# Preface

For the past seven editions this textbook has been a one-author affair but now I am welcoming Dr. Debra Oswald onto this project. Deb and I have worked together on various research projects for a number of years and have also had offices side-by-side within our department for about the same length of time. Two years ago, Deb asked me when I was going to begin work on the new edition, and my reply was, "When you agree to be my co-author!" Luckily, with a little bit of central-route and peripheral-route persuasion (see Chapter 5), she agreed to collaborate again and now here we are with our new eighth edition. It's been a joy working together and I think you will also enjoy our final product.

*Steve Franzoi*

It was never my plan to co-author a textbook. However, I believe that it is generally a good idea to accept an invitation to work on an interesting project with a valued colleague. It has been my pleasure to work on the eighth edition of this textbook. As an undergraduate psychology major, I became "hooked" on psychology during my first social psychology course and my goal is to similarly engage students with this edition. In this revision, I integrated the newest "cutting-edge research" that would also be of interest and value to undergraduate psychology students. I believe this final edition will resonate with students as they learn about social psychology and how it applies to their own life.

*Deb Oswald*

So what about this new eighth edition?

One of the most important lessons we have learned as teachers is that you should always have a good story to tell. Fortunately, social psychology is a dynamic science consisting of many fascinating stories. These "scientific stories" form the basis of this text, and our goal as instructors and textbook authors is to emphasize the process of research in social psychology: to engage students in an exploration of how what we know about social psychology has evolved, to put students in the mind-set of the social psychologists who have left their mark on the field. Together, we explore the stories behind these classic and contemporary studies.

As textbook authors, we both also understand that the text, too, must have its own story—one that resonates with students and instructors alike and helps tie all of the various theories and concepts together. In this eighth edition, we continue to emphasize a central theme—one that has worked well for the past editions—that we believe is essential to how we think about social psychology, and that will encourage students to think about their own stories as they explore the concepts in this course.

## The Self: An Integrated Theme

Social psychology is sometimes described as a scientific discipline consisting of loosely connected research topics with no "grand theory" to connect everything. Although we have no single theory that neatly packages social psychology for our students, we end the analysis of the topic areas in each chapter with a discussion of how these particular theories and studies "fit" into our overall understanding of social behavior. Throughout the text we emphasize a core concept in social psychology: the self. Social psychology

is the study of how the individual, as a self, interacts with the social world. As selves we become active agents in our social world, not only defining reality but also anticipating the future and often changing our behavior to be in line with the anticipated reality. This essential fact of social living has always been at the heart of this book, and it reflects the orientation of social psychology in the 21st century.

To that end, the theme of the self is reflected in this text through the following:

- In Chapter 1, a section titled "The self is shaped by—and shapes—the social environment" introduces this central theme.

- The central theme of the self is integrated through the discussion of key concepts, including the following examples: Chapter 3's extensive examination of various self-related theories; Chapter 4's discussion of how self-esteem influences the hindsight bias and how it is impacted by a person's explanatory style; Chapter 5's look at the role of the self in attitude formation and persuasion; Chapter 6's analysis of self-esteem and prejudice, as well as reducing prejudice through self-regulation; Chapter 7's discussion of compliance and self-consistency; Chapter 8's coverage of reduced self-awareness and deindividuation; Chapter 9's research on gender differences in body esteem; Chapter 10's analysis of the self-inclusionary process of intimacy; Chapter 11's look at the self-regulation of aggressive thoughts; and Chapter 12's research on how giving and receiving help can affect self-esteem.

- Beginning with Chapter 3's analysis of the self, each chapter concludes with a "Big Picture" summary. These summaries discuss how we, as self-reflective creatures, can use the social psychological knowledge covered in the chapter to understand and actively shape our social world.

## Emphasizing Social Psychology's Research Basis

Often we hear from instructors that students enter the course assuming that social psychology is "just plain common sense." It's a common goal among most social psychology instructors to emphasize that social psychology is research based and relies heavily on the experimental method.

With this common goal in mind, we emphasize research methods throughout the book in the following ways:

- Chapter 1, discusses the current replication controversy both in social psychology and other sciences, providing historical context for students to later more fully understand the self-correcting nature of science as a discipline of inquiry.

- Chapter 2, "Conducting Research in Social Psychology," expands on the introductory chapter's discussion of social psychology as a scientific discipline and the distinction between the scientific process and everyday thinking. This chapter first explores the process of conducting research, then discusses diverse scientific methods and research strategies, emerging new scientific methodologies and measuring instruments, replication, meta-analysis, and ethical issues.

- Each chapter contains newly published research on social behavior and in-depth descriptions and critiques of selected studies.

- "Applications" sections at the end of Chapters 3–12 demonstrate how the theories and research in a particular area of social psychology can be applied to real-world settings and to your life.

- Throughout all of the chapters in this edition, we have carefully integrated research that represents the "best research practices" for scientifically valid conclusions. This includes reporting meta-analyses and effect sizes when available, reviewing

studies that provide methodological and conceptual replications for key theories, and integrating both laboratory and field studies.

- Throughout this edition we have sought to include the newest research, while also streamlining the overall content so that the text was shorter and more "user-friendly." This new edition includes over 435 new references, with the vast majority coming from publications in the last 5 years.

## *Text Organization Chapter by Chapter*

Revising a textbook is like renovating a building. The goal is to retain those designs and features that are essential in maintaining the integrity and attractiveness of the original product, while enhancing and updating the contents so that it will continue to serve a useful function. Just as successful architects base their renovations on the feedback of those who actually live in the buildings being restored, we have substantially based our "renovations" of this eighth edition on the opinions expressed by professors and students who used the seventh edition. For those of you who "inhabited" previous editions, we think you will find many familiar features among the new additions. The primary goal of this updating process was to make the eighth edition of Social Psychology an even better structure for teaching and learning.

The eighth edition offers the following familiar features:

- Critical thinking questions encourage students to examine their own social surroundings while they simultaneously digest social psychological theories and research. These questions often invite students to guess a study's hypotheses or results, or to provide an alternative interpretation of findings. The questions, many of which are new, are either inserted in the captions of figures, tables, and photos, or are displayed in prominent critical thinking sidebars. Answers to the former can be found in the chapter, while the end-of-book appendix offers possible answers to the latter.

- Coverage of diversity and cultural analysis is fully integrated in each chapter, rather than treated as a separate boxed insert or separate chapter. As in previous editions, we seek to foster a sense of inclusion for all readers. For example, in the discussion of social behavior in a cross-cultural context, the particular aspect of culture highlighted is individualism versus collectivism. Why? Throughout much of the history of American social psychology, the concept of individualism has been an influential, yet unexamined, force directing our analysis of social life. Today that is no longer the case. As the study of social psychology has become a cross-cultural endeavor, some of the basic assumptions about the relationship between the individual and the group have been questioned. This text discusses how people from individualist and collectivist cultures respond to similar social situations, helping students to understand the richness and flexibility of social life.

- The evolutionary perspective illuminates how a universal pattern of social behavior might have developed. One of the benefits of cross-cultural research is that it allows us to not only identify those aspects of social behavior that vary from one culture to the next but also to identify social behaviors that are not culturally constrained. When a universal social behavior is identified, discussion turns to how this pattern of behavior may have evolved. Throughout the text we examine how evolutionary forces might have left us with certain behavioral capacities, while also recognizing that current social and environmental forces encourage or discourage the actual development and use of these capacities.

- Social neuroscience uses the latest cutting-edge technology to study the relationship between neural processes of the brain and social processes. This

"window into the brain" provides another layer of knowledge in our understanding of social interaction.

- More than 20 Self/Social Connection Exercises contain self-report questionnaires currently being used by researchers. The results of studies employing them are also part of the text material. In these exercises, students are encouraged to consider how this text material relates to their own lives. Thus, as students learn about various social psychological theories and relevant research findings, they also learn something about themselves.

- Bulleted end-of-section summaries provide a concise presentation to better facilitate students' studying. The bulleted summaries in the seventh edition were well received and have been retained in the new edition.

## Chapter-by-Chapter Changes

### Chapter 1: Introducing Social Psychology

- New chapter-opening story
- Updated coverage of the history of social psychology
- Expanded coverage of cultural trends related to increased self-focus
- Further elaboration regarding the distinction between sex and gender

### Chapter 2: Conducting Research in Social Psychology

- New chapter-opening story to highlight recent scientific events
- Increased coverage of current best practices regarding data analysis
- New studies to illustrate various research methods
- To address the current replication crisis, a completely revamped section on standards and procedures to bolster scientific conclusions

### Chapter 3: The Self

- Streamlined coverage of self-awareness and self-consciousness theory and research
- New findings that call into question certain aspects of self-regulation theory
- Expanded coverage of self-presentation strategies
- Streamlined coverage of self-enhancement theory and research

### Chapter 4: Social Cognition and Person Perception

- New chapter-opening story to highlight current social events
- New research findings regarding schemas and heuristics
- New research on nonconscious mimicry
- New research on implicit personality theories

### Chapter 5: Attitudes and Persuasion

- New replication research on the facial feedback hypothesis
- New research on credibility and persuasion

### Chapter 6:  Stereotyping, Prejudice, and Discrimination

- Updated chapter-opening story to highlight current social events
- Extended discussion of whether stereotypes are accurate and harmful
- Updated discussion of modern racism theories
- New section on the health consequences of stigmatization for targets
- Streamlined discussion of the role of personality traits in prejudice
- New discussion of the role of allies as agents of positive social change

### Chapter 7:  Social Influence

- New chapter-opening story to highlight current social events
- New research on the automatic activation of conformity
- Revised section on factors impacting conformity
- Revised section on intense social influence and compliance
- Revised Applications section on how the internet influences voting behavior

### Chapter 8:  Group Behavior

- New chapter-opening story to highlight current social events
- New section on gossiping's impact on groups
- New coverage and research on authoritarian leadership

### Chapter 9:  Interpersonal Attraction

- New research findings on body esteem
- Streamlined discussion of attractiveness standards
- Updated research on loneliness
- Updated discussion of social skills training programs

### Chapter 10:  Intimate Relationships

- Revised discussion on the psychology of intimacy
- Revised discussion of attachment
- New research on gender and friendships and cross-sex friendships
- Updated research on online dating and its impact on romantic relationships
- New research on how expressing gratitude benefits romantic relationships

### Chapter 11:  Aggression

- Streamlined section on hostile aggression
- Revised section on the media and violence
- New research and discussion on sexual violence
- Expanded coverage of cyberbullying

### Chapter 12:  Prosocial Behavior: Helping Others

- Updated research on the social norms related to helping
- Updated research on helping similar others

## *Supplements and Resources*

### Instructor Supplements

A complete teaching package is available for instructors who adopt this book. This package includes an **online lab,** *Instructor's Manual***, exam bank, PowerPoint® slides, LMS integration,** and **LMS exam bank files**.

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| **Online Lab** | BVT's online lab is available for this textbook on two different platforms—BVT*Lab* (at www.BVTLab.com), and LAB BOOK™ (at www.BVTLabBook.com). These are described in more detail in the corresponding sections below. Both platforms allow instructors to set up graded homework, quizzes, and exams. |
| *Instructor's Manual* | The *Instructor's Manual* helps first-time instructors develop the course, while also offering seasoned instructors a new perspective on the materials. Each section of the Instructor's Manual coincides with a chapter in the textbook. The user-friendly format begins by providing a chapter summary, learning objectives, and detailed outlines for each chapter. Then, the manual presents lecture discussions, key terms, and class activities. Lastly, additional resources—books, articles, websites—are listed to help instructors review the materials covered in each chapter. |
| **Exam Bank** | An extensive exam bank is available to instructors in both hard-copy and electronic form. Each chapter has approximately 50 multiple-choice, 15 true/false, 15 short-answer, and 5 essay questions ranked by difficulty and style. Each question is referenced to the appropriate section of the text to make test creation quick and easy. |
| **PowerPoint Slides** | A set of PowerPoint slides with about 40 slides per chapter, including a chapter overview, learning objectives, slides covering all key topics, key figures and charts, and summary and conclusion slides. |
| **LMS Integration** | BVT offers basic integration with Learning Management Systems (LMSs), providing single-sign-on links (often called LTI links) from Blackboard, Canvas, Moodle (or any other LMS) directly into BVT*Lab*, eBook[Plus], or the LAB BOOK platform. Gradebooks from BVT*Lab* and the LAB BOOK can be imported into most LMSs. |
| **LMS Exam Bank Files** | Exam banks are available as Blackboard files, QTI files (for Canvas), and Respondus files (for other LMSs) so they can easily be imported into a wide variety of course management systems. |

### Student Resources

Student resources are available for this textbook at both the BVT*Lab* platform and the LAB BOOK platform, as described below. These resources are geared toward students needing additional assistance, as well as those seeking complete mastery of the content. The following resources are available:

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| **Practice Questions** | Students can work through hundreds of practice questions online. Questions are multiple choice or true/false in format and are graded instantly for immediate feedback. |
| **Flashcards** | BVT*Lab* includes sets of flashcards that reinforce the key terms and concepts from each chapter. |
| **PowerPoint Slides** | For a study recap, students can view all of the instructor PowerPoint slides online. |
| **Additional LAB BOOK Resources** | On the LAB BOOK platform, comprehension questions are sprinkled throughout each chapter of the eBook, and detailed section summaries are included in the lab. Study tools, such as text highlighting and margin notes, are also available. These resources are not available in BVT*Lab*. |

## BVT*Lab*

BVT*Lab* is an affordable online lab for instructors and their students. It includes an online classroom with grade book and class forum, a homework grading system, extensive test banks for quizzes and exams, and a host of student study resources.

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| **Course Setup** | BVT*Lab* has an easy-to-use, intuitive interface that allows instructors to quickly set up their courses and grade books and to replicate them from section to section and semester to semester. |
| **Grade Book** | Using an assigned passcode, students register into their section's grade book, which automatically grades and records all homework, quizzes, and tests. |
| **Class Forum** | Instructors can post discussion threads to a class forum and then monitor and moderate student replies. |
| **Student Resources** | All student resources for this textbook are available in digital form within BVT*Lab*. Even if a class is not taught in the lab, students who have purchased lab access can still use the student resources in the lab. |
| **eBook** | BVT*Lab* includes both a webBook™ and a downloadable eBook (on the VitalSource® platform). For some product bundles, BVT's LAB BOOK can also be accessed from within BVT*Lab*, offering enhanced eBook features and study tools for students, as described below. |

## LAB BOOK

LAB BOOK is a web-based eBook platform with an integrated lab providing comprehension tools and interactive student resources. Instructors can build homework and quizzes right into the eBook. LAB BOOK is either included with eBOOK^Plus or offered as a stand-alone product.

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| **Course Setup** | LAB BOOK uses the BVT*Lab* interface to allow instructors to set up their courses and grade books and to replicate them from section to section and semester to semester. |
| **Grade Book** | Using an assigned passcode, students register into their section's grade book, which automatically grades and records all homework, quizzes, and tests. |
| **Advanced eBook** | LAB BOOK is a mobile-friendly, web-based eBook platform designed for PCs, Macs, tablets, and smartphones. LAB BOOK allows highlighting, margin notes, and a host of other study tools. |
| **Student Resources** | All student resources for this textbook are available in the LAB BOOK, as described in the Student Resources section above. |

## *Customization*

BVT's Custom Publishing Division can help you modify this book's content to satisfy your specific instructional needs. The following are examples of customization:

- Rearrangement of chapters to follow the order of your syllabus

- Deletion of chapters not covered in your course

- Addition of paragraphs, sections, or chapters you or your colleagues have written for this course

- Editing of the existing content, down to the word level

- Customization of the accompanying student resources and online lab

- Addition of handouts, lecture notes, syllabus, and so forth

- Incorporation of student worksheets into the textbook

All of these customizations will be professionally typeset to produce a seamless textbook of the highest quality, with an updated table of contents and index to reflect the customized content.

## *Acknowledgments*

Many people have provided invaluable assistance and understanding while we were revising this text. We first want to thank our families, not only for supporting our writing efforts, but also providing us with wonderful examples of social psychological principles that we used throughout the text.

We also wish to thank the students in our social psychology courses at Marquette University, who are the first to be exposed to our new stories of the social psychological enterprise. In addition, we thank those students using our book at other colleges and universities who wrote us letters and emails concerning their reactions to what they read. The encouragement, enthusiasm, and criticism from all these students have made revising the book much easier.

Our appreciation also goes to our many colleagues in social psychology who graciously provided us with reprints and preprints of recent scientific articles describing advances in our understanding of social behavior. Their responses greatly aided us in preparing the eighth edition of Social Psychology that includes exciting new research and theoretical developments.

Finally, we would like to thank Richard Schofield, Director of Business Development at BVT, for all his logistical support throughout this revision process. Equally important was the work of our editor, Regina Roths, who regularly went far beyond the normal duties of an editor in suggesting ways to improve this current revision, while also gently correcting our snafus; she made the copy-editing process fun and informative. We were also extremely fortunate to work with Production and Fulfillment Manager Janai Escobedo, Managing Editor Anne Serbulea, Graphic Designer/Typesetter Rhonda Minnema, Permissions Coordinator Jade Elk, and Proofreader Teresa Daly. Finally, we want to thank Tiffany Ballard for her work on the ancillary coordination in this edition.

## *A Special Note to Instructors and Students*

Whenever we teach a course in psychology, we learn a lot from our students and fellow instructors about how to make the course better. We would like to have a similar opportunity to learn from you how we can improve this textbook. Your feedback about what you like or do not like about the book is important to us. To make it easy for you to provide this feedback, our school address and email addresses are listed below. We will personally respond to all comments and questions.

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