

Contents

| | | | |
|--|-----------|--|------------|
| Preface | 13 | New Frontiers in Social Psychological Research | 65 |
| About the Authors | 19 | Culture and Social Psychology | 65 |
| Special Tips for Students | 21 | Social Neuroscience | 66 |
| 1 Introducing Social Psychology | 23 | Ethical Issues in Social Psychology | 67 |
| Defining Social Psychology | 25 | Summary 70 • Test Yourself 71 | |
| TRY IT! Conflicting Social Influences | 26 | 3 Social Cognition: How We Think | 73 |
| Social Psychology, Philosophy, Science, and Common Sense | 26 | About the Social World | 73 |
| How Social Psychology Differs From Its Closest Cousins | 27 | On Automatic Pilot: Low-Effort Thinking | 75 |
| TRY IT! Social Situations and Shyness | 29 | People as Everyday Theorists: Automatic Thinking With Schemas | 75 |
| The Power of the Situation | 31 | Which Schemas Do We Use? Accessibility and Priming | 77 |
| Underestimating the Power of the Situation | 32 | Making Our Schemas Come True: The Self-Fulfilling Prophecy | 79 |
| The Importance of Construal | 33 | #trending Do You Believe in Astrology? | 81 |
| #trending Medals for Sustainability! | 36 | Types of Automatic Thinking | 83 |
| Where Construals Come From: Basic Human Motives | 37 | Automatic Goal Pursuit | 83 |
| The Self-Esteem Motive: The Need to Feel Good About Ourselves | 38 | Automatic Thinking and Metaphors About the Body and the Mind | 84 |
| SUFFERING AND SELF-JUSTIFICATION | | Mental Strategies and Shortcuts: Judgmental Heuristics | 85 |
| The Social Cognition Motive: The Need to Be Accurate | 39 | HOW EASILY DOES IT COME TO MIND? THE AVAILABILITY HEURISTIC • HOW SIMILAR IS A TO B? THE REPRESENTATIVENESS HEURISTIC • PERSONALITY TESTS AND THE REPRESENTATIVENESS HEURISTIC | |
| Why Study Social Psychology? | 41 | TRY IT! Reasoning Quiz | 90 |
| Summary 42 • Test Yourself 43 | | Cultural Differences in Social Cognition | 91 |
| 2 Methodology: How Social Psychologists Do Research | 45 | Cultural Determinants of Schemas | 92 |
| Social Psychology: An Empirical Science | 46 | Holistic Versus Analytic Thinking | 92 |
| TRY IT! Social Psychology Quiz: What's Your Prediction? | 47 | Controlled Social Cognition: High-Effort Thinking | 94 |
| Formulating Hypotheses and Theories | 48 | Controlled Thinking and Free Will | 95 |
| INSPIRATION FROM PREVIOUS THEORIES AND RESEARCH • HYPOTHESES BASED ON PERSONAL OBSERVATIONS | | TRY IT! Can You Predict Your (or Your Friend's) Future? | 96 |
| Research Designs | 49 | Mentally Undoing the Past: Counterfactual Reasoning | 97 |
| The Observational Method: Describing Social Behavior | 50 | Improving Human Thinking | 98 |
| ETHNOGRAPHY • ARCHIVAL ANALYSIS • LIMITS OF THE OBSERVATIONAL METHOD | | TRY IT! How Well Do You Reason? | 99 |
| The Correlational Method: Predicting Social Behavior | 51 | Watson Revisited | 100 |
| SURVEYS • LIMITS OF THE CORRELATIONAL METHOD: CORRELATION DOES NOT EQUAL CAUSATION | | Summary 102 • Test Yourself 103 | |
| TRY IT! Correlation and Causation: Knowing the Difference | 55 | 4 Social Perception: How We Come to Understand Other People | 105 |
| The Experimental Method: Answering Causal Questions | 56 | Nonverbal Communication | 107 |
| INDEPENDENT AND DEPENDENT VARIABLES • INTERNAL VALIDITY IN EXPERIMENTS • EXTERNAL VALIDITY IN EXPERIMENTS • FIELD EXPERIMENTS • REPLICATIONS AND META-ANALYSIS | | TRY IT! Using Your Voice as a Nonverbal Cue | 108 |
| #trending Correlation Does Not Equal Causation | 63 | Facial Expressions of Emotion | 108 |
| BASIC VERSUS APPLIED RESEARCH | | EVOLUTION AND FACIAL EXPRESSIONS • WHY IS DECODING SOMETIMES DIFFICULT? | |
| | | Culture and the Channels of Nonverbal Communication | 111 |

| | | | |
|---|------------|---|------------|
| First Impressions: Quick But Long-Lasting | 113 | | |
| #trending First Impressions Formed Online | 114 | | |
| The Lingering Influence of Initial Impressions | 115 | | |
| Causal Attribution: Answering the “Why” Question | 118 | | |
| The Nature of the Attribution Process | 119 | | |
| The Covariation Model: Internal Versus External Attributions | 120 | | |
| The Fundamental Attribution Error: People as Personality Psychologists | 122 | | |
| THE ROLE OF PERCEPTUAL SALIENCE IN THE FUNDAMENTAL ATTRIBUTION ERROR • THE TWO-STEP ATTRIBUTION PROCESS | | | |
| Self-Serving Attributions | 128 | | |
| The “Bias Blind Spot” | 129 | | |
| Culture and Social Perception | 132 | | |
| Holistic Versus Analytic Thinking | 132 | | |
| SOCIAL NEUROSCIENCE EVIDENCE | | | |
| Cultural Differences in the Fundamental Attribution Error | 134 | | |
| Culture and Other Attributional Biases | 135 | | |
| Summary 137 • Test Yourself 139 | | | |
| 5 The Self: Understanding Ourselves in a Social Context | 141 | | |
| The Origins and Nature of the Self-Concept | 142 | | |
| Cultural Influences on the Self-Concept | 144 | | |
| TRY IT! A Measure of Independence and Interdependence | 145 | | |
| Functions of the Self | 146 | | |
| Self-Knowledge | 147 | | |
| Knowing Ourselves Through Introspection | 147 | | |
| FOCUSING ON THE SELF: SELF-AWARENESS THEORY | | | |
| TRY IT! Measure Your Private Self-Consciousness | 149 | | |
| JUDGING WHY WE FEEL THE WAY WE DO: TELLING MORE THAN WE CAN KNOW | | | |
| Knowing Ourselves by Observing Our Own Behavior | 150 | | |
| SELF-PERCEPTION THEORY • UNDERSTANDING OUR EMOTIONS: THE TWO-FACTOR THEORY OF EMOTION • FINDING THE WRONG CAUSE: MISATTRIBUTION OF AROUSAL • INTRINSIC VERSUS EXTRINSIC MOTIVATION • MIND-SETS AND MOTIVATION | | | |
| #trending Growth Mindset in the Classroom | 159 | | |
| Using Other People to Know Ourselves | 159 | | |
| KNOWING OURSELVES BY COMPARING OURSELVES TO OTHERS • KNOWING OURSELVES BY ADOPTING OTHER PEOPLE’S VIEWS | | | |
| Self-Control: The Executive Function of the Self | 163 | | |
| Impression Management: All the World’s a Stage | 165 | | |
| Ingratiation and Self-Handicapping | 166 | | |
| Culture, Impression Management, and Self-Enhancement | 167 | | |
| Summary 168 • Test Yourself 169 | | | |
| | | 6 Cognitive Dissonance and the Need to Protect Our Self-Esteem | 171 |
| | | The Theory of Cognitive Dissonance: Protecting Our Self-Esteem | 172 |
| | | Decisions, Decisions, Decisions | 175 |
| | | DISTORTING OUR LIKES AND DISLIKES • THE PERMANENCE OF THE DECISION • CREATING THE ILLUSION OF IRREVOCABILITY | |
| | | The Justification of Effort | 177 |
| | | Counterattitudinal Behavior | 179 |
| | | COUNTERATTITUDINAL BEHAVIOR TOWARD CONSEQUENTIAL ISSUES • THE BEN FRANKLIN EFFECT: JUSTIFYING ACTS OF KINDNESS • DEHUMANIZING THE ENEMY: JUSTIFYING CRUELTY | |
| | | TRY IT! The Internal Consequences of Doing Good | 183 |
| | | JUSTIFYING OUR OWN IMMORAL ACTS | |
| | | Avoiding Temptations | 185 |
| | | The Hypocrisy Paradigm | 187 |
| | | Dissonance Across Cultures | 188 |
| | | Advances and Extensions of Cognitive Dissonance Theory | 189 |
| | | Self-Affirmation Theory | 189 |
| | | TRY IT! Values Affirmation Writing Exercise | 191 |
| | | Dissonance in Close Relationships: Self-Evaluation Maintenance Theory | 191 |
| | | Some Concluding Thoughts on Dissonance and Self-Esteem | 194 |
| | | #trending Law and Cognitive Dissonance | 194 |
| | | Overcoming Dissonance | 196 |
| | | Narcissism and the Dangers of Too Much Self-Esteem | 196 |
| | | TRY IT! Measuring Your Narcissism | 197 |
| | | Summary 200 • Test Yourself 201 | |
| | | 7 Attitudes and Attitude Change: Influencing Thoughts and Feelings | 203 |
| | | The Nature and Origin of Attitudes | 205 |
| | | Where Do Attitudes Come From? | 205 |
| | | COGNITIVELY BASED ATTITUDES • AFFECTIVELY BASED ATTITUDES | |
| | | TRY IT! Affective and Cognitive Bases of Attitudes | 208 |
| | | BEHAVIORALLY BASED ATTITUDES | |
| | | Explicit Versus Implicit Attitudes | 209 |
| | | When Do Attitudes Predict Behavior? | 210 |
| | | Predicting Spontaneous Behaviors | 211 |
| | | Predicting Deliberative Behaviors | 211 |
| | | SPECIFIC ATTITUDES • SUBJECTIVE NORMS • PERCEIVED BEHAVIORAL CONTROL | |
| | | #trending Predicting Environmentally Friendly Action | 213 |
| | | How Do Attitudes Change? | 214 |
| | | Changing Attitudes by Changing Behavior: Cognitive Dissonance Theory Revisited | 215 |
| | | Persuasive Communications and Attitude Change | 215 |

| | |
|--|------------|
| THE CENTRAL AND PERIPHERAL ROUTES TO PERSUASION • THE MOTIVATION TO PAY ATTENTION TO THE ARGUMENTS • THE ABILITY TO PAY ATTENTION TO THE ARGUMENTS • HOW TO ACHIEVE LONG-LASTING ATTITUDE CHANGE | |
| Emotion and Attitude Change | 221 |
| FEAR-AROUSING COMMUNICATIONS • EMOTIONS AS A HEURISTIC • EMOTION AND DIFFERENT TYPES OF ATTITUDES | |
| Attitude Change and the Body | 223 |
| The Power of Advertising | 225 |
| How Advertising Works | 226 |
| Subliminal Advertising: A Form of Mind Control? | 226 |
| DEBUNKING THE CLAIMS ABOUT SUBLIMINAL ADVERTISING • LABORATORY EVIDENCE FOR SUBLIMINAL INFLUENCE | |
| TRY IT! Consumer Brand Attitudes | 228 |
| Advertising and Culture | 229 |
| Resisting Persuasive Messages | 230 |
| Attitude Inoculation | 231 |
| Being Alert to Product Placement | 231 |
| Resisting Peer Pressure | 232 |
| When Persuasion Attempts Backfire: Reactance Theory | 233 |
| Summary 235 • Test Yourself 236 | |
| 8 Conformity and Obedience: Influencing Behavior | 238 |
| Conformity: When and Why | 240 |
| Informational Social Influence: The Need to Know What's "Right" | 243 |
| The Importance of Being Accurate | 245 |
| When Informational Conformity Backfires | 246 |
| When Will People Conform to Informational Social Influence? | 248 |
| WHEN THE SITUATION IS AMBIGUOUS • WHEN THE SITUATION IS A CRISIS • WHEN OTHER PEOPLE ARE EXPERTS | |
| Normative Social Influence: The Need to Be Accepted | 250 |
| Conformity and Social Approval: The Asch Line-Judgment Studies | 252 |
| The Importance of Being Accurate, Revisited | 255 |
| The Consequences of Resisting Normative Social Influence | 257 |
| TRY IT! Unveiling Normative Social Influence by Breaking the Rules | 258 |
| When Will People Conform to Normative Social Influence? | 258 |
| WHEN THE GROUP IS IMPORTANT • WHEN ONE HAS NO ALLIES IN THE GROUP • WHEN THE GROUP'S CULTURE IS COLLECTIVISTIC | |
| #trending Social Norms and Bigotry | 261 |
| Minority Influence: When the Few Influence the Many | 262 |
| Conformity Tactics | 263 |
| The Role of Injunctive and Descriptive Norms | 263 |
| Using Norms to Change Behavior: Beware the "Boomerang Effect" | 266 |
| Other Tactics of Social Influence | 267 |
| Obedience to Authority | 270 |
| The Milgram Study | 271 |
| The Role of Normative Social Influence | 274 |
| The Role of Informational Social Influence | 275 |
| Other Reasons Why We Obey | 276 |
| ADHERING TO THE WRONG NORM • SELF-JUSTIFICATION • THE LOSS OF PERSONAL RESPONSIBILITY | |
| The Obedience Studies, Then and Now | 278 |
| Summary 280 • Test Yourself 282 | |
| 9 Group Processes: Influence in Social Groups | 284 |
| What Is a Group? | 286 |
| Why Do People Join Groups? | 286 |
| The Composition and Functions of Groups | 287 |
| SOCIAL NORMS • SOCIAL ROLES • GROUP COHESIVENESS • GROUP DIVERSITY | |
| #trending Cooperative and Corruptive Tendencies | 290 |
| Individual Behavior in a Group Setting | 291 |
| Social Facilitation: When the Presence of Others Energizes Us | 291 |
| SIMPLE VERSUS DIFFICULT TASKS • AROUSAL AND THE DOMINANT RESPONSE • WHY THE PRESENCE OF OTHERS CAUSES AROUSAL | |
| Social Loafing: When the Presence of Others Relaxes Us | 294 |
| Gender and Cultural Differences in Social Loafing: Who Slacks Off the Most? | 295 |
| Deindividuation: Getting Lost in the Crowd | 296 |
| DEINDIVIDUATION MAKES PEOPLE FEEL LESS ACCOUNTABLE • DEINDIVIDUATION INCREASES OBEDIENCE TO GROUP NORMS • DEINDIVIDUATION ONLINE | |
| Group Decisions: Are Two (or More) Heads Better Than One? | 299 |
| Process Loss: When Group Interactions Inhibit Good Problem Solving | 299 |
| FAILURE TO SHARE UNIQUE INFORMATION • GROUPTHINK: MANY HEADS, ONE MIND | |
| Group Polarization: Going to Extremes | 303 |
| Leadership in Groups | 304 |
| LEADERSHIP AND PERSONALITY • LEADERSHIP STYLES • THE RIGHT PERSON IN THE RIGHT SITUATION • GENDER AND LEADERSHIP • CULTURE AND LEADERSHIP | |
| Conflict and Cooperation | 308 |
| Social Dilemmas | 309 |
| TRY IT! Beyond the two-person Prisoner's Dilemma: The Public Goods Game | 310 |
| INCREASING COOPERATION IN THE PRISONER'S DILEMMA | |
| Using Threats to Resolve Conflict | 311 |
| EFFECTS OF COMMUNICATION | |
| Negotiation and Bargaining | 313 |
| Summary 315 • Test Yourself 316 | |

| | | | | |
|-----------|---|------------|--|--|
| 10 | Attraction and Relationships: From Initial Impressions to Long-Term Intimacy | 318 | | |
| | What Predicts Attraction? | 320 | | |
| | The Person Next Door: The Proximity Effect | 320 | | |
| | Similarity | 322 | | |
| | OPINIONS AND PERSONALITY • INTERESTS AND EXPERIENCES • APPEARANCE • GENETICS • SOME FINAL COMMENTS ABOUT SIMILARITY | | | |
| | #trending “Hook-Up Culture” and Today’s Youth | 324 | | |
| | Reciprocal Liking | 324 | | |
| | Physical Attractiveness | 325 | | |
| | WHAT IS ATTRACTIVE? • CULTURAL STANDARDS OF BEAUTY • THE POWER OF FAMILIARITY • ASSUMPTIONS ABOUT ATTRACTIVE PEOPLE | | | |
| | Evolution and Mate Selection | 329 | | |
| | EVOLUTION AND SEX DIFFERENCES • ALTERNATE PERSPECTIVES ON SEX DIFFERENCES | | | |
| | Making Connections in the Digital World | 333 | | |
| | Attraction 2.0: Mate Preference in an Online Era | 333 | | |
| | The Promise and Pitfalls of Meeting People Online | 334 | | |
| | Love and Close Relationships | 336 | | |
| | Defining Love: Companionship and Passion | 337 | | |
| | TRY IT! Passionate Love Scale | 338 | | |
| | Culture and Love | 339 | | |
| | Attachment Styles in Intimate Relationships | 340 | | |
| | Your Body and Brain in Love | 342 | | |
| | Assessing Relationships: Satisfaction and Breaking Up | 344 | | |
| | Theories of Relationship Satisfaction | 344 | | |
| | SOCIAL EXCHANGE THEORY • EQUITY THEORY | | | |
| | The Process and Experience of Breaking Up | 349 | | |
| | Summary 352 • Test Yourself 353 | | | |
| 11 | Prosocial Behavior: Why Do People Help? | 355 | | |
| | Basic Motives Underlying Prosocial Behavior: Why Do People Help? | 356 | | |
| | Evolutionary Psychology: Instincts and Genes | 357 | | |
| | KIN SELECTION • THE RECIPROCITY NORM | | | |
| | TRY IT! The Dictator Game | 358 | | |
| | GROUP SELECTION | | | |
| | Social Exchange: The Costs and Rewards of Helping | 359 | | |
| | Empathy and Altruism: The Pure Motive for Helping | 360 | | |
| | Personal Qualities and Prosocial Behavior: Why Do Some People Help More Than Others? | 364 | | |
| | Individual Differences: The Altruistic Personality | 364 | | |
| | Gender Differences in Prosocial Behavior | 365 | | |
| | TRY IT! Empathic Concern | 366 | | |
| | Cultural Differences in Prosocial Behavior | 367 | | |
| | Religion and Prosocial Behavior | 368 | | |
| | #trending When Altruistic Behavior Becomes Risky | 369 | | |
| | The Effects of Mood on Prosocial Behavior | 369 | | |
| | EFFECTS OF POSITIVE MOODS: FEEL GOOD, DO GOOD • FEEL BAD, DO GOOD | | | |
| | Situational Determinants of Prosocial Behavior: When Will People Help? | 371 | | |
| | Environment: Rural Versus Urban | 371 | | |
| | Residential Mobility | 372 | | |
| | The Number of Bystanders: The Bystander Effect | 373 | | |
| | NOTICING AN EVENT • INTERPRETING THE EVENT AS AN EMERGENCY • ASSUMING RESPONSIBILITY • KNOWING HOW TO HELP • DECIDING TO IMPLEMENT THE HELP | | | |
| | Diffusion of Responsibility in Cyberspace | 378 | | |
| | Effects of the Media: Video Games and Music Lyrics | 379 | | |
| | How Can Helping Be Increased? | 380 | | |
| | Increasing the Likelihood That Bystanders Will Intervene | 380 | | |
| | Increasing Volunteerism | 382 | | |
| | Summary 383 • Test Yourself 385 | | | |
| 12 | Aggression: Why Do We Hurt Other People? Can We Prevent It? | 387 | | |
| | Is Aggression Innate, Learned, or Optional? | 388 | | |
| | The Evolutionary View | 389 | | |
| | AGGRESSION IN OTHER ANIMALS | | | |
| | Culture and Aggression | 391 | | |
| | CHANGES IN AGGRESSION ACROSS TIME AND CULTURES • CULTURES OF HONOR | | | |
| | Gender and Aggression | 393 | | |
| | PHYSICAL AGGRESSION • RELATIONAL AGGRESSION | | | |
| | Learning to Behave Aggressively | 395 | | |
| | Some Physiological Influences | 397 | | |
| | THE EFFECTS OF ALCOHOL • THE EFFECTS OF PAIN AND HEAT | | | |
| | Social Situations and Aggression | 399 | | |
| | Frustration and Aggression | 399 | | |
| | Provocation and Reciprocation | 401 | | |
| | TRY IT! Video Games and Aggression | 402 | | |
| | Weapons as Aggressive Cues | 402 | | |
| | Putting the Elements Together: The Case of Sexual Assault | 403 | | |
| | MOTIVATIONS FOR RAPE • SEXUAL SCRIPTS AND THE PROBLEM OF CONSENT | | | |
| | Violence and the Media | 405 | | |
| | Studying the Effects of Media Violence | 406 | | |
| | EXPERIMENTAL STUDIES • LONGITUDINAL STUDIES | | | |
| | The Problem of Determining Cause and Effect | 408 | | |
| | How to Decrease Aggression | 411 | | |
| | Does Punishing Aggression Reduce Aggression? | 411 | | |
| | USING PUNISHMENT ON VIOLENT ADULTS | | | |
| | Can We Release Anger by Indulging It? | 412 | | |
| | THE EFFECTS OF AGGRESSIVE ACTS ON SUBSEQUENT AGGRESSION • BLAMING THE VICTIM OF OUR AGGRESSION | | | |
| | What Are We Supposed to Do with Our Anger? | 414 | | |
| | VENTING VERSUS SELF-AWARENESS | | | |
| | TRAINING IN COMMUNICATION AND PROBLEM-SOLVING SKILLS | | | |
| | TRY IT! Controlling Your Anger | 415 | | |
| | GETTING APOLOGIES RIGHT • COUNTERING DEHUMANIZATION BY BUILDING EMPATHY | | | |

| | | | |
|---|-----|--|-----|
| #trending “Re-accommodation”: The United Airlines Debacle | 417 | Inducing Hypocrisy | 472 |
| Disrupting the Rejection-Rage Cycle | 418 | Removing Small Barriers to Achieve Big Changes | 474 |
| Summary 420 • Test Yourself 423 | | Happiness and a Sustainable Lifestyle | 476 |
| 13 Prejudice: Causes, Consequences, and Cures | 424 | What Makes People Happy? | 476 |
| Defining Prejudice | 425 | SATISFYING RELATIONSHIPS • FLOW: BECOMING ENGAGED IN SOMETHING YOU ENJOY • ACCUMULATE EXPERIENCES, NOT THINGS • HELPING OTHERS | |
| The Cognitive Component: Stereotypes | 426 | TRY IT! Applying the Research to Your Own Life | 478 |
| ARE POSITIVE STEREOTYPES GOOD? | | Do People Know What Makes Them Happy? | 479 |
| TRY IT! Stereotypes and Aggression | 428 | Summary 480 • Test Yourself 481 | |
| The Affective Component: Emotions | 430 | Social Psychology in Action 2 | |
| The Behavioral Component: Discrimination | 431 | Social Psychology and Health | 483 |
| TRY IT! Identifying and Changing Your Prejudices | 431 | Stress and Human Health | 484 |
| INSTITUTIONALIZED DISCRIMINATION • EVERYDAY DISCRIMINATION • FROM PREJUDICE TO DISCRIMINATION | | Resilience | 485 |
| Detecting Hidden Prejudices | 436 | Effects of Negative Life Events | 486 |
| Ways of Identifying Suppressed Prejudices | 436 | LIMITS OF STRESS INVENTORIES | |
| Ways of Identifying Implicit Prejudices | 437 | TRY IT! The College Life Stress Inventory | 487 |
| The Effects of Prejudice on the Victim | 439 | Perceived Stress and Health | 488 |
| The Self-Fulfilling Prophecy | 439 | Feeling in Charge: The Importance of Perceived Control | 489 |
| Social Identity Threat | 441 | INCREASING PERCEIVED CONTROL IN NURSING HOMES • DISEASE, CONTROL, AND WELL-BEING | |
| Causes of Prejudice | 443 | Coping with Stress | 494 |
| Pressures to Conform: Normative Rules | 443 | Gender Differences in Coping with Stress | 494 |
| #trending Everyday Discrimination in Professional Sports | 445 | Social Support: Getting Help from Others | 495 |
| Social Identity Theory: Us versus Them | 445 | TRY IT! Social Support | 496 |
| ETHNOCENTRISM • IN-GROUP BIAS • OUT-GROUP HOMOGENEITY • BLAMING THE VICTIM • JUSTIFYING FEELINGS OF ENTITLEMENT AND SUPERIORITY | | Reframing: Finding Meaning in Traumatic Events | 497 |
| Realistic Conflict Theory | 449 | Prevention: Promoting Healthier Behavior | 498 |
| Reducing Prejudice | 451 | Summary 500 • Test Yourself 501 | |
| The Contact Hypothesis | 452 | Social Psychology in Action 3 | |
| WHERE CONTACT CAN GO WRONG | | Social Psychology and the Law | 503 |
| Cooperation and Interdependence: The Jigsaw Classroom | 455 | Eyewitness Testimony | 505 |
| WHY DOES JIGSAW WORK? | | Why Are Eyewitnesses Often Wrong? | 505 |
| TRY IT! Jigsaw-Type Group Study | 457 | ENCODING • STORAGE • RETRIEVAL | |
| THE GRADUAL SPREAD OF COOPERATIVE AND INTERDEPENDENT LEARNING | | Judging Whether Eyewitnesses Are Mistaken | 510 |
| Summary 459 • Test Yourself 461 | | RESPONDING QUICKLY • POST-IDENTIFICATION FEEDBACK | |
| Social Psychology in Action 1 | | TRY IT! The Accuracy of Eyewitness Testimony | 513 |
| Using Social Psychology to Achieve a Sustainable and Happy Future | 462 | The Recovered Memory Debate | 513 |
| Applied Research in Social Psychology | 465 | Juries: Group Processes in Action | 516 |
| Capitalizing on the Experimental Method | 466 | How Jurors Process Information during the Trial | 516 |
| ASSESSING THE EFFECTIVENESS OF INTERVENTIONS • POTENTIAL RISKS OF SOCIAL INTERVENTIONS | | Confessions: Are They Always What They Seem? | 517 |
| Social Psychology to the Rescue | 468 | Deliberations in the Jury Room | 519 |
| Using Social Psychology to Achieve a Sustainable Future | 469 | Summary 520 • Test Yourself 521 | |
| Conveying and Changing Social Norms | 469 | Glossary | 523 |
| TRY IT! Reducing Littering with Descriptive Norms | 470 | References | 529 |
| Keeping Track of Consumption | 471 | Credits | 567 |
| Introducing a Little Competitiveness | 472 | Name Index | 571 |
| | | Subject Index | 590 |