

Social Psychology

8th edition

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Preface

The original idea for an Australasian social psychology text was born at the annual conference of Australasian social psychologists in Ballarat, Victoria, in April 1991. We felt there was an urgent need for a comprehensive introductory social psychology text written specifically for university students in Australia and New Zealand – a text that captured the scope and detail of contemporary social psychology as an increasingly global enterprise, but at the same time dealt with the subject in a way that was relevant to everyday life, university teaching and social psychology research in Australia and New Zealand.

The first edition was published in 1995 and launched at a fine reception, sponsored by Prentice Hall Australia, in Hobart at the inaugural meeting of the Society of Australasian Social Psychologists. It was very successful. It received an award for excellence in the tertiary educational publishing sector and was quickly adopted and widely used at universities in Australia and New Zealand. We felt vindicated.

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 published in 1998 and introduced at the annual meeting of the Society of Australasian Social Psychologists in Christchurch. This edition was a relatively modest revision aimed primarily at improving layout and presentation, though the text and coverage were thoroughly updated, and we raised the profile of some applied topics in social psychology.

The third edition, published in 2002 and launched in Adelaide at the annual meeting of the Society of Australasian Social Psychologists, was short-listed for an award for excellence in tertiary education publishing. It represented 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 were rewritten, others were amalgamated, and some entirely new chapters were written. In addition the text was updated, and the layout and presentation significantly improved.

The fourth edition was published in 2005 – it too was short-listed for an award for excellence in tertiary education publishing. This was a more modest revision aimed mainly at updating the field, and improving on explication, pedagogy, layout and presentation. The book had now graduated to glorious full colour. Most of the planning was done sitting at cafés and restaurants around the edge of Auckland's beautiful harbour, while the America's Cup was under way, with the authors looking for inspiration from the lovely yachts racing about us.

Following meetings between Graham and Mike in Noosa in 2004 and then Townsville in 2005, material for the fifth edition was thoroughly updated and some chapters and sections of chapters were significantly rewritten. The focus was on content and explication rather than pedagogy and layout. However, we retained the structure and approach of previous editions, and framed it with the same scientific and educational philosophy.

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. 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. The book was written in late 2009 and early 2010 while Mike was in Los Angeles and Graham was in Auckland.

The seventh edition, published in 2014, was intended to be a light revision but we got carried away – we ended up including over 250 new references, and forming an Advisory Editorial Board of 16 leading scholars from across Australia and New Zealand. But in other respects we retained the existing structure, and the book was framed by the same scientific and educational philosophy as before. The seventh edition was planned in detail over a week in December 2011 when Mike visited Graham in Auckland where your intrepid authors weathered a 'minor' South Pacific storm – it rained torrentially, blew a gale continuously, and 'trapped' us in classy cafés and restaurants

overlooking Auckland's rain-soaked harbour and wind-blasted yachts. The book was written in Auckland, Los Angeles and San Francisco over the second half of 2012 and was completed by Easter 2013.

The eighth edition

In preparing this eighth edition we focused on significantly updating material to reflect important advances in the field (there are over 250 new references) but have not made dramatic changes. However, cheap travel and internet access have over the past decade or so made social psychology an increasingly global and less local endeavour – this has affected recent editions of the book, and perhaps more so this eighth edition.

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 for greater accessibility; updated real-world examples; and provided new figures, boxes and photos. We also expanded our Advisory Editorial Board to include 20 scholars from across Australia and New Zealand. Specific, more significant changes include:

- updated and expanded coverage of affect and emotion, including a new section on emotion regulation;
- updated and expanded coverage of rumour, and new inclusion of gossip; expanded discussion of societal attributions;
- more on self-awareness and identity fusion;
- heavy revision and restructuring of the attitude–behaviour section, with additional material on health and on the IAT;
- a whole new section on morality has been introduced;
- coverage of group deviants and marginal members has been rewritten and updated;
- discussion of trust and leadership has been updated and extended;
- discussion of ambivalent sexism and of discrimination against sexual minorities has been updated and expanded;
- significant update and extension of radicalisation, social dilemmas, intergroup emotions, intergroup anxiety and intergroup contact;
- the aggression and prosocial chapters have been heavily updated and revised for accessibility, with new material on volunteering and martyrdom;
- discussion of relationships has been updated and expanded with new material, especially on

attachment styles and intimate relationships on the web;

- expanded and new material on the linguistic category model, deception, and CMC and social media-based communication;
- new material on face-saving and the tightness–looseness of cultures, and a broadened discussion of multicultural societies and how to manage them.

To prepare this eighth edition we obtained feedback on the seventh 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 different capacities.

The book was planned across a series of meetings between Mike and Pearson in Australia and the UK. The first was in London in December 2013, off Trafalgar Square, just around the corner from St Martin-in-the-Fields, where Nelson Mandela's commemoration service was being held at the time. There was another London meeting later in 2014, and then a key meeting in March 2015 with Mark Cohen and Pauline Stewart in a favourite café in Toowong in Brisbane. There were three further meetings in 2016 – one in Birmingham in March, one with Stephen Heasley in May at another favourite spot in Toowong and the third, a very memorable meeting in a pub in Mike's home village of Westbury-on-Trym in Bristol on 23 June 2016 – the day of the UK Brexit vote. The writing itself was done during 2016 and into early 2017 while Graham was in Auckland and Mike bounced between his homes in Los Angeles and San Francisco and spent time in Rome as a visiting research professor at Sapienza Università di Roma.

Writing a big book like this is a courageous undertaking, with a great deal of drama and even more hard slog. We are also indebted to our wonderful publishing team at Pearson Australia in Sydney, Melbourne and Perth (Mark Cohen, Stephen Heasley, Anna Carter, Katie Millar and Kim Morgan) and at Pearson in London (Neha Sharma, Natalia Jaszczuk, Janey Webb and Emma Marchant). 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. Their dedication to the job and good humour helped us through.

As always, we thank those close to us, our family, friends and colleagues, for their patience and support. The most special thanks of course go to our wonderful partners, Jan Vaughan and Alison Mudditt.

How to use this book

This eighth edition is a completely up-to-date and comprehensive coverage of social psychology as a now global scientific enterprise that relatively seamlessly integrates research from Australasia, Europe and North America, and increasingly from East Asia. However the book is written primarily from the perspective of, and located in the cultural and educational context of, people living Australia and New Zealand.

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 – typically six or more boxes per chapter. We have designed these boxes to reflect the fact that social psychology is a basic and applied science in which the development and empirical testing of theory informs our understanding of the world around us and our own everyday life, which in turn feeds back into theory development. To do this we have labelled boxed material as: (a) *Research classic* (focuses on and describes a classic, highly cited piece of conceptual or empirical research); (b) *Research highlight* (focuses on and highlights a specific relevant piece of conceptual or empirical research); (c) *Our world* (focuses your attention on the outside world of social issues and sociopolitical and historical events, showing or hinting at how social psychology can help understand it; and (d) *Your life* (focuses your attention on phenomena in your own everyday life, showing or hinting at how social psychology can help understand them).

Each chapter opens with a table of contents and some questions inviting you to consider your own views on topics within the chapter before you learn what the science has to say, 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 flowing into later ones. However, it is not essential to read the book from beginning to end. The chapters are carefully cross-referenced so that 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.

Graham Vaughan, AUCKLAND
Michael Hogg, LOS ANGELES
JULY 2017

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Guided tour

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What do you think?

- 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?
- 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 errors 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 she saw. Why would Rajna want to spread the rumour further?

Each chapter begins with the **Chapter Contents**.

This is followed by a section headed **What do you think?**

A series of thought-provoking statements and questions are designed to get you thinking in advance about some of the phenomena covered by the chapter. As you read through each chapter, you can compare your initial thoughts with what social psychological science can tell us. Your reading might inform, and possibly change, your initial reactions.

Box 5.1 Research classic Do attitudes really predict behaviour?

The sociologist Richard LaPiere (1934) was interested in the difference between prejudiced attitudes towards Chinese in general and discriminatory behaviours towards a Chinese couple in particular. In the early 1930s, anti-Asian prejudice was quite strong among Americans. LaPiere embarked on a 10,000-mile sightseeing tour of the United States, accompanied by two young Chinese friends. They visited 66 hotels, caravan parks and tourist homes and were served in 184 restaurants. As they went from place to place, LaPiere was concerned that his friends might not be accepted but, as it turned out, they were refused service only once.

Six months after their trip, LaPiere sent a questionnaire to all the places they had visited, asking 'Will you accept members of the Chinese race as guests in your establishment?' Of the 81 restaurants and 47 hotels that

replied, 92 per cent said that they would not accept Chinese customers! Only 1 per cent said they would accept them, and the remainder checked 'Uncertain, depends on circumstances'. These written replies from the erstwhile hosts directly contradicted the way they had actually behaved.

This study was not, of course, scientifically designed – perhaps the people who responded to the letters were not those who dealt face-to-face with the Chinese couple; they might have responded differently in writing if they had been told that the couple was educated and well dressed, attitudes may have changed in the six months between the two measures. Nevertheless, the problem that LaPiere had unearthed provided an early challenge to the validity of the concept of attitude.

Research classic boxes summarise classic studies, highlight their continuing relevance and discuss new developments. These are influential studies that represent turning points in the development of social psychology.

Box 10.1 Our world Prejudice and discrimination on campus

The emergence of a fictional 'stigmatised group'
A study by Joe Forgas (1983) has shown that students have clear beliefs about different campus groups. One such target group was 'engineering students', who were described in terms of their drinking habits (beer, and lots of it), their cultural preferences (sports and little else) and their style of dress (practical and conservative). This is a prejudgement, in so far as it is assumed that all engineering students are like this. If these beliefs (the cognitive component) are not associated with any strong feelings (affect) or any particular intention to act (conation), then no real problem exists and we would probably not call this a prejudice – simply a harmless generalisation (see Chapter 5 for a discussion of the tripartite model of attitude).

However, if these beliefs were associated with strong negative feelings about engineering students and their characteristics, then a pattern of conations would almost inevitably arise. If you hated and despised engineering students and their characteristics, and you felt that they were less than human, you would probably intend to avoid them, perhaps humiliate them whenever possible, and even dream of a brave new world without them.

This is now quite clearly prejudice, but it may still not be much of a social problem. Strong social and legislative

pressures would inhibit public expression of such extreme views or the realisation of conation in action, so people would probably be unaware that others shared their views. However, if people became aware that their prejudices were widely shared, they would discuss with one another and form organisations to represent their views. Under these circumstances, more extreme conations might arise, such as suggestions to isolate engineering students in one part of the campus and deny them access to certain resources on campus (e.g. the bar or the student union building). Individuals or small groups might now feel empowered to discriminate against individual engineering students, although wider social pressures would probably prevent widespread discrimination.

However, if the students gained legitimate overall power in the university, they would be free to put their plans into action. They could indulge in systematic discrimination against engineering students: deny them their human rights, degrade and humiliate them, herd them into ghettos behind barbed wire, and systematically exterminate them. Prejudice would have become enshrined in, and legitimated by, the norms and practices of the community.

Box 8.3 Research highlight Phases of group socialisation

Moreland and Levine (1982, 1984, Moreland, Levine, & Cui, 1993) distinguished five phases of group socialisation (see Figure 8.13):

- Investigation.** The group recruits prospective members, who in turn reconnoitre the group. This can be more formal, involving interviews and questionnaires (e.g. joining an organisation) or less formal (e.g. associating yourself with a student political society). A successful outcome leads to a role transition: entry to the group.
- Socialisation.** The group assimilates new members, educating them in its ways. In turn, new members try to get the group to accommodate their views. Socialisation can be unstructured and informal, but also quite formal (e.g. an organisation's induction program). Successful socialisation is marked by acceptance.

Source: Moreland and Levine (1982).

- Maintenance.** Role negotiation takes place between full members. Role dissatisfaction can lead to a role transition called *divergence*, which can be unexpected and unplanned. It can also be expected – a typical group feature (e.g. university students who diverge by graduating and leaving university).
- Resocialisation.** When divergence is expected, resocialisation is unlikely, when it is unexpected, the member is marginalised into a deviant role and tries to become resocialised. If successful, full membership is reinstated – if unsuccessful, the individual leaves. Exit can be marked by elaborate retirement ceremonies (e.g. the ritualistic stripping of insignia in a court martial).
- Remembrance.** After the individual leaves the group, both parties reminisce. This may be a fond recall of the 'remember when ...' type or the more extreme exercise of a totalitarian regime in rewriting history.

Research highlight boxes focus on and highlight a specific relevant piece of conceptual or empirical research in social psychology.

Our world boxes focus your attention on the outside world of social issues and sociopolitical and historical events, showing or hinting at how social psychology can help understand them.

Box 11.4 Your life in a crowd

Most of us have been involved in a crowd event – a demonstration or rally, a music concert or festival, a street celebration. In the context of our discussion of crowd behaviour in this chapter, reflect on your own experiences in a crowd.

- Did you feel strong emotions (e.g. elation, anger, sadness), and did these feelings seem to be influenced by the shifting emotions expressed by those around you?
- Did you feel lost in the crowd – personally unidentifiable and unaccountable, and thus liberated to behave in

possibly socially unacceptable ways that you would not normally behave?

- Did you feel a strong bond of camaraderie and shared identity with others in the crowd?
- Did you sometimes feel unsure about how you as a member of this crowd should behave – what you should do to accurately express your crowd's identity and your membership credentials?
- When unsure about how to behave, how did you find out – who did you look to for guidance?

Your life boxes focus your attention on phenomena in your own everyday life, showing or hinting at how social psychology can help understand them.

GUIDED QUESTIONS 39

Literature, film and TV

The Beach

The 1997 Alex Garland novel (also the 2000 eponymous film starring Leonardo DiCaprio). Backpackers in Thailand drop out to join a group that has set up its own normatively regimented society on a remote island. They are expected to submerge their own identity in favour of the group's identity. This dramatic book engages with many social psychological themes having to do with self and identity, close relationships, norms and conformity, influence and leadership, and conflict and cooperation. The book could be characterised as *Apocalypse Now* (Francis Ford Coppola's legendary 1979 war movie) meets *Lord of the Flies* (William Golding's classic 1954 novel about a group of boys marooned on an island).

everyday life and relationships against the background of conversion, institutions and historical events in Paris over a 17-year period (1815–32). Those of you who enjoy musicals will know that it has been adapted into an eponymous 2012 musical film directed by Tom Hooper and starring Hugh Jackman (as the central character, Jean Valjean), Russell Crowe, Anne Hathaway and Amanda Seyfried.

Gulliver's Travels

Jonathan Swift's 1726 satirical commentary on the nature of human beings. This book is relevant to virtually all the themes in our text. The section on Big-Endians and Little-Endians is particularly relevant to Chapter 11 on intergroup behaviour. Swift provides a hilarious and incredibly full and insightful description of a society that is split on the basis of whether people open their boiled eggs at the big or the little end – relevant to the minimal group studies in Chapter 11 but also to the general theme of how humans can read so much into subtle features of their environment.

War and Peace

Leo Tolstoy's (1869) masterpiece on the impact of society and social history on people's lives. It shows how macro- and micro-levels of analysis influence one another, but cannot be resolved into one another. It is a wonderful literary work of social psychology – how people's day-to-day lives are located at the intersection of powerful interpersonal, group and intergroup processes. Other classic novels of Leo Tolstoy, Emile Zola, Charles Dickens and George Eliot accomplish much the same social psychological analysis.

Reality TV

At the opposite end of the spectrum from *War and Peace* is 'reality TV' (e.g. *The Bachelor*; *My Kitchen Rules*; *The Farmer Wants a Wife*; *The Bachelor*; *The Bachelorette*), which is also, ultimately, all about social psychology – human interaction in groups, interpersonal relations and more.

Les Misérables

Victor Hugo's (1862) magnum opus and classic literary masterpiece of the nineteenth century. It explores

Guided questions

- 1 What do social psychologists study? Can you give some examples of interdisciplinary research?
- 2 Sometimes experiments are used in social psychological research. Why?
- 3 What do you understand by levels of explanation in social psychology? What is meant by reductionism?
- 4 If you or your lecturer were to undertake research in social psychology, you would need to gain ethical approval. Why is this, and what criteria would need to be met?
- 5 If the shock level administered in Milgram's obedience study had been 150 volts instead of the maximum 450 volts, would this have made the experiment more ethical?

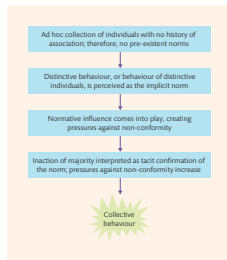


Figure 11.15 Emergent norm theory
In easily normless crowds, distinctive behaviours are the basis for a relevant norm to emerge to regulate behaviour.
Source: Based on Turner and Killian (1957).

Social identity theory

An important aspect of crowd behaviour that is usually ignored is that it is actually an intergroup phenomenon (Reicher & Potter, 1985). Many crowd events involve direct confrontation between, for instance, police and rioters or rival gangs or team supporters. Even where there is no direct confrontation, there is symbolic confrontation in that the crowd event symbolises a confrontation between, for instance, the crowd (or the wider group it represents) and the state. For example, Cliff Stott and his colleagues' analysis of riots at football matches shows clearly how these events are intergroup confrontations between supporters and police, and that how the rioting supporters behave is significantly impacted on by how the police



Emergent norm theory
Is urban disorder a response to primitive aggressive instincts – or is it an extreme example of normatively regulated goal-oriented action?

Literature, film and TV offers the opportunity to explore key social psychological concepts using examples from popular media. A mixture of classic and contemporary examples is included, from the disintegration of social norms in *Lord of the Flies* to attitude change and persuasion tactics in *Frost/Nixon*.

Guided questions enable readers to test their knowledge and prepare for assessment with essay questions based on the chapter content.

All chapters are richly illustrated with **diagrams** and **photographs**. Clear and concise definitions of key terms can be found in the margins and in a comprehensive Glossary at the end of the book.

Summary

- Attraction is necessary for friendships to form and is a precursor to an intimate relationship.
- Evolution and human genetic inheritance play a role in accounting for what attracts people to each other.
- Variables that play a significant role in determining why people are attracted to each other include physical attributes, whether they live or work close by, how familiar they are and how similar they are, especially in terms of attitudes and values.
- Explanations of attraction include: reinforcement (a person who engenders positive feelings is liked more); social exchange (an interaction is valued if it increases benefits and reduces costs); and the experience of equitable outcomes for both parties in a relationship.
- Affiliation with others is a powerful human motivation. Long-term separation from others can have disturbing intellectual and social outcomes, and may lead to irreversible psychological damage in young children.
- Life-cycle studies of affiliation led to research into attachment and attachment styles. The ways that children connect psychologically to their caregiver can have long-term consequences for how they establish relationships in adulthood.
- Love is distinguished from mere liking. It also takes different forms, such as romantic love and companionate love.

Learn more

Batson, C. D. (1998). Altruism and prosocial behaviour. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., 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, published in 2010, does not have a chapter on prosocial behaviour.

Batson, C. D., Van Lange, P. A. M., Ahmad, N., & Lishner, D. A. (2007). Altruism and helping behavior. In M. A. Hogg & J. Cooper (Eds.), *The SAGE handbook of social psychology: Concise student edition* (pp. 241–258). 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 leading scholars who have played a significant role in developing the social psychology of helping behaviour.

Rose, H., & Rose, S. (Eds.) (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.

Schoedter, D. A., Penner, L. A., Davidio, J. F., & Piliavin, J. A. (1995). *The psychology of helping and altruism*. New York: McGraw-Hill. A good general overview of research on prosocial behaviour.

Snyder, M., & Omoto, A. M. (2007). Social action. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd ed., pp. 940–961). New York: Guilford Press. A comprehensive, up-to-date and detailed discussion of collective prosocial behaviour – how people can come together to do good.

Spasapan, S., & Olsberg, S. (Eds.) (1993). *Helping and being helped*. Newbury Park, CA: SAGE. Contributors deal with a wide range of real-life helping behaviour, including kidney donation, spousal support of stroke patients and family support for people with Alzheimer's disease.

At the end of each chapter the **Summary** pulls together key points to help you consolidate your knowledge and understanding and to provide an excellent starting point for revision.

Learn more sections provide annotated further reading lists, guiding you towards the right resources to help you take your learning further.



Educator resources

A suite of resources is provided to assist with delivery of the content, as well as to support teaching and learning.

Instructor Resource Manual

The Instructor Resource Manual provides detailed concepts and activities to enrich lessons.

Test Bank

The Test Bank provides a wealth of testing material. Updated for the new edition, each chapter offers a wide variety of question types, arranged by section. Questions can be integrated into Blackboard, Canvas or Moodle Learning Management Systems.

Digital image PowerPoint slides

All the diagrams and tables from the course content are available for lecturer use.