still notice their differences.

Chapter 7 Persuasion

- The chapter introduction gives examples of persuasion's power to change attitudes around equality in the space of 50 years. The U.S. went from a country that asked its Black citizens to sit in the back of the bus to one that elected an African American president twice. And in less than 30 years, the U.S. went from having 12% of adults believing that two people of the same sex should be able to get married to 68% supporting same-sex marriage (Twenge & Blake, 2020).
- Figure 6 shows the generation gap in U.S. attitudes toward same-sex marriage.
- "Implications of Attitude Inoculation" discusses the importance of educators being wary of a "germ-free ideological environment" in their churches and schools. People who live amid diverse views become more discerning and more likely to modify their views only in response to credible arguments (Levitan & Visser, 2008).

Chapter 8 Group Influence

- "Social Loafing in Everyday Life" presents research that shows evidence of social loafing in varied cultures, with examples of communist and noncommunist collectivistic cultures. People in collectivistic cultures exhibit less social loafing than do people in individualistic cultures (Karau & Williams, 1993; Kugihara, 1999).
- The May 2020 police killing of George Floyd and the resulting peaceful daytime protests and nighttime violence is discussed in "Deindividuation: When Do People Lose Their Sense of Self in Groups?".
- "Group Size" gives the example of historic lynchings where the bigger the mob, the more its members lost self-awareness and were willing to commit atrocities (Leader et al., 2007; Mullen, 1986a, Ritchey & Ruback, 2018).
- Group polarization is discussed with a description of an experiment with relatively prejudiced and unprejudiced high school students. The result was group polarization: When prejudiced students discussed racial issues together, their prejudice increased. And when relatively unprejudiced students discussed the same, prejudice decreased (Myers & Bishop, 1970).
- Group polarization also happens when people share negative or positive impressions of an immigrant group (Koudenberg et al., 2019; Smith & Postmes, 2011).
- "The Influence of Individual Group Members" cites Martin Luther King, Jr., Nelson Mandela, Rosa Parks, and Greta Thunberg as having the power of "minorities of one."
- Feature "Focus On: Transformational Community Leadership" tells the story of transformational leadership by the owners and editors of the newspaper on Bainbridge Island, WA during World War II. The Woodwards consistently spoke out through editorials against the removal and interment of long-time Japanese Bainbridge Island residents. They were joined in their cause by several other courageous business people who also worked to welcome the internees home.
- A photo of the Washington, D.C. statue of Martin Luther King, Jr. is given as an example of transformational leadership.

Chapter 9 Prejudice

This chapter is dedicated to better understanding issues of diversity, equity, and inclusion. Material includes reporting on

- an increase in assaults against Muslims in the United States (Kishi, 2017);
- bias against overweight people as the one type of prejudice that has *not* declined since 2007 (Charlesworth & Banaji, 2019);
- anti-immigrant prejudice is alive and well in many countries;
- the importance of stereotypes. When stereotypes are negative, prejudice often follows (Phills et al., 2020);
- an example of discrimination where Australian bus drivers allowed whites to ride for free 72% of the time, and Blacks to ride for free 36% of the time when both groups had no money to pay for the ride;
- metro areas with higher implicit bias scores have also had larger racial differences in police shootings (Hehman et al., 2018);
- implicit prejudice against Blacks in the U.S. declined between 2013 and 2016 when the Black Lives Matter movement brought attention to anti-Black prejudice (Sawyer & Gampa, 2018);

- implicit prejudice against gays declined in some U.S. states immediately after same-sex marriage was legalized in those states (Ofosu et al., 2019);
- polls show that 89% of British people say they would be happy for their child to marry someone from another ethnic group, up from 75% in 2009 (Kaur-Ballagan, 2020);
- an increase in Americans saying that racial discrimination is a "big problem"—from 28% in 2009 to 51% in 2015 to 76% in June 2020 after the killings of George Floyd, Breonna Taylor, and Ahmaud Arbery (Martin, 2020);
- the rise of reported hate crime incidents in the U.S. (7,120 during 2018 [FBI, 2020]);
- Black Lives Matter protestors and allies pointing out the many ways Black Americans are still not treated equally, and suggesting remedies, including police reform and holding people accountable for discriminatory actions (Boykin et al., 2020).
- racial biases that may influence the starting salary offered to Black job seekers (Hernandez et al., 2019);
- 38% of ethnic minorities in the UK said they had been wrongly accused of shoplifting in the past 5 years, compared to only 14% of whites (Booth & Mohdin, 2018);
- in the three months following a publicized shooting of an unarmed Black person, Black Americans living in the same state experienced more days with poor mental health than before the incident (Bor et al., 2018);
- Americans have become more likely to view men and women as equal in competence and intelligence, but have become even more likely to see women as more agreeable and caring compared to men (Eagly et al., 2020);
- a new paragraph discussing why the answer to "So, is gender bias becoming extinct in Western countries?" is *No.* Examples include women experiencing widespread sexual harassment in the workplace, then being ignored or fired if they reported the men's actions; a 2018 poll finding that 81% of U.S. women had experienced some form of sexual harassment in their lifetime (as did 43% of men) (Kearl, 2018); and the WHO estimate that one in three women worldwide have experienced sexual assault or partner violence (WHO, 2016);
- Figure 2 "Sex ratio at birth, 2017" represents data from OurWorldinData.org, 2019. It shows countries where there are an unusually high number of boy versus girl births, indicating that selective abortions have influenced the number of boys and girls born;
- cultures that vary in their views of homosexuality: 94% in Sweden say homosexuality should be accepted by society; 9% who agree in Indonesia (Poushter & Kent, 2020);
- the U.S. Supreme Court ruling in 2020 that workplace discrimination based on sexual orientation or transgender status was illegal (Barnes, 2020);
- one out of 4 gay or lesbian teens reported being verbally harassed at school, though this was down from the nearly one-half who experienced verbal harassment in 2007 (GLSEN, 2018);
- in the U.S., 1 out of 4 gay and lesbian adults and 81% of bisexual adults are not "out" to most of the important people in their lives (Brown, 2019);
- over the period when Denmark and Sweden legalized same-sex marriage, suicide rates among partnered LGBTQ individuals declined sharply (Erlangsen et al., 2020);
- new photo of Harvey Weinstein on his way to court illustrating how women are often confronted with discriminatory and predatory behavior that endangers their lives and their livelihoods;
- the finding that those with an authoritarian personality react negatively to ethnic diversity (Van Assche et al., 2019). This personality type can occur on the left as well (Costello et al., 2021; van Prooijen & Krouwel, 2019). For example, people who strongly support ethnic tolerance can display considerable intolerance and discrimination toward those who disagree (Bizumic et al., 2017);
- New feature "The Inside Story" was written by Sohad Murrar of Governors State University about her work promoting pro-diversity social norms among university students. This improved students' pro-diversity attitudes and behaviors up to 12 weeks later, and minority students' well-being and grades also improved over this time;
- a new paragraph on the media phenomenon of "fat-shaming" especially of celebrities, and how this can cause women on average to have more anti-fat prejudice, at least implicitly;
- in recent years, lenders have charged Black and Latino homebuyers slightly higher interest rates than whites, and have been more likely to reject their mortgage applications (Bartlett et al., 2019; Quillian et al., 2020);
- between 1964 and 2012, white Americans' prejudice toward Blacks was more pronounced during economic recessions (Bianchi et al., 2018);
- a new paragraph about the online group Nextdoor enabling unconscious bias due to neighbors posting about seeing a "suspicious" Black person in a primarily white neighborhood. Nextdoor developed a new protocol where users must identify the specific behavior that made the person seem suspicious. This reduced racial profiling by 75%;
- studies using brain scans show that the own-race recognition effect occurs at the earliest stages of perception (Hughes et al., 2019);
- in the U.S., 74% of Blacks (who are the racial minority) see their race as "being extremely or very important to how they think of themselves," compared with only 15% of whites (Horowitz et al., 2019);
- although stereotype threat effects are not large, they appear fairly consistently across many studies including many different groups (Shewach et al., 2019).

Chapter 10 Aggression

- The chapter introduction gives the staggering worldwide numbers of those killed in genocides throughout the past and present centuries.

- There is discussion of how the term "microaggressions" is not included in the social psychology definition of aggression because aggression must be intentional. Some have recommended abandoning the term "microaggressions" and substituting it with "inadvertent racial slights" (Lilienfeld, 2017).
- It is reported that male-on-male aggression may be particularly common in more traditional cultures with less gender equality—perhaps one reason why countries with less gender equality have higher violent crime rates (Corcoran & Stark, 2018).
- Research shows that people with mental illnesses are more likely to be the victims of violence than to be the perpetrators (Brekke et al., 2001).
- "Displacement Theory" reports that outgroup targets are especially vulnerable to displaced aggression (Pedersen et al., 2008). An example is given of how intense American anger over the 9/11 terrorist attacks led to the attack on Iraq.
- "Relative Deprivation" cites research that explains why happiness tends to be lower and crime rates higher in countries with more income inequality (Coccia, 2017; *The Economist,* 2018).
- Research by Karen Hennigan et al., 1982 is presented that shows that in cultures where television is universal, absolute deprivation changes to relative deprivation.
- Research shows that men from cultures that are nondemocratic, high in income inequality, and focused on teaching men to be warriors are more likely to behave aggressively than those from cultures with the opposite characteristics (Bond, 2004).
- Feature "The Inside Story: Brett Pelham on Growing Up Poor in the 'Culture of Honor'" is presented where Pelham writes about growing up in poverty in the deep South and how "research shows that experiencing one form of stigma or social inequality offers people a glimpse of other forms [such as being a sexual minority or person of color]."
- "Group Influences" presents Brian Mullen's research (1986) showing how he analyzed information from 60 lynchings perpetrated between 1899 and 1946 and found that the greater number of people in a lynch mob, the more vicious the murder and mutilation.
- In the same section, the discussion covers how the 20th-century massacres mentioned in the chapter's introduction were "not the sums of individual actions" (Zajonc, 2000). Massacres are *social* phenomena fed by "moral imperatives" that mobilize a group or culture to extraordinary actions. Those actions require support, organization, and participation. Examples of this are the massacres of Rwanda's Tutsis, Europe's Jews, and America's native population.
- "Culture Change and World Violence" discusses how cultures can change. It is reported that Steven Pinker's research (2011) documents that all forms of violence have become steadily less common over the centuries. The United States has seen declines in (or the disappearance of) lynchings, rapes, corporal punishment, and antigay attitudes and intimidation.

Chapter 11 Attraction and Intimacy

- "How Important Is the Need to Belong?" discusses the effects of ostracism and rejection. Prejudice can feel like rejection, which is another reason to work to reduce prejudice based on group membership.
- "Mere Exposure" reports that there is a negative side to the mere exposure effect: our wariness of the unfamiliar. This may explain the automatic, unconscious prejudice people often feel when confronting those who are different. Infants as young as 3 months exhibit an own-race preference (Bar-Haim et al., 2006; Kelly et al., 2005, 2007).
- "Who Is Attractive?" covers how the definition of attractiveness changes depending on the culture or time period. Additionally, research shows that attractiveness does not influence life outcomes as much in cultures where relationships are based more on kinship or social arrangement than on personal choice (Anderson et al., 2008). But despite cultural variations, there is strong agreement within and across cultures about who is and who is not attractive (Langlois et al., 2000).
- Evolution explains why males in 37 cultures prefer youthful female characteristics that signify reproductive capacity (Buss, 1989).
- "Dissimilarity Breeds Dislike" reports that whether people perceive those of another race as similar or dissimilar influences their racial attitudes. It also discusses "cultural racism," citing social psychologist James Jones' (1988, 2003, 2004) assertions that cultural differences are part of life, and it is better to appreciate what they "contribute to the cultural fabric of a multicultural society." Each culture has much to learn from the other.
- "Variations in Love: Culture and Gender" discusses the differences between cultures in the concept of romantic love, and the cultural variation in whether love precedes or follows marriage. Passionate love has become the basis of marriage in the United States (Geiger & Livingston, 2019) and tends to be emphasized more in cultures where relationships are more easily broken (Yamada et al., 2017).
- Figure 5 "Romantic Love Between Partners in Arranged or Love Marriages in Jaipur, India" shows love growing in arranged marriages, and love declining in love marriages over more than 10 years of marriage (Gupta & Singh, 1982).
- The section "Divorce" discusses what predicts a culture's divorce rates. Individualistic cultures have more divorce than do communal cultures. Individualists expect more passion and personal fulfillment in marriage (Dion & Dion, 1993; Yuki & Schug, 2020).

Chapter 12 Helping

- The chapter opens with a riveting example of the altruism of Scottish missionary Jane Haining who was matron at a school for 400 mostly Jewish girls. On the eve of World War II, her church ordered her to

return home. She refused, knowing the girls needed her. She was eventually betrayed for working among the Jews and later died in Auschwitz.

- "The Social-Responsibility Norm" presents research that shows that in India, a relatively collectivist culture, people support the social-responsibility norm more strongly than in the individualistic West (Baron & Miller, 2000).
- Feature "Focus On: The Benefits—and the Costs—of Empathy-Induced Altruism" includes the fact that empathy-induced altruism improves attitudes toward stigmatized groups.
- "Assuming Responsibility" discusses the importance of training programs such as "Bringing in the Bystander" that can change attitudes toward intervening in situations of sexual assault or harassment (Edwards et al., 2020; Katz & Moore, 2013).
- The same section gives the example of the death of George Floyd. Active bystandership training might be a key part of police reform and retraining.
- The question is asked in the "Similarity" section: "Does similarity bias extend to race?" Researchers report confusing results. The bottom line seems to be that when norms for appropriate behavior are well-defined, whites don't discriminate; when norms are ambiguous or conflicting and providing help is more difficult or riskier, racial similarity may bias responses (Saucier et al., 2005).
- "Who Will Help" reports that status and social class affect altruism. Researchers have found that less privileged people are more generous, trusting, and helpful than more privileged people (Piff, 2014; Stellar et al., 2012).
- "Teaching Moral Inclusion" includes examples of rescuers of Jews in Nazi Europe, leaders of the antislavery movement, and medical missionaries who were morally inclusive. Moral exclusion justifies all sorts of harm, from discrimination to genocide (Opotow, 1990; Staub, 2005a; Tyler & Lind, 1990).

Chapter 13 Conflict and Peacemaking

- "Appealing to Altruistic Norms" gives the example of the 1960s struggle for civil rights for Black Americans where many marchers willingly agreed, for the sake of the larger group, to suffer harassment, beatings, and jail.
- "What is just?" is discussed in the "Perceived Injustice" section. The answer can vary depending on cultural perspectives. Collectivist cultures define justice as equality or need fulfillment—everyone getting the same share or everyone getting the share they need (Hui et al., 1991; Leung & Bond, 1984; Schäfer et al., 2015). Western capitalist nations define justice and equality as equity—the distribution of rewards in proportion to individuals' contributions (Huppert et al., 2019; Starmans et al., 2017; Walster et al., 1978).
- "Shifting Perceptions" discusses how perceptions can change over time when an enemy becomes an ally. Examples include the negative image of the Japanese during World War II changing to later acceptance, the Germans during two world wars going from hated to admired, and the U.S.'s support of Iraq when Iraq was attacking Iran (the U.S.'s enemy) and the U.S.'s attack on Iraq when Iraq attacked Kuwait.
- The section "Contact" reports that conflict can be avoided by contact—where proximity can boost liking. The example is given of how blatant racial prejudice declined in the U.S. following desegregation.
- The same section cites research covering 516 studies in 38 nations showing that in 94% of studies, increased contact predicted decreased prejudice. This is so for majority group attitudes toward minorities (Durrheim et al., 2011; Gibson & Claassen, 2010), and is especially true in individualistic cultures (Kende et al., 2018). The same holds true with the other-race effect and online exposure (Zebrowitz et al., 2008; Ki & Harwood, 2020; Neubaum et al., 2020).
- Examples are given of how more contact predicts decreased prejudice: in South Africa; with sexual orientation and transgender identity; with immigrants; with Muslims; with white and Black roommates; and intergenerationally.
- "Does Desegregation Improve Racial Attitudes?" presents evidence that affirms that desegregation improves racial attitudes.
- "When Desegregation Does Not Improve Racial Attitudes" covers how, despite desegregation, people tend to stay with others like themselves.
- Feature "Research Close-Up: Relationships That Might Have Been" presents research by Nicole Shelton and Jennifer Richeson which describes how social misperceptions between white and Black students can stand in the way of cross-racial friendships.
- Feature "The Inside Story: Nicole Shelton and Jennifer Richeson on Cross-Racial Friendships" was written by Shelton and Richeson and describes their research on pluralistic ignorance during interracial interactions.
- Group salience (visibility) is discussed, showing how it can help bridge divides between people, especially in friendship.
- It is reported that surveys of 4,000 Europeans reveal that friendship is a key to successful contact. If a person has a friend from a minority group, they become more likely to express support for immigration by that group. This has been shown for West German's attitudes toward Turks, French people's attitudes toward Asians and North Africans, Netherlanders' attitudes toward Surinamers and Turks, and British attitudes toward West Indians and Asians (Brown et al., 1999; Hamberger & Hewstone, 1997; Paolini et al., 2004; Pettigrew, 1997).
- Research shows that contact between people or groups is successful when there is equal-status contact.

- "Common External Threats Build Cohesiveness" discusses how having a common enemy can unify groups (Dion, 1979; Greenaway & Cruwys, 2019). This can be true when a person perceives discrimination against their racial or religious group, causing them to feel more bonded with their group (Craig & Richeson, 2012; Martinovic & Verkuyten, 2012; Ramos et al., 2012). Recognizing that a person's group and another group have both faced discrimination also boosts closeness (Cortland et al., 2017).
- "Cooperative Learning Improves Racial Attitudes" reports on research that shows that working together on interracial "learning teams" caused members to have more positive racial attitudes (Green et al., 1988). The "jigsaw classroom" technique is presented. Children were assigned to racially and academically diverse six-member groups. The topic of study was divided into six parts, one part assigned to each child, then each child taught their portion to the others in the group. This produced group cooperation.
- Feature "Focus On: Branch Rickey, Jackie Robinson, and the Integration of Baseball" tells the story of Jackie Robinson, the first African American since 1887 to play Major League baseball. Helped by wise tactics from Major League executive Branch Rickey and others, Robinson was able to successfully integrate Major League baseball.
- "Group and Superordinate Identities" discusses ethnic identities and national identities, and how people reconcile and balance those identities. This section covers the debate over the ideals of multiculturalism (celebrating diversity) versus colorblind assimilation (meshing one's values and habits with the prevailing culture). A possible resolution to this debate is "diversity within unity."

Chapter 14 Social Psychology in the Clinic

- The section "Loneliness" reports that in modern cultures, close social relationships are less numerous and in-person social interaction less frequent. The number of one-person American households increased from 5% in the 1920s to 28% in 2019 (Census Bureau, 2019), and Canada, Australia, and Europe have experienced a similar multiplication of one-person households (Charnie, 2017).

Chapter 15 Social Psychology in Court

- In the chapter introduction, the shooting of Michael Brown by police officer Darren Wilson in Ferguson, Missouri is covered.
- "When Eyes Deceive" discusses eyewitness cross-racial misidentification and its effects.
- The case of African American Troy Davis is presented as an example of the mishandling of the lineup identification procedure.
- Cross-race bias is presented as an influence on eyewitness testimony. Eyewitnesses are more accurate when identifying members of their own race than members of other races.

The section "Similarity to the Jurors" covers a great deal of research on discrimination in the American justice system:

- When a defendant's race fits a crime stereotype, mock jurors offer more negative verdicts and punishments (Jones & Kaplan, 2003; Mazzella & Feingold, 1994). White jurors who espouse nonprejudiced views are more likely to demonstrate racial bias in trials where race issues are not blatant (Sommers & Ellsworth, 2000, 2001).
- In 83,924 cases in Florida's Miami-Dade Country between 2012 and 2015, Black defendants were 4 to 10% more likely than white defendants to receive a jail sentence, even when controlling for type of crime and previous convictions (Omori & Petersen, 2020).
- A U.S. Sentencing Commission analysis of criminal convictions between 2007 and 2011 found that Black men received sentences 20% longer than those of white men in cases with the same seriousness and criminal history.
- Judges were 25% less likely to show Black (versus white) defendants leniency by giving a sentence shorter than suggested by federal sentencing guidelines (Palazzolo, 2013).
- In South Carolina, sentences for Black juveniles were more punitive than those for white juveniles—especially in counties with larger Black populations and larger populations of adolescents, creating a heightened perception of threat (Lowery et al., 2018).
- Blacks were sentenced to 68% more prison time than whites in first-degree felony cases in Florida, even when factors such as the defendant's prior criminal record and the severity of the crime were equal.
- In one Florida county, sentences were three times as long for Black defendants as for white defendants convicted of armed robbery.
- Blacks who kill whites are more often sentenced to death than whites who kill Blacks (Butterfield, 2001). Compared with killing a Black person, killing a white person is also three times as likely to lead to a death sentence (Radelet & Pierce, 2011).
- Two studies show that harsher sentences were given to those who looked more stereotypically Black. Given similar criminal histories, Black and white inmates in Florida received similar sentences, but within each race, those with more "Afrocentric" facial features were given longer sentences (Blair et al., 2004).
- In the section "Jury Selection," research is presented that shows that jurors who believe myths about rape—such as believing that a woman inviting a man inside her apartment is necessarily an invitation to sex—are significantly less likely to vote to convict an accused rapist (Willmott et al., 2018). Conversely, jurors who have been sexually abused are more likely to believe sexual abuse victims and to vote to convict accused sexual abusers (Jones et al., 2020).
- "Group Polarization" presents research showing that compared with whites who judge Black defendants on all-white mock juries, those serving on racially

mixed mock juries enter deliberation expressing more leniency, exhibit openness to a wider range of information, and think over information more thoroughly (Sommers, 2006; Stevenson et al., 2017).

Chapter 16 Social Psychology and the Sustainable Future

- "Displacement and Trauma" discusses how a temperature increase of 2 degrees to 4 degrees Celsius in this century will necessitate massive resettlement due to changes in water availability, agriculture, disaster risk, and sea level (de Sherbinin et al., 2011). The example is given of people having to leave their farming and grazing lands in sub-Saharan Africa when their lands become desert due to climate change. The frequent result of climate change is increased poverty and hunger, earlier death, and loss of cultural identity.
- The same section presents the findings of 60 quantitative studies that revealed conflict spikes throughout history and across the globe in response to climate events. The researchers' conclusion: Higher temperatures and rainfall extremes, such as drought and flood, predicted increased domestic violence, ethnic aggression, land invasions, and civil conflicts (Hsiang et al., 2013). They project that a 2-degree Celsius temperature rise—as predicted by 2040—could increase intergroup conflicts by more than 50%.

A Letter from the Authors

We humans have a very long history, but social psychology has a very short one—barely more than a century. Considering that we have just begun, the results are gratifying. What a feast of ideas! Using varied research methods, we have amassed significant insights into belief and illusion, love and hate, conformity and independence.

Much about human behavior remains a mystery, yet social psychology now offers partial answers to many intriguing questions:

- How does our thinking—both conscious and unconscious—drive our behavior?
- What leads people sometimes to hurt and sometimes to help one another?
- What creates social conflict, and how can we transform closed fists into helping hands?

Answering these and many other questions—our mission in the pages to come—expands our self-understanding and sensitizes us to the social forces that work upon us.

We aspire to offer a text that

- is solidly scientific and warmly human, factually rigorous, and intellectually provocative,
- reveals important social phenomena, as well as how scientists discover and explain such, and
- stimulates students' thinking—their motivation to inquire, to analyze, to relate principles to everyday happenings.

We cast social psychology in the intellectual tradition of the liberal arts. By the teaching of great literature, philosophy, and science, liberal arts education seeks to expand our awareness and to liberate us from the confines of the present. By focusing on humanly significant issues, we aim to offer social psychology's big ideas and findings and to do so in ways that stimulate all students. And with close-up looks at how the game is played—at the varied research tools that reveal the workings of our social nature—we hope to enable students to think smarter.

To assist the teaching and learning of social psychology is a great privilege but also a responsibility. So please: Never hesitate to let us know how we are doing and what we can do better.

David G. Myers
Hope College
www.davidmyers.org
@DavidGMyers

Jean M. Twenge
San Diego State University
www.jeantwenge.com

mye88533_fm_i-xxxiv.indd 22 12/07/21 4:44 PM

Preface

***Social Psychology* introduces students to the science of *us*:** our thoughts, feelings, and behaviors in a social world. By studying social psychology, students learn to think critically about everyday behaviors, and they gain an appreciation for how we view and affect one another. Paired with McGraw Hill Education Connect, a digital assignment and assessment platform that strengthens the link between faculty, students, and coursework, instructors and students accomplish more in less time. Connect Psychology is particularly useful for remote and hybrid courses, and includes assignable and assessable videos, quizzes, exercises, and interactivities, all associated with learning objectives. Interactive assignments and videos allow students to experience and apply their understanding of social psychology to the world with stimulating activities.

Social Psychology's conversational voice allows students to access and enjoy this relatively young and exciting science. In *Social Psychology*, students find scientific explorations of love and hate, conformity and independence, prejudice and helping, persuasion and self-determination.

Social Psychology focuses on how people view, affect, and relate to one another. Beginning with its chapter-opening stories, the text relates the theme of the chapter to the human experience. The cutting edge of social psychological research is also at the forefront, with more than 450 new or updated citations since the last edition.

The Research Close-Up feature remains a mainstay in this edition, offering comprehensive looks at current research in the social psychology field around the world, ranging from "On Being Nervous About Looking Nervous" in Chapter 2, to "Misperception and War" in Chapter 13. Research Close-Ups provide students with accessible examples of how social psychologists employ various research methods from naturalistic observation to laboratory experiments to the harvesting of archival and internet data.

Other engaging and instructive features retained in the new edition are:

- the Focus On feature, an in-depth exploration of a topic presented in the text. For example, the Focus On in Chapter 11, "Does the Internet Create Intimacy or Isolation?" describes the pros and cons of using the Internet for communication and a sense of belonging;
- the Inside Story feature in which famous researchers in their own words highlight the interests and questions that guided, and sometimes misguided, their findings. For example, Chapter 5 offers an essay by Alice Eagly on gender similarities and differences;
- the chapter-ending Concluding Thoughts section on the essence of the chapter that engages students with thought-provoking questions and personal reflections on the chapter. For example, the Concluding Thoughts section in Chapter 16, Social Psychology and the Sustainable Future, considers the question "How does one live responsibly in the modern world?"

Much about human behavior remains a mystery, yet social psychology can offer insight into many questions we have about ourselves and the world we live in, such as:

- How do our attitudes and behavior feed each other?
- What is self-esteem? Is there such a thing as too much self-esteem?
- How do the people around us influence our behavior?
- What leads people to love and help others or to hate and hurt them?

mye88533_fm_i-xxxiv.indd 23 12/07/21 4:44 PM

Investigating and answering such questions is this book's mission—to expand students' self-understanding and to reveal the social forces at work in their lives. After reading this book and thinking critically about everyday behaviors, students will better understand themselves and the world in which they work, play, and love.

Students Study More Effectively with Connect® and SmartBook®

McGraw Hill's **Connect** is a digital assignment and assessment platform that strengthens the link between faculty, students, and course work, helping everyone accomplish more in less time. *Connect for Social Psychology* includes assignable and assessable videos, quizzes, exercises, and interactivities, all associated with learning objectives. Interactive assignments and videos allow students to experience and apply their understanding of psychology to the world with stimulating activities.

McGraw Hill **SmartBook** helps students distinguish the concepts they know from the concepts they don't, while pinpointing the concepts they are about to forget. SmartBook's real-time reports help both students and instructors identify the concepts that require more attention, making study sessions and class time more efficient.

SmartBook is optimized for mobile and tablet use and is accessible for students with disabilities. Contentwise, it has been enhanced with improved learning objectives that are measurable and observable to improve student outcomes. SmartBook personalizes learning to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on topics that need the most attention. Study time is more productive, and, as a result, students are better prepared for class and coursework. For instructors, SmartBook tracks student progress and provides insights that can help guide teaching strategies.

Writing Assignment

McGraw Hill's new **Writing Assignment Plus** tool delivers a learning experience that improves students' written communication skills and conceptual understanding with every assignment. Assign, monitor, and provide feedback on writing more efficiently and grade assignments within McGraw Hill Connect®. Writing Assignment Plus gives you time-saving tools with a just-in-time basic writing and originality checker.

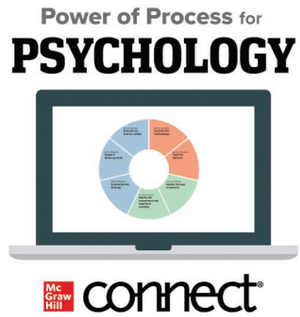
Powerful Reporting

Whether a class is face-to-face, hybrid, or entirely online, McGraw Hill Education Connect provides the tools needed to reduce the amount of time and energy instructors spend administering their courses. Easy-to-use course management tools allow instructors to spend less time administering and more time teaching, while reports allow students to monitor their progress and optimize their study time.

- The **At-Risk Student Report** provides instructors with one-click access to a dashboard that identifies students who are at risk of dropping out of the course due to low engagement levels.

mye88533_fm_i-xxxiv.indd 24 12/07/21 4:44 PM

- The **Category Analysis Report** details student performance relative to specific learning objectives and goals, including APA learning goals and outcomes and levels of Bloom's taxonomy.
- The **SmartBook Reports** allow instructors and students to easily monitor progress and pinpoint areas of weakness, giving each student a personalized study plan to achieve success.



Power of Process, available in Connect for *Social Psychology,* guides students through the process of critical reading, analysis, and writing. Faculty can select or upload their own content, such as journal articles, and assign analysis strategies to gain insight into students' application of the scientific method. For students, Power of Process offers a guided visual approach to exercising critical thinking strategies to apply before, during, and after reading published research. Additionally, utilizing the relevant and engaging research articles built into Power of Process, students are supported in becoming critical consumers of research.

Interactivities engage students with experiential content that allows deeper understanding of psychological concepts.

New to the Fourteenth Edition, **Application-Based Activities** are interactive, scenario-based exercises that allow students to apply what they are learning through role-playing in an online environment. Each scenario is automatically graded and built around course learning objectives. Feedback is provided throughout the activity to support learning and improve critical thinking. Topics include "Ethics in Research" and "Types of Love."

New **Videos** demonstrate psychological concepts in action and provide the opportunity to assess students' understanding of these concepts as they are brought to life.

Located in Connect, NewsFlash is a multi-media assignment tool that ties current news stories, TedTalks, blogs and podcasts to key psychological principles and learning objectives. Students interact with relevant news stories and are assessed on their ability to connect the content to the research findings and course material. NewsFlash is updated twice a year and uses expert sources to cover a wide range of topics including: emotion, personality, stress, drugs, COVID-19, disability, social justice, stigma, bias, inclusion, gender, LGBTQ, and many more.

Instructor Resources

The resources listed here accompany *Social Psychology,* Fourteenth Edition. Please contact your McGraw Hill representative for details concerning the availability of these and other valuable materials that can help you design and enhance your course.

Instructor's Manual Broken down by chapter, this resource provides chapter outlines, suggested lecture topics, classroom activities and demonstrations, suggested student research projects, essay questions, and critical thinking questions.

Test Bank and Test Builder This comprehensive Test Bank includes more than multiple-choice and approximately essay questions. Organized by chapter, the questions are

designed to test factual, applied, and conceptual knowledge. New to this edition and available within Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed and administered within a Learning Management System. Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs, without requiring a download. Test Builder enables instructors to:

- Access all test bank content from a particular title
- Easily pinpoint the most relevant content through robust filtering options
- Manipulate the order of questions or scramble questions and/or answers
- Pin questions to a specific location within a test
- Determine your preferred treatment of algorithmic questions
- Choose the layout and spacing
- Add instructions and configure default settings

PowerPoint Slides The PowerPoint presentations, now WCAG compliant, highlight the key points of the chapter and include supporting visuals. All of the slides can be modified to meet individual needs.

Remote Proctoring New remote proctoring and browser-locking capabilities are seamlessly integrated within Connect to offer more control over the integrity of online assessments. Instructors can enable security options that restrict browser activity, monitor student behavior, and verify the identity of each student. Instant and detailed reporting gives instructors an at-a-glance view of potential concerns, thereby avoiding personal bias and supporting evidence-based claims.

Supporting Instructors with Technology

With McGraw Hill Education, you can develop and tailor the course you want to teach.

Easily rearrange chapters, combine material from other content sources, and quickly upload content you have written, such as your course syllabus or teaching notes, using McGraw Hill Education's **Create.** Find the content you need by searching through thousands of leading McGraw Hill Education textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a Create book, and you will receive a complimentary print review copy in 3 to 5 business days or a complimentary electronic review copy via email in about an hour. Experience how McGraw Hill Education empowers you to teach your students your way (http://create.mheducation.com).

Trusted Service and Support

McGraw Hill Education's Connect offers comprehensive service, support, and training throughout every phase of your implementation. If you're looking for some guidance on how to use Connect, or want to learn tips and tricks from super users, you can find tutorials as you work. Our Digital Faculty Consultants and Student Ambassadors offer insight into how to achieve the results you want with Connect.

mye88533_fm_i-xxxiv.indd 26 12/07/21 4:44 PM

Integration with Your Learning Management System

McGraw Hill integrates your digital products from McGraw Hill Education with your school learning management system (LMS) for quick and easy access to best-in-class content and learning tools. Build an effective digital course, enroll students with ease and discover how powerful digital teaching can be.

Available with Connect, integration is a pairing between an institution's LMS and Connect at the assignment level. It shares assignment information, grades and calendar items from Connect into the LMS automatically, creating an easy-to-manage course for instructors and simple navigation for students. Our assignment-level integration is available with Blackboard Learn, Canvas by Instructure, and Brightspace by D2L, giving you access to registration, attendance, assignments, grades, and course resources in real time, in one location.

Taking Sides: Clashing Views in Social Psychology

This debate-style reader both reinforces and challenges students' viewpoints on the most crucial issues in *Social Psychology*. Customize this title via **McGraw Hill Education Create®** (http://create.mheducation.com).

Chapter-by-Chapter Changes

The research on social psychology is ever increasing. Not only does the Fourteenth Edition incorporate the latest research and scholarship, it also reflects current social and cultural trends. Below are listed the major additions and changes to the Fourteenth Edition:

Chapter 1 Introducing Social Psychology

- Updated research on teen texting activity
- New table on "I knew it all along"
- Updated research on undergraduate participation in psychology studies
- Updated research on nonrandom sampling
- Updated research on social psychology sample sizes
- Updated discussion on meta-analyses
- Revised section on generalizing psychology studies to real life

Chapter 2 The Self in a Social World

- New chapter opener considering one's real versus online self
- New research on race and social perceptions in public settings
- Updated statistics on psychology studies examining the self
- New research on the perception of self
- Updated research on social comparison
- New research on adolescent social media use and depression
- New study on associations between music and individualism
- New example of individualism and mask-wearing during the COVID-19 pandemic
- Updated research on self-esteem and social status
- New research on low self-esteem, behavior, and mental health
- New research on high self-esteem and productivity
- New research on narcissism

mye88533_fm_i-xxxiv.indd 27 12/07/21 4:44 PM

- New research on personal comparison to others
- New example of personal perception of contagion during the COVID-19 pandemic
- New research on positivity and mental health
- New research on procrastination and self-assessment
- New research on social media and gendered adolescent self-presentation
- New example of false consensus and uniqueness in the realm of politics

Chapter 3 Social Beliefs and Judgments

- New example in the chapter opener on COVID-19 and political partisanship
- New research on overconfidence in the context of COVID-19 case predictions
- New research on overconfidence in personal evaluations
- New photo illustrating the perils of overconfidence during the COVID-19 pandemic
- New research on confirmation bias
- New examples of confirmation bias in relation to fake news and vaccination decisions
- New survey data on sexual identification in relation to the availability heuristic
- New survey data on school shooting frequency in relation to the availability heuristic
- Updated data on automobile accident fatalities versus commercial airline fatalities
- New research on belief in climate change in relation to the availability heuristic
- Updated research on counterfactual thinking
- New survey data on political partisanship and views of news bias in 2020 election
- Updated research on belief perseverance
- Updated research on self-perception of voting behavior
- New research on gender differences in thoughts about sex
- New research on perspective and situational awareness in relation to police bodycams

Chapter 4 Behavior and Attitudes

- New chapter opener about the 2018 Tree of Life Synagogue shooting
- Updated research on implicit bias
- New research on role playing in association with introversion and extroversion
- Expanded coverage on criticism and new perspectives on the Stanford Prison Experiment
- New example of self-justification in relation to meat-eating behavior
- New example of self-justification in relation to smoking behavior
- Updated replication research on insufficient justification
- Updated research on self-perception theory
- New research on the connection between behavior and mood
- Updated research on “emotional contagion”
- Streamlined and updated section on overjustification and intrinsic motivation

Chapter 5 Genes, Culture, and Gender

- New chapter opener focusing on gender, culture, and military combat
- New discussion of gender fluidity
- Updated research on women’s preferences for a mate
- New research on testosterone and aggression
- Updated research on collectivistic cultures and punishment

mye88533_fm_i-xxxiv.indd 28 12/07/21 4:44 PM

- New examples of cultural rule-following in the context of the COVID-19 pandemic
- Updated research on gendered behavior and chores
- Updated research on gendered toy preferences
- Updated research on gendered friendships and peer relationships
- New research on gender and math abilities
- New research on gender and life satisfaction
- Updated research on women and global incomes
- New research on gender and leadership
- Updated statistics on women in business, medical, and law schools
- New research on gender and preferences about sexual relations
- New research on how men and women explain gender differences

Chapter 6 Conformity and Obedience

- Revised and updated chapter opener
- New research on mimicry
- Updated research on conformity and cultural norms
- New research on conformity and gender norms
- Updated research on obedience
- New research on criticisms of the Milgram obedience study
- New research on conformity and group size
- New research on Facebook and social cohesion
- New research on cancel culture, conformity, and online firestorms
- Updated data on conformity rates among nations
- New research on conformity in context of the COVID-19 pandemic
- Updated examples about asserting uniqueness

Chapter 7 Persuasion

- Updated chapter opener includes spread of conspiracy theories about COVID-19 and beliefs about climate change
- New research on advertising and routes of persuasion
- New research on cognition and morality
- New research on perception of expertise
- Updated research on persuasion and attractiveness
- New research on persuasion strategies for vaccination compliance
- Updated research on the relationship between emotional state and persuasion
- Updated research on message context and persuasion
- Updated statistics on acceptance of marriage equality
- New research on age and susceptibility to extremism
- New research on attitude inoculation and social media
- New data on vaping and persuasion techniques to reduce it
- New research on children and advertising

Chapter 8 Group Influence

- New chapter opener with research on group influence on social media
- Restructured social facilitation section for clarity and flow
- New and expanded research on performance in groups

mye88533_fm_i-xxxiv.indd 29 12/07/21 4:44 PM