The Sage Handbook of Social Psychology
This book is dedicated to the memory of
Henri Tajfel and Edward E. Jones
Contents

Advisory Board vii
List of Contributors viii
Preface and Introduction xiv
Michael A. Hogg and Joel Cooper

PART ONE  HISTORY AND NATURE OF SOCIAL PSYCHOLOGY  1

1 A Century of Social Psychology: Individuals, Ideas, and Investigations 3
   George R. Goethals

2 Questions and Comparisons: Methods of Research in Social Psychology 24
   Phoebe C. Ellsworth and Richard Gonzalez

PART TWO  INDIVIDUAL PROCESSES  43

3 Social Inference and Social Memory: The Interplay Between Systems 45
   Steven J. Sherman, Matthew T. Crawford, David L. Hamilton, and Leonel Garcia-Marques

4 Stereotyping and Impression Formation: How Categorical Thinking Shapes Person Perception 68
   Kimberly A. Quinn, C. Neil Macrae, and Galen V. Bodenhausen

5 Portraits of the Self 93
   Constantine Sedikides and Aiden P. Gregg

6 Attitudes: Foundations, Functions, and Consequences 123
   Russell H. Fazio and Michael A. Olson
Contents

7 Affect and Emotion
   Joseph P. Forgas and Craig A. Smith

8 Attribution and Person Perception
   Yaacov Trope and Ruth Gaunt

PART THREE INTERPERSONAL PROCESSES

9 Attitude Change
   Penny S. Visser and Joel Cooper

10 Interpersonal Attraction and Intimate Relationships
   Julie Fitness, Garth Fletcher, and Nickola Overall

11 Altruism and Helping Behavior
   C. Daniel Batson, Paul A.M. van Lange, Nadia Ahmad, and
   David L. Lishner

12 Human Aggression: A Social-Cognitive View
   Craig A. Anderson and L. Rowell Huesmann

PART FOUR PROCESSES WITHIN GROUPS

13 Social Performance
   Kipling D. Williams, Stephen G. Harkins, and Steve J. Karau

14 Social-Influence Processes of Control and Change: Conformity, Obedience to Authority, and Innovation
   Robin Martin and Miles Hewstone

PART FIVE INTERGROUP PROCESSES AND SOCIETY

15 Intergroup Behavior and Social Identity
   Michael A. Hogg and Dominic Abrams

16 The Social Psychology of Cultural Diversity: Social Stereotyping, Prejudice, and Discrimination
   Stephen C. Wright and Donald M. Taylor

Index
Advisory Board

Dominic Abrams is Professor of Social Psychology and Director of the Centre for the Study of Group Processes at the University of Kent, England. He is also a Fellow of the Academy of the Learned Societies in the Social Sciences. His research on group processes, intergroup relations, social identity and social cognition is closely associated with the development of the social identity perspective, and he has published widely on these topics. He is co-editor with Michael Hogg of the journal *Group Processes and Intergroup Relations*, and recently edited, with Michael Hogg and Jose Marques, *The Social Psychology of Inclusion and Exclusion* (Psychology Press, 2005). His research focuses on social inclusion and exclusion, developmental aspects of intergroup relations, intergroup deviance, intergroup contact, leadership, subtle forms of sexism, and the impact of alcohol on group processes.

Elliot Aronson is Professor Emeritus at the University of California at Santa Cruz and Distinguished Visiting Professor at Stanford. He has published over 130 research articles and 18 books, including the award-winning *The Social Animal*. His written work has been translated into 16 foreign languages. He is the only person in the history of the American Psychological Association to have received all three of its major academic awards: The National Media Award for Books (1973); the Distinguished Teaching Award (1980); and the Distinguished Research Contribution Award (1999). He has served as President of the Western Psychological Association and President of the Society of Personality and Social Psychology (Division 8) of APA.

Shelley E. Taylor is Professor of Psychology at the University of California, Los Angeles. Author of over 300 publications, Taylor’s research interests centre chiefly on the contribution of socioemotional resources to mental and physical health. She especially studies ‘positive illusions’, namely exaggerated positive views about the self, the world and the future that are protective of health, especially in threatening times. Taylor received both the Early Career Award and the Distinguished Scientific Contribution Award from the American Psychological Association. She was elected to the American Academy of Arts and Sciences and to the National Academy of Science’s Institute of Medicine. She has served as President of the Western Psychological Association and President of the Society of Personality and Social Psychology.
List of Contributors

Michael Hogg is Professor of Social Psychology at Claremont Graduate University, and an Honorary Professor of Psychology at the University of Kent and the University of Queensland. He is also a Fellow of the Society for Personality and Social Psychology, the Society for the Psychological Study of Social Issues, and the Academy of the Social Sciences in Australia. His research on group processes, intergroup relations, social identity and social cognition is closely associated with the development of social identity theory. He has published 240 scientific books, chapters and articles on these topics. He is an associate editor of the Journal of Experimental Social Psychology, co-editor with Dominic Abrams of the journal Group Processes and Intergroup Relations, and senior consulting editor for the Sage Social Psychology Program. Current research focuses on leadership, deviance, uncertainty reduction, vicarious dissonance, and subgroup relations.

Joel Cooper is Professor of Psychology at Princeton University. He has been on the Princeton faculty since receiving his PhD from Duke University in 1969. His major area of interest is the study of cognitive dissonance theory and he has contributed several dozen articles on this topic. Other research interests include the study of persuasion processes in courts of law and gender discrepancies in the use of computers. Currently editor of the Journal of Experimental Social Psychology, he is co-author of a social psychology textbook, co-editor of Attribution and Social Interaction: The Legacy of Edward E. Jones, and author of An Invitation to Cognitive Dissonance.

Nadia Ahmad received her Ph.D. from the University of Kansas in 2005. Her research interests include prosocial behavior, stereotyping and prejudice, and emotion.

Craig A. Anderson is Distinguished Professor of Psychology at Iowa State University. He has authored over 120 professional research articles on a wide range of topics in social, personality and cognitive psychology, such as attribution theory, depression, human inference and social judgment, covariation detection, and aggression. His recent research centers on media violence and human aggression. His new book on Violent Video Game Effects on Children and Adolescents is published by Oxford University Press (2007).

C. Daniel Batson is a professor of Psychology at the University of Kansas. His major area of interest is in the various forms of prosocial motivation. He has
authored four books, including *The Altruism Question* (1991), and more than 100 research articles and chapters, many on helping behavior and the motivation for helping.

**Galen V. Bodenhausen** is Professor of Psychology at Northwestern University in Evanston, Illinois. He is the author of more than 70 scientific articles on the topics of social cognition, social attitudes and intergroup relations. He is the editor of *Personality and Social Psychology Review*.

**Matthew T. Crawford** is a Lecturer in Social Psychology in the Department of Experimental Psychology at the University of Bristol (UK). He obtained his PhD from Indiana University, Bloomington in 2002.

**Phoebe C. Ellsworth** is the Frank Murphy Distinguished University Professor of Law and Psychology at the University of Michigan. After receiving her PhD in Social Psychology from Stanford University in 1970, she taught at Yale and Stanford, and has been at Michigan since 1987. Her major areas of interest are cognition and emotion, psychology and law, and research methods. She is a co-author of *Methods of Research in Social Psychology* (with Elliot Aronson, J. Merrill Carlsmith, and Marti Hope Gonzales), and is a fellow of APA, APS, and the American Academy of Arts and Sciences.

**Russell H. Fazio** received his PhD from Princeton University in 1978. He is currently the Harold E. Burtt Professor of Psychology at Ohio State University. Fazio’s program of research focuses upon attitudes, their formation, accessibility from memory, functional value, and the processes by which they influence attention, categorization, judgment, and behavior. Much of his current research concerns the utility of implicit measures of attitudes and their appropriate interpretation. He served as Editor of the Journal of Experimental Social Psychology from 1999–2002.

**Julie Fitness** is Senior Lecturer in Psychology at Macquarie University, Sydney, Australia. Her primary research interests concern the functions and features of emotions such as love, hate, anger and jealousy within intimate relationships and the workplace. She has published widely on emotion and relationship-related topics and is currently as associate editor of the journal *Personal Relationships*. Her latest book, *From Mating to Mentality: Evaluating Evolutionary Psychology* (co-edited with Kim Sterelny), was published by Psychology Press in 2003.

**Garth Fletcher** is Professor of Psychology at the University of Canterbury, New Zealand. He has published many books, chapters and research articles concerned with the social psychology of intimate relationships, including *The New Science of Intimate Relationships* (2002). He is a fellow of the Royal Society of New Zealand, the Society of Personality and Social Psychology and the American Psychological Society.
Joseph P. Forgas is Scientia Professor of Psychology at the University of New South Wales, Sydney, Australia. His research focuses on the influence of affective and cognitive processes on social judgments and interpersonal behavior. He has published 18 books and over 160 journal articles and chapters. His work has received widespread international recognition, including a DSc degree from Oxford, the Distinguished Scientific Contribution Award by the APS, the Alexander von Humboldt Research Prize, and election to Fellowships by the Association for Psychological Science, the Hungarian Academy of Sciences, the Australian Academy of the Social Sciences, and the Society for Personality and Social Psychology. He is associate editor of the *Frontiers of Social Psychology* series (Psychology Press, New York) and serves on the editorial boards of several leading journals in the field.

Leonel Garcia-Marques is Professor in the Department of Psychology and Educational Sciences at the University of Libson. His main research areas are social cognition and cognitive psychology and include topics such as person memory, stereotypes, hypothesis testing, false memories and collaborative memory. His recent work has appeared in the *Journal of Personality and Social Psychology*, the *Journal of Experimental Social Psychology* and *Group Processes and Intergroup Relations*. He was an associate editor of the *European Journal of Social Psychology* from 1997 to 2001.

Ruth Gaunt is Head of the Social Psychology Program in the Department of Sociology at Bar-Ilan University. After receiving her PhD from Tel-Aviv University, she has been a post-doctoral fellow at Harvard University and at the University of Louvain-la-Nauve. Her research interests include attribution processes, social perception and intergroup relations.

George R. ‘Al’ Goethals assumed the E. Claiborne Robbins Distinguished Professorship in Leadership Studies at the Jepson School of Leadership Studies at the University of Richmond, Richmond, Virginia, starting in 2006. Previously he was for many years professor of psychology at Williams College in Williamstown, Massachusetts, where he was Chair of the Department of Psychology and founding Chair of the Program in Leadership Studies. He has published numerous articles on attitude change, social perception and self-evaluation, and has co-edited volumes on memory, the self, group behavior, and a general theory of leadership. His current research interests concern how college students educate each other, political debates, and perceptions of the presidential leadership of Ulysses S. Grant.

Richard Gonzalez is Professor of Psychology at the University of Michigan, Ann Arbor. His main research area is judgment and decision-making, where he has made both theoretical and applied contributions. He also specializes in methodology and statistics, focusing in particular on data from social interaction.

Aiden P. Gregg is lecturer in the School of Psychology at the University of Southampton, UK. His research interests lie at the interface of self and social
cognition. He is co-author (with Robert P. Abelson and Kurt P. Frey) of Experiments with People: Revelations from Social Psychology.

David L. Hamilton is Professor in the Department of Psychology at the University of California, Santa Barbara. His research interests focus on cognitive and affective processes in social perception, and his work has investigated impression formation, stereotyping, attribution processes and the perception of groups. He has edited or co-edited four books, including Person Memory (1980), Cognitive Processes in Stereotyping and Intergroup Behavior (1981), Affect, Cognition, and Stereotyping (1993), and Social Cognition: Impact on Social Psychology (1994).

Stephen G. Harkins is Professor and Chair of the Department of Psychology of Northeastern University in Boston, Massachusetts. He has published over 50 articles on topics such as social loafing and social facilitation. He edited a volume entitled Multiple Perspectives on the Effects of Evaluation on Performance: Toward an Integration (2001).

Miles Hewstone is Professor of Social Psychology and Fellow of New College, Oxford University. He has published widely on the topics of attribution theory, social cognition, stereotyping and intergroup relations. His current research focuses on the reduction of intergroup conflict. He is co-founding editor of the European Review of Social Psychology, and a former editor of the British Journal of Social Psychology. He is a Fellow of the British Academy and an Honorary Fellow of the British Psychological Society. He was the recipient of the Kurt Lewin Award, for Distinguished Research Achievement, from the European Association for Experimental Social Psychology in 2005.

Phoebe C. Ellsworth is the Frank Murphy Distinguished University Professor of Law and Psychology at the University of Michigan. After receiving her PhD in Social Psychology from Stanford University in 1970, she taught at Yale and Stanford, and has been at Michigan since 1987. Her major areas of interest are cognition and emotion, psychology and law, and research methods. She is a co-author of Methods of Research in Social Psychology (with Elliot Aronson, J. Merrill Carlsmith, and Marti Hope Gonzales), and is a fellow of APA, APS, and the American Academy of Arts and Sciences.

Russell H. Fazio received his PhD from Princeton University in 1978. He is currently the Harold E. Burtt Professor of Psychology at Ohio State University. Fazio’s program of research focuses upon attitudes, their formation, accessibility from memory, fundamental value, and the processes by which they influence attention, categorization, judgement, and behavior. Much of his current research concerns the utility of attitudes and their appropriate interpretation.

Julie Fitness is Senior Lecturer in Psychology at Macquarie University, Sydney, Australia. Her primary research interests concern the functions and features of emotions such as love, hate, anger and jealousy within intimate relationships and
theworkplace. Such has punished widely on emotion and relationship-related topics and is currently as associate editor of the journal *Personal Relationships*. Her latest book, *From Mating to Mentality: Evaluating Evolutionary Psychology* (co-edited with Kim Sterelny), was Psychology Press in 2003.

**Grath Fletcher** is Professor of Psychology at the University of Canterbury, New Zealand. He has published many books, chapters and research articles concerned with the social psychology of intimate relationships, including *The New Science of Intimate Relationships* (2002). He is a fellow of the Royal Society of New Zealand, the society of Personality and Social Psychology and the American Psychological Society.

**Joseph P. Forgas** is Scientia Professor of Psychology at the University of New South Wales, Sydney, Australia. His research focuses on the influence of affective and cognitive processes on social judgments and interpersonal behavior. He has published 18 books and over 160 journal articles and chapters. His work has received widespread international recognition including a DSc degree from Oxford, the Distinguished Scientific Contribution Award by the APS the Alexander von Humboldt Research Prize and election to Fellowships by the Association for Psychological Science, the Hungarian Academy of Sciences the Australian Academy of the Social Sciences and the Society for Personality and Social Psychology. He is associate editor of the *Frontiers of Social Psychology* series (Psychology Press, New York) and serves on the editorial boards of several leading journals in the field.

**Leonel Garcia-Marques** is Professor in the Department of Psychology and Educational Sciences at the University of Libson. His main research areas are social cognition and cognitive psychology and include topics such as person memory, stereotypes, hypothesis testing, false memories and collaborative memory. His recent work has appeared in the *Journal of Personality and Social Psychology, the Journal of Experimental Social Psychology and Group Process and Intergroup Relations*. He Bloomington in 2002.

**L. Rowell Huesmann** is Professor of Psychology and Communication Studies at the University of Michigan and a Senior Research Scientist at the Institute for Social Research where he directs the Aggression Research Program. His research has focused on the psychological foundations of aggressive and antisocial behavior and social-cognitive models to explain aggression. He was the lead author on the 1997 Human Capital Initiative report on the causes of violence and is past President of the International Society for Research on Aggression.

**Steven J. Karau** is Associate Professor of Management at Southern Illinois University, Carbondale. His research focuses on issues such as individual motivation within groups, temporal and situational influences on group interaction and
performance, gender differences in leadership, top management team dynamics and firm performance, and ethical judgments of organizational change initiatives.

**Paul A.M. van Lange** is Professor in Social Psychology at the Free University at Amsterdam, the Netherlands, and director of the Kurt Lewin Institute, an inter-university research school for social psychology and its applications. He also holds a professorship in social psychology at the University of Leiden, and has been an associate editor for the *Journal of Personality and Social Psychology* and the *European Journal of Social Psychology*. His major research interests focus on social interaction and interdependence, examining cooperation and competition, self-enhancement, and prosocial motivation and behavior, including generosity, sacrifice and forgiveness.

**David A. Lishner** received his Ph.D. from the University of Kansas in 2003 and was a Post-Doctoral Fellow at Vanderbilt University from 2003-2005. He is now Assistant Professor of Psychology, University of Wisconsin – Oshkosh. His research focuses on the emotional and motivational aspects of human altruism and on empathy-related processes, employing both self-report and psychophysiological measures.

**C. Neil Macrae** is Professor of Social Cognition at the University of Aberdeen in Scotland. Interested in most aspects of social cognition, his current research focuses on the neural substrates of social-cognitive functioning.

**Robin Martin** is Professor of Social and Organizational Psychology at Aston University, Birmingham, UK. He has served on the faculties of the Universities of Sheffield, Swansea, Cardiff and Queensland, Australia. While at the University of Queensland he was the Director of the Centre for Organizational Psychology. He conducts research in both social and organizational psychology. His current research interests are in attitude change, majority and minority influence, workplace motivation and leadership.

**Michael A. Olson** is an assistant Professor of Psychology at the University of Tennessee. He received his PhD from Indiana University in 2003. His research interests span from attitudes to implicit social cognition to intergroup relations. Currently he is engaged in research investigating implicit measures of attitudes, the processes underlying the formation of classically-conditioned attitudes, and intergroup anxiety in simulated contact situations.

**Nickola Overall** is a Lecturer in Psychology at the University of Auckland, New Zealand. Her research interests include relationship maintenance and regulation, partner support, forgiveness, mate selection, self-perceptions of mate value, relationship attachment, and bias and accuracy. She has published several book chapters and articles on these topics.
Kimberly A. Quinn is currently a Lecturer in the School of Psychology at the University of Birmingham, UK. She earned her PhD from the University of Western Ontario, and then pursued postdoctoral research at Northwestern University and Dartmouth College. Her primary research interests concern the social-cognitive processes implicated in categorical person perception (with emphasis on attentional and memorial processes in face processing and social categorization) and the mental representation of stereotypes.

Constantine Sedikides is Professor of Psychology, University of Southampton, UK. He has authored more than 130 articles and chapters on self and identity, affect and motivation, close relationships, intergroup perception and self-perception and self-evaluation. He has also co-edited eight books or special journal issues on self and identity and intergroup perception. His most recent co-edited books include *Frontiers in social psychology: The self (with Steve Spencer)*, *Individual Self, Relational Self, Collective Self* (with Marilynn Brewer, 2001) and *Intergroup Cognition and Intergroup Behavior* (with John Schopler and Chet Insko, 1998).

Steven J. Sherman is Professor of Psychology at Indiana University, Bloomington. He has authored many journal articles and book chapters in various areas of social psychology, focusing on social cognition, impressions of individuals and groups, judgment and decision-making, attitude formation and change, counterfactual thinking, and teen and adult cigarette smoking.

Craig A. Smith received his PhD from Stanford University in 1986, and is currently an Associate Professor of Psychology and Human Development at Peabody College of Vanderbilt University, Nashville, Tennessee. His research interests concern appraisal, emotion, coping, and adaptation, broadly defined. Current research projects focus, respectively, on explicating the cognitive processes underlying emotion-eliciting appraisals, on documenting the organization of physiological activities in emotion, and on examining coping and adjustment in children with recurrent abdominal pain. He is a Fellow of Division 38 (Health Psychology) of the American Psychological Association. He currently serves as Editor of the journal *Cognition and Emotion*.

Donald M. Taylor is a Professor of Psychology at McGill University. He has published extensively in the social psychology of intergroup relations. His particular focus is the plight of disadvantaged groups, involving projects in Aboriginal communities, South Africa and Indonesia. His most recent book is entitled *The Quest for Identity* which is published by Praeger.

Yaacov Trope is a professor of Psychology at New York University. He has co-edited two books and published numerous articles and chapters on topics that include person perception, motivation and cognition, self-control, and judgment and decision-making. He is co-editor of *Dual-Process Theories in Social Psychology*. 
Penny S. Visser is an associate professor in the Department of Psychology at the University of Chicago. Her research focuses primarily on the structure and function of attitudes, including the dynamics of attitude formation and change, the impact of attitudes on thought and behavior, the antecedents and consequences of attitude strength, and issues associated with attitude measurement and research methodology.

Kipling D. Williams is Professor of Psychological Sciences at Purdue University. He has authored or edited eight books on topics that include social self, social motivation and social cognition, and psychology and law. He has published over 80 articles and chapters on topics in group performance, social influence, aggression, ostracism, psychology and law, and Internet research. His books include The Social Outcast: Ostracism, social exclusion, rejection, and bullying (2005) Ostracism: The Power of Silence (2001), and Psychology and Law: An Empirical Perspective (2005).

Stephen C. Wright is Professor and Canada Research Chair in Social Psychology at Simon Fraser University. He received his PhD from McGill University, and spent 12 years at the University of California, Santa Cruz. His research focus on intergroup relations, specifically the consequences of membership in stigmatized groups, antecedents and barriers to collective action, prejudice and its reduction, and minority languages and cultures. He has served as Associate Editor for Personality and Social Psychology Bulletin, and is on the editorial boards of numerous scholarly journals. His work has been published widely in scholarly volumes and social, educational, and cross-cultural psychology journals.
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.

October 2006

Michael A. Hogg, Los Angeles
Joel Cooper, Princeton