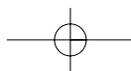
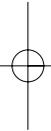
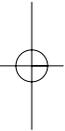
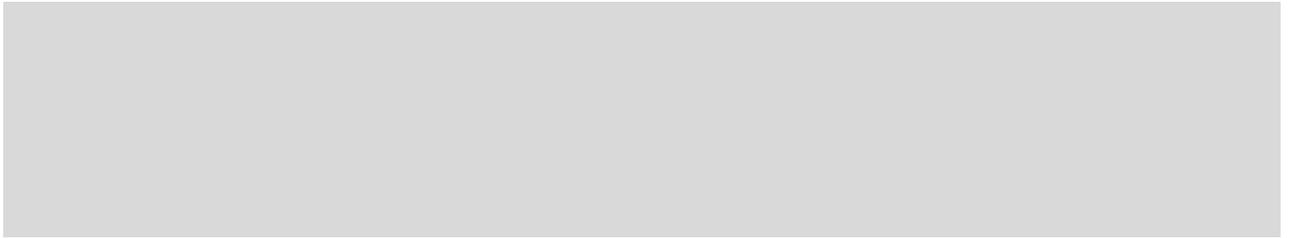


The Sage Handbook of Social Psychology



This book is dedicated to the memory of
Henri Tajfel and Edward E. Jones

The Sage Handbook of Social Psychology

Concise Student Edition

edited by

MICHAEL A. HOGG AND JOEL COOPER

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Preface and Introduction

MICHAEL A. HOGG AND JOEL COOPER

The Sage Handbook of Social Psychology was published in 2003. With 23 chapters it was primarily a resource for academic researchers and graduate student research. We decided to prepare this *Concise Student Edition* to cater more for upper division and graduate student courses – focusing in on a subset of 16 of the original chapters that are most closely aligned to relevant upper division and graduate classes. To prepare this edition, and to make the text more accessible, we had our authors thoroughly update their references and prepare a short introduction and summary for their chapters.

Editing a handbook of social psychology is not for the fainthearted. This is something we have learned. It is an awesome enterprise, not only because it is such a big task, but also because handbooks occupy such an influential role in the discipline. Handbooks describe the state of the art – they survey what we know about social psychology, and in so doing identify gaps in our knowledge, current foci of research activity, and future research directions.

There have been many handbooks of social psychology. The first, edited by Murchison, was published in 1935 – it was a weighty tome that signaled that social psychology was a discipline to be taken seriously. Seventy years on, two of the most recent handbooks are the two-volume *Handbook of Social Psychology*, which is now in its fourth edition (Gilbert, Fiske, and Lindzey, 1998), and the *Blackwell Handbook of Social Psychology*, which comes as four separately edited volumes (Tesser and Schwartz, Fletcher and Clark, Hogg and Tindale, and Brown and Gaertner, respectively), published in 2001 under Hewstone and Brewer's overarching editorship.

The reason we originally set out to edit our own handbook is that the field of social psychology moves very quickly. We wanted to produce an accessible survey of the state of the discipline at the dawn of the new millennium – what do we know about human social behavior and what are the current and future hot topics for research? Such a survey must be authoritative, and so we invited leading scholars from around the world to write about their fields. We felt that such a survey should not only cover the field in a scholarly manner, but also be accessible to graduate students, senior undergraduates, and, to some extent, people in relevant neighboring disciplines, and so we configured the chapters to fit into a single volume.

We felt that such a volume should reflect the international nature of contemporary social psychology. Although most social psychological research is conducted

in the world's wealthiest and English-speaking countries, most particularly the United States, there is significant cutting-edge research done by leading scholars from other parts of the globe. In this *Concise Student Edition* we have 39 contributors, 26 of whom are from North America (24 from the United States, two from Canada), nine from Europe (seven from the UK, one each from The Netherlands and Portugal), and four from Australasia (two from Australia and two from New Zealand).

We have structured the book in a systematic yet conventional way that we feel fits the intrinsic structure of social psychology and the way the subject is often taught or presented. The first chapter (Chapter 1, by George Goethals) provides a history of the development of social psychology. Such a history is important because it helps us understand the origins of social psychological ideas, priorities, and foci. History also provides a more meaningful context for understanding current social psychological research and its future trajectory. Chapter 2, by Phoebe C. Ellsworth and Richard Gonzalez, discusses how we do social psychology – it discusses the methods and techniques that are available to social psychologists and that are used by them to address research questions. Since social psychology is a science in which theories rest on empirical evidence, methodological choices and constraints influence the sorts of theories and understandings that are developed.

Chapters 3 through 8 focus on key issues in social cognition. They address a number of important phenomena from the perspective of the mental representations within the head of the individual. In Chapter 3, Steven J. Sherman, Matthew T. Crawford, David L. Hamilton, and Leonel Garcia-Marques review what we know about how people make inferences about other people and how these inferences are affected by the way that social information is stored in memory. In Chapter 4, Kimberly A. Quinn, C. Neil Macrae, and Galen V. Bodenhausen review how social memory and social inference are affected by social categorization and stereotyping. In Chapter 5, Constantine Sedikides and Aiden P. Gregg discuss the crucial role of the self in social cognition and social behavior, and in Chapter 6, Russell H. Fazio and Michael A. Olson discuss the equally central role of attitudes in how we represent the social world and how we subsequently behave. Joseph P. Forgas and Craig A. Smith, in Chapter 7, remind us that people are not all cold cognition. Forgas and Smith take a comprehensive look at the role played by affect and emotion. The final social-cognition chapter, Chapter 8, is by Yaacov Trope and Ruth Gaunt, who discuss the role of causal attribution processes in the way we construct a meaningful and stable representation of the world around us.

Chapters 9 through 12 focus mainly on what happens between individuals – social interaction. In Chapter 9, Penny S. Visser and Joel Cooper discuss how people's attitudes can change. They look at cognitive and motivational aspects of the ways that people are influenced to alter their attitudes. In Chapter 10, Julie Fitness, Garth Fletcher, and Nickola Overall focus on another critical aspect of social interaction. When we think of social interaction, we also think of social relations – acquaintances, friends, lovers, partners, and enemies. Indeed, personal relationships are, for most of us, often at the heart of life itself. Fitness and colleagues take us on a journey through the development, maintenance, and dissolution of attraction, friendships, and intimate relationships.

Chapters 11 and 12 contrast the good and the bad of humanity. In Chapter 11, C. Daniel Batson, Paul A.M. van Lange, Nadia Ahmad, and David L. Lishner discuss when and how people help other people even to the extent of suffering personal losses. They distinguish between egoism (benefiting another to benefit oneself), altruism (benefiting another as an end in itself), collectivism (benefiting another to benefit oneself), altruism (benefiting another as an end in itself), collectivism (benefiting another to benefit a group), and principlism (benefiting another to uphold a moral principle). In Chapter 12, Craig A. Anderson and L. Rowell Huesmann discuss the environmental and interpersonal roots of human aggression, and emphasize social cognitive theories of aggression. They survey the forms that aggression can take, discuss the influence of age and gender on aggression, and discuss the relationship between situational and biological correlates of aggression.

Chapters 13 and 14 focus on what happens among individuals in a group – that is, group processes. In Chapter 13, Kipling D. Williams, Stephen G. Harkins, and Steve J. Karau discuss the effect of being in a group on performance of a task – do we work better or harder in a group, or are we lazy and more inefficient? They discuss the specific conditions of group life that influence task performance. Groups actively, or more passively through norms, influence our feelings, attitudes, and behaviors. Robin Martin and Miles Hewstone, in Chapter 14, discuss how groups provide a context for us to obey commands, how groups produce norms that we conform to, and how minority groups or groups that we do not belong to can actually change our attitudes and behaviors, and thus contribute to wider social change.

Chapters 15 and 16 focus on what happens among people who are in different social groups – intergroup relations. This final pair of chapters opens with a discussion by Michael A. Hogg and Dominic Abrams, in Chapter 15, of intergroup relations and how they influence and are influenced by collective self-conception and social identity. The theme is continued in Chapter 16 by Stephen C. Wright and Donald M. Taylor, who focus more closely on the important phenomena of discrimination and prejudice, and ways that they can be combated.

The 16 chapters of this *Concise Student Edition* of the *Sage Handbook of Social Psychology* survey what we know about social psychology at the beginning of the third millennium. Although the social psychology research agenda tackles enduring questions about social life, it also responds to the more proximal common life experiences of the scientists who represent the field. The sociohistorical context of the discipline affects the research agenda. Although we certainly are not making predictions of future directions, it is possible to detect in the chapters some common themes and emphases which may give some direction to the field over the next few years. These include a focus on self – how is it formed and changed, what forms does it take, and how does it affect and how is it affected by social cognition and behavior? Affect and emotion form another focus, which is an attempt to shift attention from cold cognitive perceptual processes toward the strong feelings that underpin much of social life.

There is also a growing accent on intergroup relations – how do groups interact with and perceive one another, and how can different groups in society learn to live harmoniously together? Perhaps tied to some extent to recognition of the

intergroup context of social life is a growing concern with understanding the social psychology of morality and justice – an emphasis which focuses on the absolutely central role of justice in social life, but may also eventually confront tricky issues to do with moral relativism and moral absolutism.

Recent scientific and technical developments revolving around DNA sequencing, genome mapping, and fMRI (functional magnetic resonance imaging) have helped provide impetus to another strong new direction in social psychology, social cognitive neuroscience, which seeks to discover the role of brain function and structure in cognition and social behavior. In a related vein, there is a new focus on the evolutionary parameters of social behavior. Social psychologists are asking what adaptive function for the species is served by some general classes of social behavior.

The original handbook of social psychology had a long gestation. The idea was first explored at the annual meeting of the Society of Experimental Social Psychology in Toronto in October 1997. Planning was completed in Princeton during the summer of 1998, and Joel and Mike met up again in March 1999 in Sydney and June 1999 in Princeton. Joel was in Brisbane for sabbatical in 2001, when the final touches were given. Much of the work of liaising with authors and with each other was done by email, but Mike was able to meet fairly regularly with Sage in London, and also on one memorable occasion in San Sebastián in 2002. The idea for a concise student edition was first explored at the Palm Springs meeting of the Society for Personality and Social Psychology in January 2006, followed up in mid-2006 when Joel was once again visiting Mike in Brisbane for sabbatical. The edition was completed after Mike had left Australia and taken up his new position at Claremont Graduate University in Los Angeles.

Editing a handbook is a huge undertaking – we had absolutely no idea just how huge when we set out. We just thought it would be an exciting and scientifically valuable project. We are very grateful to Michael Carmichael, our editor at Sage in London, for keeping us motivated and task-focused, and for being so cheerfully tolerant of the various delays that are inevitable in a project of this magnitude. Throughout, he was enthusiastic and efficient and helpful. We would like to thank Tali Klein and Robert Mirabile, in Princeton, for the invaluable practical help they gave us – they read, commented upon, and copy-edited many of the original chapters. The entire job of editing this book was also made much easier for us because of the people we were working with – a selection of the world's leading social psychologists. Our authors were a joy to work with, and produced chapters that were inspirational to read. Finally, we would like to thank our editorial advisers, Dominic Abrams, Elliot Aronson, and Shelley Taylor, who advised us on the configuration, content, and authorship of chapters and generally gave us encouragement and a sense of confidence in the enterprise.

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