

Exploring Social Psychology

NINTH EDITION



David G. Myers

Hope College

Jean M. Twenge

San Diego State University

**Mc
Graw
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EXPLORING SOCIAL PSYCHOLOGY, NINTH EDITION

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About the Authors



Since receiving his Whitworth University BA and his University of Iowa PhD, David Myers has professed psychology at Michigan's Hope College. Hope College students have invited him to be their commencement speaker and voted him "outstanding professor."

With support from National Science Foundation grants, Myers's research has appeared in some three dozen scientific books and periodicals, including *Science*, the *American Scientist*, *Psychological Science*, and the *American Psychologist*.

He has also communicated psychological science through his articles appearing in four dozen magazines, from *Today's Education* to *Scientific American*, and through his 17 books, including *The Pursuit of Happiness* and *Intuition: Its Powers and Perils*.

Myers's research and writings have been recognized by the Gordon Allport Prize, by an "honored scientist" award from the Federation of Associations in the Brain and Behavioral Sciences, and by the Award for Distinguished Service on Behalf of Personality-Social Psychology.

He has chaired his city's Human Relations Commission, helped found a center for families in poverty, and spoken to hundreds of college and community groups. In recognition of his efforts to transform the way America provides assistive listening for people with hearing loss (see hearingloop.org), he has received awards from the American Academy of Audiology, the Hearing Loss Association of America, and the hearing industry.

David and Carol Myers have three children and one grandchild.

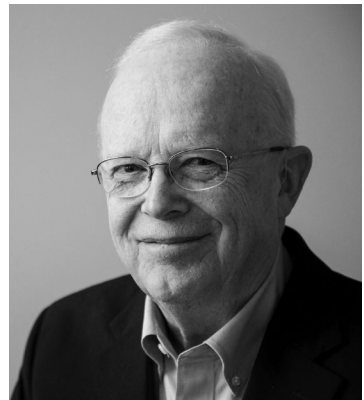


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As Professor of Psychology at San Diego State University, Jean M. Twenge has authored in more than 150 scientific publications on generational differences, cultural change, technology and well-being, social rejection, gender roles, self-esteem, and narcissism. Her research

has been covered in *Time*, *Newsweek*, the *New York Times*, *USA Today*, *U.S. News and World Report*, and the *Washington Post*; she has been featured on *Today*, *Good Morning America*, *CBS This Morning*, *Fox and Friends*, *NBC Nightly News*, *Dateline NBC*, and National Public Radio.

She summarized this research for a broader audience in the books *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood*; *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*; and *The Narcissism Epidemic: Living in the Age of Entitlement* (coauthored with W. Keith Campbell). She has written for general audiences on several websites and magazines, including a piece for *The Atlantic* that was nominated for a National Magazine Award.

She frequently gives talks and seminars on generational differences to audiences such as college faculty and staff, high school students and their parents, military personnel, camp directors, and corporate executives.

Dr. Twenge grew up in Minnesota and Texas. She holds a BA and MA from the University of Chicago and a PhD from the University of Michigan. She completed a postdoctoral research fellowship in social psychology at Case Western Reserve University. She lives in San Diego with her husband and three daughters.



Photo courtesy of Sandy Huffaker, Jr.

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Preface



This is a book I (David) secretly wanted to write. I have long believed that what is wrong with all psychology textbooks (including those I have written) is their overlong chapters. Few can read a 40-page chapter in a single sitting without their eyes glazing and their mind wandering. So why not organize the discipline into digestible chunks—say forty 15-page chapters rather than fifteen 40-page chapters—that a student could read in a sitting, with a sense of completion?

Thus, when McGraw-Hill psychology editor Chris Rogers first suggested that I abbreviate and restructure my 15-chapter, 600-page *Social Psychology* into a series of crisply written modules, I said “Eureka!” At last a publisher willing to break convention by packaging the material in a form ideally suited to students’ attention spans. By presenting concepts and findings in smaller bites, we also hoped not to overload students’ capacities to absorb new information. And, by keeping *Exploring Social Psychology* slim, we sought to enable instructors to supplement it with other reading.

As the playful module titles suggest, my coauthor, Jean Twenge, and I have also broken with convention by introducing social psychology in an essay format. Each is written in the spirit of Thoreau’s admonition: “Anything living is easily and naturally expressed in popular language.” Our aim in the parent *Social Psychology*, and even more so here, is to write in a voice that is both solidly scientific and warmly human, factually rigorous and intellectually provocative. We hope to reveal social psychology as an investigative reporter might, by providing a current summary of important social phenomena, by showing how social psychologists uncover and explain such phenomena, and by reflecting on their human significance.

In selecting material, we have represented social psychology’s scope, highlighting its scientific study of how we think about, influence, and relate to one another. We also emphasize material that casts social psychology in the intellectual tradition of the liberal arts.

By the teaching of great literature, philosophy, and science, liberal education seeks to expand our thinking and awareness and to liberate us from the confines of the present. Social psychology can contribute to these goals. Many undergraduate social psychology students are not psychology majors; most will enter other professions. By focusing on humanly significant issues such as belief and illusion, independence and interdependence, love and hate, we aim to present social psychology in ways that inform and stimulate all students.

The new ninth edition features updated coverage throughout. This includes, for example, the following:

- New organization of material on genes, culture, and gender
- More coverage of the role of technology in social interaction
- Updated statistics throughout
- New material on gender fluidity and transgender individuals
- New material on who is more likely to help
- Updated coverage of climate change and the social psychology of sustainability

The ninth edition of *Exploring Social Psychology* is now available online with Connect, McGraw-Hill Education's integrated assignment and assessment platform. Connect also offers SmartBook[®] 2.0 for the new edition, which is an adaptive reading experience proven to improve grades and help students study more effectively. All of the title's website and ancillary content is also available through Connect, including:

- A full Test Bank of multiple-choice questions that test students on central concepts and ideas in each module
- An Instructor's Manual for each module with full module outlines, sample test questions, and discussion topics
- Lecture Slides for instructor use in class

Social Psychology

harnesses the power of data to improve the instructor and student course experiences:

BETTER DATA, SMARTER REVISION, IMPROVED RESULTS

For this new edition, data were analyzed to identify the concepts students found to be the most difficult, allowing for expansion upon the discussion, practice, and assessment of challenging topics. The revision process for a new edition used to begin with gathering information from instructors about what they would change and what they would keep. Using these reviews to provide guidance, authors would revise the material. But now, a new tool has revolutionized that model. McGraw-Hill Education authors now have access to student performance data to analyze and to inform their revisions. The data are anonymously collected from the many students who use SmartBook® 2.0, the adaptive learning system that provides students with individualized assessment of their own progress. Because virtually every text paragraph is tied to several questions that students answer while using SmartBook 2.0, the specific concepts with which students are having the most difficulty are easily pinpointed through empirical data in the form of a “heat map” report.

The Heat Map Story

- STEP 1.** Over the course of three years, data points showing concepts that caused students the most difficulty were anonymously collected from McGraw-Hill Connect® for Social Psychology’s McGraw-Hill SmartBook 2.0 adaptive learning system.
- ↓
- STEP 2.** Dave Myers and Jean Twenge were provided with data from SmartBook 2.0 that graphically illustrated “hot spots” in the text impacting student learning.
- ↓
- STEP 3.** The authors used this “heat map” data to refine content and reinforce student comprehension in the new edition. Additional quiz questions and assignable activities were created for use in Connect to further support student success.
- ↓
- RESULT:** With empirically based feedback at the paragraph and even sentence level, the authors developed the new edition using precise student data to pinpoint concepts that caused students to struggle.

ACKNOWLEDGMENTS

We are indebted to the community of scholars who have guided and critiqued the evolution of this material through thirteen editions of *Social Psychology*, and thus through nine editions of *Exploring Social Psychology*. These caring colleagues, acknowledged individually in *Social Psychology*, 13th Edition, have enabled a better book than we, alone, could have created.

We are grateful not only to Chris Rogers, for venturing this book, but also to product developer Elisa Odoardi, editorial coordinator Emily Schlapp, and development editor Sarah Paratore, and the entire answersource development team for supporting us throughout the revision process.

At Hope College, Kathryn Brownson helped organize the *Social Psychology*, 13th Edition material into these modules and prepare them for production. Her leadership and editorial skill enriched this book and eased our task.

Finally, we pay tribute to two significant people. Were it not for the invitation of McGraw-Hill's Nelson Black, it surely never would have occurred to me [DM] to try my hand at text writing. Poet Jack Ridl, my Hope College colleague and writing coach, helped shape the voice you will hear in these pages.

To all in this supporting cast, we are indebted. Working with all these people has made our work a stimulating, gratifying experience.

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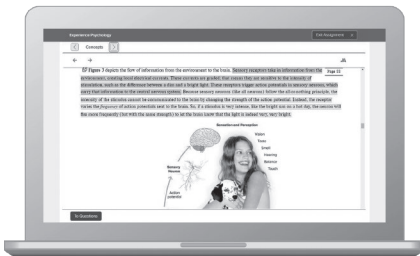


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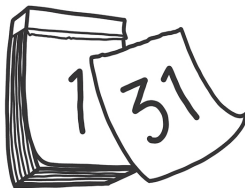
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