Social Psychology

Sixth Canadian Edition

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PEARSON

Toronto

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10 9 8 7 6 5 4 3 2 1 [V0SA]

Library and Archives Canada Cataloguing in Publication
Aronson, Elliot.
Social psychology / Elliot Aronson, Timothy D. Wilson, Robin M. Akert, Beverley Fehr. — Sixth Canadian edition.

Includes bibliographical references and index.
ISBN 978-0-205-97003-2 (bound)

1. Social psychology—Textbooks. I. Aronson, Elliot, author
II. Fehr, Beverley Anne, 1958-, author III. Akert, Robin M., author
IV. Wilson, Timothy D., author

HM1033.S62 2015 302 C2015-905562-8

PEARSON

ISBN 978-0-205-97003-2

To my grandchildren: Jacob, Jason, Ruth, Eliana, Natalie, Rachel and Leo Aronson. My hope is that your wonderful capacity for empathy and compassion will help make the world a better place.

—E.A.

To my family, Deirdre Smith, Christopher Wilson, and Leigh Wilson

—T.D.W.

To my children, Genevieve and Everett

—B.F.

To my mentor, colleague, and friend, Dane Archer

—R.M.A.

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Preface

When we began writing the first edition of this book, our overriding goal was to capture the excitement of social psychology. We have been pleased to hear, in many kind letters and email messages from professors and students, that we succeeded. One of our favourites was from a student who said that the book was so interesting that she always saved it for last, to reward herself for finishing her other work. With that one student, at least, we succeeded in making our book an enjoyable, fascinating story, not a dry report of facts and figures.

Our goal in *Social Psychology,* Sixth Canadian Edition, is to capture the excitement of social psychology for students in Canada by presenting the field in a Canadian context. In the novel *Tamarind Mem* (1996), Indo-Canadian writer Anita Rau Badami tells the story of two young girls growing up in India whose parents sought to enhance their status by emulating British ways. To keep abreast of British fashion and hairstyles, the girls' mother faithfully subscribed to an expensive British magazine. One of the daughters, Kamini, recalls that the magazine also contained a children's story that usually focused on the sandwich and ginger-beer picnics of two young British girls, Nora and Tilly. Kamini comments, "I liked Nora and Tilly but wished that they had different names—Gauri and Geetha, perhaps, or Mini and Bani" (Badami, 1996, p. 24).

This quotation captures the sentiment of your Canadian author, Beverley Fehr, who taught social psychology for years using the U.S. edition of this text. Although her students always enjoyed the book, she felt that they would have been happier if the news stories, historical examples, and statistics reflected their Canadian experience. In short, she was convinced that social psychology would come alive for students in Canada when they discovered the relevance of social psychological theories and concepts to the society in which they live.

What's New in This Edition?

We include **How Would You Use This?** This feature found at the end of most chapters that we believe will appeal greatly to students. In Chapter 8, for example, we point out to students that sooner or later they will be part of a group that needs to make an important decision, and invite them to think about how they might use concepts from the chapter to ensure that the group makes the best decision it can. The purpose of this feature is to encourage students to think critically about the material and apply it to their own lives.

Social psychology comes alive for students when they understand the whole context of the field: how theories inspire research, why research is performed as it is, and how further research triggers yet new avenues of study. We have tried to convey our own fascination with the research process in a down-to-earth, meaningful way and have presented the results of the scientific process in terms of the everyday experience of the reader; however, we did not want to "water down" our presentation of the field. In a world where human behaviour can be endlessly surprising and where research results can be quite counterintuitive, students need a firm foundation on which to build their understanding of this challenging discipline.

The main way we try to engage students is with a storytelling approach. Social psychology is full of good stories, such as how the Holocaust inspired investigations into obedience to authority and how reactions to the marriage of the crown prince of Japan to Masako Owada, a career diplomat, illustrate cultural differences in the self-concept. By placing research in a real-world context, we make the material more familiar, understandable, and memorable. Each chapter begins with a real-life vignette that illustrates the concepts to come. We refer to this event at several points in the chapter, clarifying to students the relevance of the material they are learning. Examples of the opening vignettes include the tragic death of Reena Virk, a Victoria teenager who was brutally murdered in 1997 while onlookers participated in tormenting her; we describe the legal battle to convict her killers that continued to 2009 (Chapter 7, "Conformity: Influencing Others"). In addition, we describe some amazing acts of altruism, including the recent (fall, 2014) call for volunteers to test a new vaccine to combat the deadline e-bola virus. Despite the potential health risk, so many people signed up that the Canadian Center for Vaccinology in Halifax had to turn people away. (Chapter 10, "Prosocial Behaviour: Why Do People Help?").

We also weave "mini-stories" into each chapter that both illustrate specific concepts and bring the material to life. For each one, we first describe an example of a real-life phenomenon that is designed to pique students' interest. These stories are taken from current events, literature, and our own lives. Next, we describe an experiment that attempts to explain the phenomenon. This experiment is typically described in some detail because we believe that students should not only learn the major theories in social psychology, but also understand and appreciate the methods used to test those theories. For example, in Chapter 10, we point out how a January 17, 2011, headline that said "Woman freezes to death as neighbours ignore screams" bears an eerie resemblance to the Kitty Genovese headlines back in 1964. In the recent case, the screams came from a 66-year-old Toronto woman with dementia who had wandered out of her house on a night when the temperature

was –28°C. According to the police, there were signs that the disoriented woman tried to get into a car for shelter; scratch marks were also found on the screen door of a nearby home. Neighbours heard the woman screaming but did nothing, and no one called 911. One neighbour reported that she had looked out of her window when she heard the screams and saw someone stumbling in the cold, but ignored it. By the time the woman's husband noticed that she was missing, she had frozen to death a few blocks from her home. We use this tragedy to pique students' interest in the classic Latané and Darley studies on bystander intervention. We invite you to peruse the book to find more examples of these mini-stories.

Last but not least, we discuss the methods used by social psychologists in some detail. How can "boring" details about methodology be part of a storytelling approach, you might ask? We believe that part of what makes the story of social psychology so interesting is explaining to students how to test hypotheses scientifically. In recent years, the trend has been for textbooks to include only short sections on research methodology and to provide only brief descriptions of the findings of individual studies. In this book, we integrate the science and methodology of the field into our story in several ways.

First, we devote an entire chapter to methodology (Chapter 2). We use our storytelling approach by presenting two compelling real-world problems related to violence and aggression: Does consumption of violent media actually lead to aggressive thoughts and behaviours? Why don't bystanders intervene more to help victims of violence? We then use actual research studies on these questions to illustrate the three major scientific methods (observational research, correlational research, and experimental research). Rather than a dry recitation of methodological principles, the scientific method unfolds like a story with a "hook" (what are the causes of real-world aggression and apathy toward violence?) and a moral (such interesting, real-world questions can be addressed scientifically). We have been pleased by the positive reactions to this chapter in the previous editions.

Second, we describe prototypical studies in more detail than most texts. We discuss how a study was set up, what the research participants perceived and did, how the research design derives from theoretical issues, and the ways in which the findings support the initial hypotheses. We often ask readers to pretend that they were participants so they can better understand the study from the participants' point of view. Whenever pertinent, we've also included anecdotal information about how a study was done or came to be; these brief stories allow readers insights into the heretofore hidden world of creating research. See, for example, the description of how Nisbett and Wilson (1977a) designed one of their experiments on the accuracy of people's causal inferences in Chapter 5 and the description of the origins of Aronson's jigsaw puzzle technique in Chapter 12.

And finally, we include a balanced coverage of classic and modern research. The field of social psychology is expanding rapidly, and exciting new work is being done in all areas of the discipline. With the extensive new material included in this sixth Canadian edition, the book provides thorough coverage of up-to-date, cutting-edge research. But by emphasizing what is new, some texts have a tendency to ignore what is old. We have tried to strike a balance between the latest research findings and classic research in social psychology. Some older studies (e.g., early work in dissonance, conformity, and attribution) deserve their status as classics and are important cornerstones of the discipline. For example, unlike several other current texts, we present detailed descriptions of the Festinger and Carlsmith (1959) dissonance study (Chapter 6), and the Asch (1956) and Sherif (1936) conformity studies (Chapter 7). We then bring the older theories up to date, following our discussions of the classics with modern approaches to the same topics. This allows students to experience the continuity and depth of the field, rather than regarding it as a collection of studies published in the past few years.

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Acknowledgments

Elliot Aronson is delighted to acknowledge the collaboration of Carol Tavris in helping him update this edition. He would also like to acknowledge the contributions of his best friend (who also happens to be his wife of 55 years), Vera Aronson. Vera, as usual, provided inspiration for his ideas and acted as the sounding board for and supportive critic of many of his semiformed notions, helping to mould them into more sensible analyses.

Tim Wilson would like to thank his graduate mentor, Richard E. Nisbett, who nurtured his interest in the field and showed him the continuity between social psychological research and everyday life. He thanks his parents, Elizabeth and Geoffrey Wilson, for their overall support. Most of all, he thanks his wife, Deirdre Smith, and his children, Christopher and Leigh, for their love, patience, and understanding, even when the hour was late and the computer was still on.

Beverley Fehr would like to thank her colleagues at the University of Winnipeg and her social psychology colleagues at the University of Manitoba for their enthusiasm and support throughout this project. Beverley would also like to express gratitude to her research assistants, Jacqueline Hogue and Brandon Sparks. She also would like to thank Brendan and the other servers at Frenchway Café, where much of her writing was done, for their warmth, friendliness, and the countless refills of coffee.

No book can be written and published without the help of a great many people working with the authors behind the scenes, and this book is no exception. Beverley would like to thank the people at Pearson Education Canada who worked with her on this text. She would like to express appreciation to Patti Sayle, developmental editor, for her competence, patience, support, and understanding throughout this project. Beverley would also like to thank sponsoring editor Matthew Christian for his guidance and encouragement; project manager Andrea Falkenberg and Vastavikta Sharma, Cenveo Publisher Services; developmental editor Patti Sayle; copy editor Susan Bindernagel; and proofreader Hardik Popli, for their expertise, conscientiousness, and patience in dealing with an author who struggled to meet deadlines because of her passion for including "just one more" Canadian study.

Robin Akert is beholden to Jonathan Cheek, Julie Donnelly, Nan Vaida, Melody Tortosa, and Lila McCain for their feedback and advice, and to her family, Michaela and Wayne Akert, and Linda and Jerry Wuichet; their enthusiasm and boundless support have sustained her on this project as on all the ones before it. Finally, she wishes to express her gratitude to Dane Archer—mentor, colleague, and friend—who opened the world of social psychology to her and who has been her guide ever since.

Finally, we would like to thank the many colleagues who read one or more chapters of previous editions of the book. Reviewers of the sixth Canadian edition include the following:

Lynn Bachinski, Humber College

Jennifer Stamp, Dalhousie University

Julie Quinn, Saint Mary's University

About the Authors

Elliot Aronson

When I was a kid, we were the only Jewish family in a virulently anti-Semitic neighborhood. I had to go to Hebrew school every day, late in the afternoon. Being the only youngster in my neighborhood going to Hebrew school made me an easy target for some of the older neighbourhood toughs. On my way home from Hebrew school, after dark, I was frequently waylaid and roughed up by roving gangs shouting anti-Semitic epithets.

I have a vivid memory of sitting on a curb after one of these beatings, nursing a bloody nose or a split lip, feeling very sorry for myself and wondering how these kids could hate me so much when they didn't even know me. I thought about whether those kids were taught to hate Jews or whether, somehow, they were born that way. I wondered if their hatred could be changed—if they got to know me better, would they hate me less? I speculated about my own character. What would I have done if the shoe were on the other foot—that is, if I were bigger and stronger than they, would I be capable of beating them up for no good reason?

I didn't realize it at the time, of course, but eventually I discovered that these were profound questions. And some 30 years later, as an experimental social psychologist, I had the great good fortune to be in a position to answer some of those questions and to invent techniques to reduce the kind of prejudice that had claimed me as a victim.

Elliot Aronson is Professor Emeritus at the University of California at Santa Cruz and one of the most renowned social psychologists in the world. In 2002, he was chosen as one of the 100 most eminent psychologists of the twentieth century. Dr. Aronson is the only person in the 120-year history of the American Psychological Association to have received all three of its major awards: for distinguished writing, distinguished teaching, and distinguished research. Many other professional societies have honoured his research and teaching as well. These include the American Association for the Advancement of Science, which gave him its highest honour, the Distinguished Scientific Research award; the American Council for the Advancement and Support of Education, which named him Professor of the Year of 1989; the Society for the Psychological Study of Social Issues, which awarded him the Gordon Allport prize for his contributions to the reduction of prejudice among racial and ethnic groups; and the William James Award from the Association for Psychological Science. In 1992, he was named a Fellow of the American Academy of Arts and Sciences. A collection of papers and tributes by his former students and colleagues, The Scientist and the Humanist, *celebrates his contributions to social psychological theory and its application to real-world problems. Dr. Aronson's own recent books for general audiences include* Mistakes Were Made (but not by ME) *with Carol Tavris, and a memoir,* Not by Chance Alone: My Life as a Social Psychologist.

Tim Wilson

One day when I was 8, a couple of older kids rode up on their bikes to share some big news: They had discovered an abandoned house down a country road. "It's really neat," they said. "We broke a window and nobody cared!" My friend and I hopped onto our bikes to investigate. We had no trouble finding the house—there it was, sitting off by itself, with a big, jagged hole in a first-floor window. We got off of our bikes and looked around. My friend found a baseball-sized rock lying on the ground and threw a perfect strike through another first-floor window. There was something exhilarating about the smash-and-tingle of shattering glass, especially when we knew there was nothing wrong with what we were doing. After all, the house was abandoned, wasn't it? We broke nearly every window in the house and then climbed through one of the first-floor windows to look around.

It was then that we realized something was terribly wrong. The house certainly did not look abandoned. There were pictures on the wall, nice furniture, books in shelves. We went home feeling frightened and confused. We soon learned that the house was the home of an elderly couple who were away on vacation. Eventually, my parents discovered what we had done and paid a substantial sum to repair the windows. For years, I pondered this incident: Why did I do such a terrible thing? Was I a bad kid? I didn't think so, and neither did my parents. How, then, could a good kid do such a bad thing? Even though the neighbourhood kids said the house was abandoned, why couldn't my friend and I see the clear signs that someone lived there? How crucial was it that my friend was there and threw the first rock? Although I didn't know it at the time, these reflections touched on several classic social psychological issues, such as whether only bad people do bad things, whether the social situation can be powerful enough to make good people do bad things, and the way in which our expectations about an event can make it difficult to see it as it really is. Fortunately, my career as a vandal ended with this one incident. It did, however, mark the beginning of my fascination with basic questions about how people understand themselves and the social world—questions I continue to investigate to this day.

Tim Wilson did his undergraduate work at Williams College and Hampshire College and received his Ph.D. from the University of Michigan. Currently Sherrell J. Aston Professor of Psychology at the University of Virginia, he has published numerous articles in the areas of introspection, attitude change, self-knowledge, and affective forecasting, as well as a recent book, Redirect: The Surprising New Science of Psychological Change. *His research has received the support of the National Science Foundation and the National Institute for Mental Health. He has been elected twice to the Executive Board of the Society for Experimental Social Psychology and is a Fellow of the American Psychological Society and the Society for Personality and Social Psychology. In 2009, he was named a Fellow of the American Academy of Arts and Sciences. Wilson has taught the Introduction to Social Psychology course at the University of Virginia for more than 30 years. In 2001 he was awarded the University of Virginia All-University Outstanding Teaching Award, and in 2010 was awarded the University of Virginia Distinguished Scientist Award.*

Beverley Fehr

I suspect that many social psychologists, like me, didn't start out with the intention of becoming social psychologists. I was attending university as a music major, taking psychology courses for interest. I enjoyed them, but kept experiencing a vague sense of disappointment—each course wasn't quite what I had thought psychology would be about. When I enrolled in a social psychology course that was offered one summer, I was delighted to have finally found what I was looking for. One day, as part of a class exercise, our professor handed out copies of Rubin's (1970) love and liking scale for us to complete with reference to a romantic partner and a friend. (This scale is still widely used in close relationships research today.) I was dating someone at the time about whom I cared deeply, although I had a feeling that he was not a particularly good choice as a long-term partner. I was astonished, when we scored the scale, that the love score for this person was extremely high, but the liking score was distressingly low! Quite aside from the personal implications of this result, I was utterly fascinated that social psychologists could use the scientific method to gain insight into issues that are highly relevant to people's everyday lives. This, and other experiences in that class, prompted me to reconsider my career choice and I ended up changing my major to psychology. I suspect that this experience may also have played a role in my eventual decision to become a social psychologist who studies close relationships.

Beverley Fehr graduated with a B.A. (Hons.) from the University of Winnipeg where she was awarded the Gold Medal for the highest standing in psychology. She received her M.A. (under the guidance of James Russell) and her Ph.D. (under the guidance of Dan Perlman) from the University of British Columbia. Her doctoral thesis on lay people's conceptions of love and commitment won the Iowa/International Network for the Study of Personal Relationships Dissertation Prize. She has published numerous articles and book chapters on the topics of emotion and close relationships. Her book Friendship Processes *(1996) was awarded the 1997 Outstanding Academic Book Award by Choice: Current Reviews for Academic Libraries. Beverley's research is supported by grants from the Social Sciences and Humanities Research Council of Canada and the Fetzer Institute. She is past president of the International Association for Relationships Research, has served as associate editor of the* Journal of Personality and Social Psychology, *and is a fellow of the Canadian Psychological Association the Society for Experimental Social Psychology, and the Society for Personality and Social Psychology. Beverley received the Clifford J Robson Award for Excellence in Teaching in 2015.*

Robin Akert

One fall day when I was about 16, I was walking with a friend along the shore of the San Francisco Bay. Deep in conversation, I glanced over my shoulder and saw a sailboat capsize. I pointed it out to my friend, who took only a perfunctory interest and went on talking. However, I kept watching as we walked, and I realized that the two sailors were in the water, clinging to the capsized boat. Again I said something to my friend, who replied, "Oh, they'll get it upright—don't worry."

But I *was* worried. Was this an emergency? My friend didn't think so. And I was no sailor; I knew nothing about boats. But I kept thinking, "That water is really cold. They can't stay in that water too long." I remember feeling very confused and unsure. What should I do? Should I do anything? Did they really need help?

We were near a restaurant with a big window overlooking the bay, and I decided to go in and see if anyone had done anything about the boat. Lots of people were watching but not doing anything. This confused me too. Meekly, I asked the bartender to call for some kind of help. He just shrugged. I went back to the window and watched the two small figures in the water. Why was everyone so unconcerned? Was I crazy?

Years later, I reflected on how hard it was for me to do what I did next: I demanded that the bartender let me use his phone. In those days before "911," it was lucky that I knew there was a Coast Guard station on the bay, and I asked the operator for the number. I was relieved to hear the Guardsman take my message very seriously.

It had been an emergency. I watched as the Coast Guard cutter sped across the bay and pulled the two sailors out of the water. Maybe I saved their lives that day. What really stuck with me over the years was how other people

behaved and how it made me feel. The other bystanders seemed unconcerned and did nothing to help. Their reactions made me doubt myself and made it harder for me to decide to take action. When I later studied social psychology in college, I realized that on the shore of the San Francisco Bay that day, I had experienced the "bystander effect" fully: The presence of other, apparently unconcerned bystanders had made it difficult for me to decide if the situation was an emergency and whether it was my responsibility to help.

Robin Akert graduated summa cum laude from the University of California at Santa Cruz, where she majored in psychology and sociology. She received her Ph.D. in experimental social psychology from Princeton University. She is currently a Professor of Psychology at Wellesley College, where she was awarded the Pinanski Prize for Excellence in Teaching early in her career. She publishes primarily in the area of nonverbal communication and recently received the AAUW American Fellowship in support of her research. She has taught the social psychology course at Wellesley College for nearly 30 years.

Special Tips for Students

This is everything you need to know to be a proficient student: Be an active, creative consumer of information, and make sure it sticks! How do you accomplish these two feats? Actually, it's not difficult at all. Like everything else in life, it just takes some work—some clever, well-planned, purposeful work. Here are some suggestions about how to do it.

Get to Know the Textbook

Believe it or not, in writing this book, we thought very carefully about the organization and structure of each chapter. Things are the way they appear for a reason, and that reason is to help you learn the material in the best way possible. Here are some tips on what to look for in each chapter.

Key terms are in boldface type in the text so that you'll notice them. We define the terms in the text, and that definition appears again in the margin. These marginal definitions are there to help you out if later in the chapter you forget what something means. The marginal definitions are short and easy to find. You can also look up key terms in the alphabetical Glossary at the end of this textbook.

Make sure you notice the headings and subheadings. The headings are the skeleton that holds a chapter together. They link together like vertebrae. If you ever feel lost, look back to the last heading and the headings before that one—this will give you the "big picture" of where the chapter is going. It should also help you see the connections between sections. The Detailed Table of Contents lets you see the skeleton at a glance.

The summary at the end of each chapter is a succinct shorthand presentation of the chapter information. You should read it and make sure there are no surprises when you do so. If anything in the summary doesn't ring a bell, go back to the chapter and reread that section. Most important, remember that the summary is intentionally brief, whereas your understanding of the material should be full and complete. Use the summary as a study aid before your exams. When you read it over, everything should be familiar and you should have that wonderful feeling of knowing more than is in the summary (in which case you are ready to take the exam).

Be sure to do the Try It! exercises. They will make concepts from social psychology concrete and help you see how they can be applied to your own life. Some of the Try It! exercises replicate social psychology experiments. Other Try It! exercises reproduce self-report scales so you can see where you stand in relation to other people. Still other Try It! exercises are short quizzes that illustrate social psychological concepts.

Just Say No to the Couch Potato Within

Because social psychology is about everyday life, you might lull yourself into believing that the material is all common sense. Don't be fooled. The material is more complicated than it might seem. Therefore, we want to emphasize that the best way to learn it is to work with it in an active, not passive, fashion. You can't just read a chapter once and expect it to stick with you. You have to go over the material, wrestle with it, make your own connections to it, question it, think about it, interact with it. Actively working with material makes it memorable and makes it your own. Because it's a safe bet that someone is going to ask you about this material later and you're going to have to pull it out of memory, do what you can to get it into memory now. Here are some techniques to use:

- Go ahead and be bold—use a highlighter! Go crazy—write in the margins! If you underline, highlight, circle, or draw little hieroglyphics next to important points, you will

remember them better. We recall taking exams in university where we not only remembered the material but could actually see in our minds the textbook page it was written on and the little squiggles and stars we'd drawn in the margin.

- Read the textbook chapter before the applicable class lecture, not afterward. This way, you'll get more out of the lecture, which will introduce new material. The chapter will give you the big picture, as well as a lot of detail. The lecture will enhance that information and help you put it all together. If you don't read the chapter first, you may not understand some of the points made in the lecture or realize that they are important.
- Here's a good way to study material: Write out a difficult concept or a study (or say it out loud to yourself) in your own words, without looking at the book or your notes. Can you do it? How good was your version? Did you omit anything important? Did you get stuck at some point, unable to remember what comes next? If so, you now know that you need to go over that information in more detail. You can also study with someone else, describing theories and studies to each other and seeing if you're making sense.
- If you have trouble remembering the results of an important study, try drawing your own version of a graph of the findings (you can use our data graphs for an idea of how to proceed). If all the various points in a theory are confusing you, try drawing your own flowchart of how it works. You will probably find that you remember the research results much better in pictorial form than in words and that the theory isn't so confusing (or missing a critical part) if you've outlined it. Draw information a few times and it will stay with you.
- Remember, the more you work with the material, the better you will learn and remember it. Write it in your own words, talk about it, explain it to others, or draw visual representations of it.
- Last but not least, remember that this material is a lot of fun. You haven't even started reading the book yet, but we think you're going to like it. In particular, you'll see how much social psychology has to tell you about your real, everyday life. As this course progresses, you might want to remind yourself to observe the events of your daily life with new eyes, the eyes of a social psychologist, and to try to apply what you are learning to the behaviour of your friends, acquaintances, strangers, and, yes, even yourself. Make sure you use the Try It! exercises. You will find out how much social psychology can help us understand our lives. When you read newspapers or magazines or watch the nightly news, think about what social psychology has to say about such events and behaviours—we believe you will find that your understanding of daily life is richer.

We suspect that 10 years from now you may not remember all the facts, theories, and names you learn now. Although we hope you will remember some of them, our main goal is for you to take with you into your future a great many of the broad social psychological concepts presented herein. If you open yourself to social psychology's magic, we believe it will enrich the way you look at the world and the way you live in it.

Social Psychology

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