**THE PSYCHOLOGY OF SELF**

***Self-Concept, Self-Esteem, and Self-Actualizing***

**A. LEARNING OBJECTIVES: After reading this chapter, you should be able to:**

1. Define personality and the different aspects personality entails

2. Compare and contrast self-concept and self-esteem

3. Explain the importance of humanistic psychology and how it came about

4. Describe Abraham Maslow’s hierarchy of needs

5. Describe the personality style of highly self-actualizing persons

6. Describe the major goals of positive psychology

7. State the differences between “happiness” and “pleasure”

**B. TRUE/FALSE ITEMS.** Mark each statement below *T for true* or *F for false*. Where it is false, it is followed by a more accurate statement in **boldface.**  All the statements refer to prejudice and discrimination.

1. Personality has to do with every dimension of existence except our genetics. T **F**

**Personality has to do with every dimension of human experiencing including genetics.**

2. Self-esteem has to do with factual information such as age, gender, occupation, etc. T **F**

**Self-esteem has to do with our we *feel* about ourselves.**

3. Self-concept is how we think about ourselves. **T** F

4. Most of us are a combination of positive and negative self-esteem. **T** F

5. It is easy to enhance our self-esteem. T  **F**

**It is difficult to enhance our self-esteem.**

6. Our self-concept is enhanced when we obtain a college degree. **T** F

7. For most people, self-esteem is lowest during the high school years. **T** F

8. People who believe they were born unlucky have an internal locus-of-control. T **F**

**People who believe they were born unlucky have an external locus-of-control.**

9. People who think their lives can’t get any better have an external locus-of-control. **T** F

10. People with low self-esteem like to be complimented. T  **F**

**People with low self-esteem distrust compliments.**

**C. NAMES, TERMS, AND CONCEPTS TO ASSOCIATE**

A. Self-actualizing 1 . . . . . Diagnosis of person, etiology of plane crash (J)

B. Positive psychology 2 . . . . . Fate, predestination, astrology charts (H)

C. Happiness 3 . . . . . Professional term for thinking (I)

D. Pleasure 4 . . . . . Abraham Maslow (G)

E. Self-concept 5 . . . . . Seventh level of hierarchy of needs (A)

F. Lowest self-esteem 6 . . . . . A temporary “fix” against bad feelings (D)

G. Hierarchy of needs 7 . . . . . An extension of humanistic psychology (B)

H. External locus-of-control 8 . . . . . How we *think* about ourselves (E)

I. Cognition 9 . . . . . A permanent feeling of well-being (C)

J. Case study 10 . . . . . High school (F}

**C. MULTIPLE-CHOICE ITEMS. Choose the most appropriate response. Page**

1. Cognition is the professional term for: 2

a. physical functioning **b. mental functioning**

c. emotional functioning d. total functioning

2. Psychologists define personality as all of the following except: Tip 1.2 2-3

a. uniqueness b. dynamic organization

**c. public image** d. generally consistent and recognizable

3. Which of the following best defines self-esteem? 3-4

a. our educational achievement b. how other people think about us

**c. how we feel about ourselves** d. statistical data on ourselves

4. How we identify ourselves in terms of age, gender and race are components of our: 3

**a. self-concept** b. worldview

c. self-esteem d. self-confidence

5. Positive self-esteem has been correlated with all the following except: 3-4

a. an optimistic worldview

b. willingness to enter into new and challenging situations

c. being able to accept critical suggestions from others

**d. a tendency to blame others for problems**

6. Negative self-esteem has been correlated with all the following except: 4

a. feelings of depression, helplessness, and the inability to cope

b. rejection of other people (family, friends, admirers)

**c. appreciation when people complement them**

d. acting tough to hide feelings of inadequacy

7. Most people have \_\_\_\_\_ . 5

a. positive self-esteem b. negative self-esteem

c. low self-esteem **d. a combination of high and low esteem**

8. The time of lowest self-esteem for most people is during the \_\_\_\_\_ years. 6

a. grade school **b. high school**

c. college d. adult

9. Which of the following statements reflects an internal locus of control? 7

a. "It's no use even trying. I've been a failure all my life."

b. "Somebody up there must like me."

**c. "If I want to pass this course, I better hit the books."**

d. "What I say is if a bullet's got your name on it, that's it!--so what the hell!"

10. Which of the following statements reflects an external locus of control? 7

**a. “Somebody up there must like me.”**

b. “If at once you don’t succeed, try, try again.”

c. “I worked hard to get this award.”

d. “I wonder what I did to get such a low grade.”

11. The \_\_\_\_\_ theory of human nature considers the human species as not much more 9

than an intelligent ape:

a. humanistic **b. reductionist**

c. Third Force d. all of the above

12. Gordon Allport's term *human becomings* means: 9

a. We are never fully developed.

b. We have as yet to reach our predestined evolution.

c. We are an immature species.

**d. We are always in a state of growth and evolution.**

13. The psychologist who formulated the concept of self-actualizing was: 10

a. Sigmund Freud b. Gordon Allport

**c. Abraham Maslow** d. Martin Seligman

14. Being highly self-actualizing indicates that we: 10-12

a. have achieved everything that we can achieve.

b. have reached a permanent and stable level of existence.

c. have risen above "the human condition" of pain and suffering.

**d. are becoming everything we can become.**

15. Listening to the TV news and reading the daily newspaper meet our \_\_\_\_\_ needs. 11

a. safety b. esteem

**c. cognitive**  d. aesthetic

16. Our esteem needs are generally met through: 11

a. a loving family. b. financial security.

**c. productive work** d. a safe environment.

17. The case study method of research has the advantage of: 12

a. having a large number of subjects.

b. being highly generalizable to a larger population.

c. being economical in terms of time and money.

**d. being an in-depth study of a person or unique event.**

18. What of the following is an example of the case study method? 12

a. Studying a child in order to determine reading difficulties.

b. Determining the reason for the crash of an airplane.

c. Investigating a suicide or homicide.

**d. All of the above.**

19. Which of the following situations does not use the case study research methodology? 12

a. car, plane, and train accidents b. forensic science to solve a murder

c. diagnosis of a person’s illness **d. determine public opinion**

20. A further thrust of humanistic psychology is called: 15

a. reductionist theory b. psychology of happiness

c. mechanistic theory **d. positive psychology**

21. Which of the following is accurate concerning happy people? 15-16

a. They pursue pleasure. **b. They are friendly and outgoing.**

* 1. They are hedonistic. d. All of the above.

22. Studies of wealthy people and nations reveal which of the following? 15-16

a. The wealthier the nation, the higher the subjective well-being of its citizens.

b. Lottery winnings make people happier until the money runs out.

c. The Forbes list of the 100 richest persons are significantly happier than the rest of us.

**d. With a modicum of financial security, more and more money doesn’t make us happier.**

23. Happy people have been described as all of the following except: 15-16

a. friendly and outgoing b. of high moral/ethical fiber

c. find joy in service **d. in lively pursuit of pleasure**

**E. LEARNING OBJECTIVES. After studying this chapter, you should now be able to:**

**LEARNING OBJECTIVE 1: Define personality and the many different aspects it entails.**

Many factors influence our personality style. One set of facts has to do with how we come into this world: our genetics, our gender and the culture we are born into. From our parents we inherent certain physical and emotional characteristics. The culture we are born into has certain gender expectations for males and females. Later, our subcultures of job or profession will influence how we dress, how we speak, our demeanor, our moral/ethical values, and how we behave toward others. Our personality is also influenced by such factors as our health and our self-concept and self-esteem. Our health is important: If we are ill, we will act quite differently from our usual behavior. Our self-esteem will make a difference in how we interact with others and deal with problems. In fact, personality includes every dimension of the human experience, including what we know about ourselves (our conscious self-awareness) and what we don’t know about ourselves (the unconscious aspects).

**LEARNING OBJECTIVE 2: Compare and contrast self-concept and self-esteem.**

Self-concept is how we *think* about ourselves. It has to do with the kinds of information that is asked for on an application or census, such as gender, age, marital status, educational degrees, and socioeconomic level. Self-esteem, on the other hand, has to do with how we *feel* about ourselves. We can have positive or negative self-esteem, which influences how we interact with others and how we meet the challenges of life. With every achievement, our self-concept is enhanced. It is not as easy, however, to enhance our self-esteem. Furthermore, our self-esteem is battered almost every day of our lives. Our self-esteem is generally lowest during high school. Fortunately, there is no better time to work on self-esteem than at college for it is here that students learn more about themselves, develop their talents, and acquire better communication skills.

**LEARNING OBJECTIVE 3: Explain the importance of the humanistic movement and how it came about.**

In the first half of the twentieth century, scientific psychology was dominated by two forces: experimental studies with animals and the study of abnormal personality (generally inmates of prisons or mental hospitals). We also knew a little something about the “Average” college student. But we knew very little about highly intelligent and creative individuals who were being successful in their everyday professional and personal lives. Then, just after World War II, Abraham Maslow spearheaded the “Third Force” movement which was to study, not animals but people, not just the abnormal or Average person but people who were (to use Maslow’s term) the “shining lights” of society. Just a few years earlier, Gordon Allport had urged us to think of ourselves, not just as conditioned robots or intelligent rats, but as *human becomings* who grow, mature, and evolve throughout our lives. Now, in the early 1950s, Abraham Maslow reported on his study of highly self-actualizing people and his construction of a seven-level hierarchy of needs (motivations). The study of healthy and creative people finally became a legitimate psychological topic for scientific investigation.

**LEARNING OBJECTIVE 4: Describe Abraham Maslow’s hierarchy of needs.**

Maslow agreed with the “rat psychologists” that humans have some of the same basic needs as other species, such as the need for food, water, shelter from the cold and rain, and so on. He referred to these needs as our “animal needs.” But, said Maslow, our species, also have other higher human needs. Eventually, Maslow constructed a seven-level hierarchy of needs (motivations) which started with the two lower-level animal needs, which he called the physiological needs and the safety and security needs. After that, in ascending order, the human need levels are the love-and-belonging needs, the esteem needs, the cognitive needs, the aesthetic needs, and finally the highest level of all, the self-actualizing needs. Notice the use of the present progressive tense (-ing) indicating that self-actualizing is never completely achieved. According to Maslow, self-actualizing is a continual process of discovering, growing, and evolving. He also added that these levels are not permanent achievements. Under conditions of poverty, stress, illness, drugs, etc., we can slide down the hierarchy as well as ascend.

**LEARNING OBJECTIVE 5: Describe the personality style of highly self-actualizing persons,**

Maslow studied people he described as being at the highest level of his hierarchy of needs. Maslow’s highly self-actualizing subjects were both historical and living. He described them as not only being able to formulate their life-career goals, but to achieve (actualize) them. They are not immune to the problems that visit all of us from time-to-time but, when they do experience personal setbacks and tragedies, they are able to rebound swiftly. They have a strong internal locus of control. Not only were they productive and creative, Maslow described them as the “shining lights” of their society. They were people who could pursue their goals and dreams, but they were not simply hedonistically self-serving. They were also concerned for all humankind and sought to enable others within our society to grow and evolve.

**LEANING OBJECTIVE 6: Describe the major thrusts of positive psychology.**

Maslow described a hierarchy of needs and human motivation, the highest level of which he called self-actualizing. He described highly self-actualizing persons but he didn’t say how the rest of us could become self-actualizing. It wasn’t until the 1980s that a group of psychologists, who called themselves positive psychologists, began reporting on the factors that make for happiness and a sense of well-being in people. What they have discovered thus far is that having a lot of money is not a sufficient ingredient for happiness. Given a modicum of financial security, having a lot more money or winning the lottery does not provide people with permanent happiness. Positive psychology is endeavoring to discover how the rest of us can become self-actualizing. Another thrust of positive psychology is not only to discover the causes of poverty, conflict, and war, but also to diminish or even eradicate them. An unusual aspect of this movement is that positive psychologists are inviting people from any and all professions and all walks of life to join them as “co-conspirators.” What is so unusual about this invitation is that, ordinarily, to be members of psychological associations, people are required to have the necessary credentials in psychology. Martin Seligman, President of the APA in 1998, is making positive psychology an interdisciplinary and international association open to any and all persons who want to make this a better world.

**LEARNING OBJECTIVE 7: Be able to state the differences between happiness and pleasure.**

The positive psychologists describe happiness as a relatively permanent emotional state and pleasure as a temporary emotional state. For example: A child gets pleasure from a lollipop and becomes unhappy when the lollipop has been eaten and is “all gone.” For example: Alcoholic and drug-addicted people get temporary relief from their anxieties, but when the effect of the alcohol or drugs wears off, so does the pleasure. Unhappy people need constant “fixes” to maintain a pleasurable state. Happy people do not need pleasurable “fixes” to maintain their joy in the world. Nor do they need sizable material wealth for happiness. Their sense of well-being is deeply rooted in strong moral/ethical values and service to others. They understand that happiness comes not from the “good life” of unbridled hedonism, but from a life that is good.

**Chapter 2 THE SELF IN SOCIETY**

***How Groups Affect Our Attitudes and Behaviors***

**A. LEARNING OBJECTIVES. After studying this chapter, you should be able to:**

1. Specify the major differences between prejudice and discrimination

2. Describe the character traits of Adorno’s authoritarian personality

3. Identify the conclusions and implications of Asch’s conformity experiments

4. Identify the conclusions and implications of Milgram’s obedience experiments

5. Identify the observations and implications of Zimbardo’s prison experiment

6. Identify the observations and implications of Darley and Latane’s studies of the bystander effect

7. Identify the implications of the attribution bias studies

8: In terms of the classic studies of social psychology, describe what attracts people to cults and hate groups.

**B. TRUE/FALSE ITEMS.** Mark each statement below T for true or F for false. Where the statement is false, it is followed by a true statement in **boldface.** Consider each item below as descriptive or nondescriptive of highly self-actualizing and transcending personalities.

1. They set goals for themselves and work all their lives to achieve them. **T** F

2. They have an external locus-of-control. T **F**

**They have an internal locus-of-control.**

3. They are able to recover quickly from setbacks and crises. **T** F

4. They are good judges of character despite outward appearances. **T**  F

5. They adopt ideologies and dogma easily. T **F**

**They prefer to think and act independently.**

6. They are highly deindividuated. T **F**

**They are highly individuated**

7. They obey authority without question. T **F**

**They question authority.**

8. They rank high in authoritarianism. T **F**

**They rank low in authoritarianism**

9. They have a multicultural worldview **T** F

10. They are life-long learners. **T** F

**C. NAMES, TERMS, AND CONCEPTS TO ASSOCIATE**

A. Philip Zimbardo 1 . . . . . Studies of conformity (B)

B. Solomon Asch 2 . . . . . Self-actualizing persons ( I )

C. Stanley Milgram 3 . . . . . Prison experiment (A)

D. Emile Durkheim 4 . . . . . Deindividuation (G)

E. Darley and Latane 5 . . . . . Authoritarian personality (F)

F. Teodor Adorno 6 . . . . . Bystander effect (E)

G. Carl Jung 7 . . . . . Murdered in New York City (H)

H. Kitty Genovese 8 . . . . . Studies of obedience (C)

I. Abraham Maslow 9 . . . . . Noogenic neurosis (J)

J. Viktor Frankl 10 . . .. . Early studies of suicide (D)

**D. MULTIPLE-CHOICE ITEMS. Choose the most appropriate response. Page**

1. The group we are born into or raised in (our immediate family) is called our: 27

**a. primary group** b. secondary group

c. influential group d. referent group

1. Our network of friends and associates constitute our: 27

a. primary group **b. secondary groups**

c. influential group d. referent group

1. The groups we would like to belong to are called: 26

a. primary groups b. secondary groups

c. influential groups **d. referent groups**

1. The F-Scale is an instrument by which to measure: 27

a. obedience **b. authoritarianism**

c. conformity c. open-mindedness

1. Which of the following statements would authoritarian personalities disagree with? 28
   * 1. “Obedience and respect for authority are important for children to learn.”

b. “AIDS is God’s punishment for homosexuality.”

**c. “We should respect our multicultural diversity.”**

d. “We have too many immigrants in this country.”

1. Which of the following personality traits is not characteristic of authoritarianism? 28

a. They follow authority blindly and obediently.

b. They are harshly judgmental of others, particularly minority groups.

**c. They have positive self-esteem.**

d. Their thinking is dogmatic and stereotypic.

1. Holding a set of beliefs to be true and absolute without evidence is called: 28

**a. dogmatism** b. obedience

c. stereotyping d. either/or thinking

1. Assumptions about a person because of the cultural group he belongs to is called: 29

a. dogmatism b. obedience

**c. stereotyping** d. either/or thinking

1. Categorizing people as all good or all bad is called: 29

a. dogmatism b. obedience

c. stereotyping **d. either/or thinking**

1. The most common kind of stereotyping has to do with which of the following? 29

a. race **b. gender**

c. profession d. religion

1. A dogmatic position tends to put the \_\_\_\_\_ before the \_\_\_\_\_ . 30

a. means/ends **b. ends/means**

c. questions/answers d. answers/questions

12. In a democracy, we put the \_\_\_\_\_ before the \_\_\_\_\_ . 30

**a. means/ends** b. ends/means

c. questions/answers d. answers/question

13. Prejudice has to do with \_\_\_\_\_ while discrimination has to do with \_\_\_\_\_ . 31

**a. belief/behavior** b. behavior/belief

c. means/ends d. ends/means

1. Which of the following statements is most accurate? 31

a. Prejudice and discrimination are always negative.

b. Discrimination can be positive or negative but prejudice is always negative.

c. Prejudice and discrimination can be either positive or negative.

**d. Prejudice can be positive or negative but discrimination is always negative.**

1. An African-American female on a jury is most likely to believe a/an: 31

a. Caucasion female  **b. African-American female**

c. African-American male d. Caucasion male

1. Scapegoating can be consider as: 31

a. positive prejudice b. negative prejudice

c.  **discrimination** c. positive discrimination

1. Which of the following is not an example of discrimination? 31

a. Treating minorities different from the dominant cultural group.

**b. Believing that racially different cultures are inferior.**

c. Requiring police officers to be 5' 9" or above.

d. The almost complete genocide of Native Americans.

1. According to evolutionary psychology, which of the following is not true of prejudice? 32

a. It is instinctive in human nature.

**b. It is easy to get rid of our prejudice.**

c. Everyone is prejudiced to some degree..

d. Trying to rid ourselves of prejudice results in the rebound effect.

1. Trying consciously to eliminate our prejudicial thinking may only result in: 32

a. becoming depressed b. the increase in discrimination

c. an increase in scapegoating **d. the rebound effect**

1. Prejudice decreases as: 32

a. personal wealth increases b. national unemployment increases

**c. years of education increases** d. welfare roles increase

1. Decreasing prejudice is associated with: 32

**a. more education** b. more personal wealth

c. increasing age d. strongly held religious identity

1. In Asch’s studies of conformity, which of the following was true? 33

a. Only 5 percent of the subjects caved in to public pressure.

b. One was a stooge but the other subjects were real.

**c. Five of the six subjects were stooges.**

d. If the subject held out against public pressure, the stooges congratulated him.

1. The real subject in Asch’s studies of conformity was more able to resist public pressure if: 33

**a. one person agreed with him** b. he was a senior in college

c. he did not wear glasses d. he was in medical school

1. About \_\_\_ percent of Asch’s subjects did not conform no matter how much public 33

pressure was applied:

a. five b. ten

**c. twenty-five** d. forty-five

1. In Milgram’s studies of obedience, subjects tended to: 34

a. rebel against authority b. get angry but not rebel

c. disobey authority **d. obey authority**

1. Milgram’s studies of obedience suggest all the following except: 34

**a. Most people have a resistance to authority.**

b. Most people respect authority.

c. Most people will blindly obey authority.

d. Most people will obey authority even if they disagree with it.

1. Which statement is not one of Milgram’s conclusions to his obedience studies? 35

a. Most people will do things simply because some authority tells them to do so.

b. Between obeying authority and not hurting someone, most people obey authority.

c. Nazis may have committed atrocities simply because they were obeying authority.

**d. Fortunately, independent thinking is a built-in attribute of democratic citizens.**

1. Zimbardo’s prison experiment was designed to study the effect of: 35-36

**a. social roles** b. obedience to authority

c. bystander effect d. individuation

1. Zimbardo’s prison experiment supports all of the following statements except: 35-36

a. the dehumanizing effect of a demeaning environment upon the individual

b. the powerful effect of our social roles

**c. people in authority naturally try to protect subordinates**

d. absolute power corrupts absolutely

1. Which of the following is true concerning the ethics of research? 37

a. Once subjects have agreed to participate in a study, they may not resign.

b. Subjects may be placed in demeaning situations provided they are debriefed later.

**c. Host institutions must give consent for the research.**

d. Subjects should never be told anything about the nature of the research beforehand.

1. Research ethics forbid researchers to do all the following except: 37

a. physically hurt the person

**b. inform the subjects about the general area of the research beforehand**

c. put the subjects through demeaning situations

d. tricking people about what the study is all about

1. Carl Jung explained “mob psychology” in terms of: 37-38

a. individuation  **b. deindividuation**

c. internal locus-of-control d. external locus of control

1. Uniformity of clothes, darkness, masks, and lack of personal identity all contribute 38

to the \_\_\_\_\_ of the Klu Klux Klan members.

**a. deindividuation** b. rebelliousness

c. individuation d. obedience

1. The Genovese murder was the stimulus for investigations concerning: 38-39

**a. the bystander effect** b. deindividuation

c. the effect of social roles d. social loafing

1. Darley and Lantane discovered that people are more willing to help others when: 38-39

a. there are a lot of people in the vicinity of the victim

b. they are not pressed for time

**c. there is no one around to help the victim**

d. the victim is in plain sight of passersby in a city

1. The phenomenon called social loafing is partly explained by: 39

a. reductionism b. individuation

c. the bystander effect **d. diffusion of responsibility**

1. Diffusion of responsibility is increased when: 38-39

a. time is limited **b. group membership is increased**

c. time is unlimited d. group membership is decreased

1. Attribution bias proposes that when a competitor succeeds where we don’t: 39-40

a. we attribute her success to her good character

**b. we attribute her success to knowing someone in authority**

c. we attribute our failure to not knowing someone in authority

d. we attribute both her success and our failure to character attribution

**E. LEARNING OBJECTIVES. Now that you have studied this chapter, you should be able to:**

**LEARNING OBJECTIVE 1: Specify the Major Differences Between Prejudice and Discrimination.**

Prejudice has to do with what we believe whereas discrimination is how we act on what we believe. Prejudice can be either positive or negative. Positive prejudice has to do with identifying with someone similar to ourselves in age, gender, race, and other personality characteristics. Negative prejudice has to with assigning negative personality traits to people who are dissimilar to ourselves. Discrimination, which has to do with treating two or more groups differently, however, can only be negative. Most of us are familiar with extreme cases of discrimination, such as the scapegoating of minorities, but discrimination can be much more subtle. If one of the job requirements for being a police officer is to be at least 5' 10" tall, we are automatically discriminating against women. Consciously trying to eliminate our prejudicial thinking tends to result in the rebound effect. We may not be able to eliminate our prejudicial thinking, but we can at least avoid actions that discriminate against others.

**LEARNING OBJECTIVE 2: Describe the character traits of Adorno’s authoritarian personality.**

Horrified by what he was witnessing in his native land of Germany under the Nazi regime, Teodor Adorno fled to the United States. After World War II, he began an investigation into the question of whether Americans could be as authoritarian as the Nazis. He devised a questionnaire, the F-Scale, which he administered to prisoners and prison guards, and compared the results with the general population. Surprisingly, there was little difference in the amount of authoritarianism between the prisoners and the prison guards and not much difference from the general population. He described the authoritarian personality as demanding obedience from subordinates but very submissive to superiors, and highly prejudiced toward others who represent other ethnic backgrounds. As well, he described the cognitive shortcuts of the authoritarian personality as dogmatic, stereotypic, and rigidly either/or categorical. He concluded that being raised in the very bastions of democracy was not a guarantee of democratic and open-minded thinking.

**LEARNING OBJECTIVE 3: Identify the observations and implications of Asch’s conformity experiments.**

Solomon Asch investigated how college students would respond to public pressure. He set up a situation in which a real Subject was put into a group of about five or six other students who were really confederates of the experimental team. The task they were given was to match a line to other lines. In the beginning all went well, but after a few trials, the Subject found he was in disagreement with the rest of the group. Would he speak out as a “minority of one?” Or would he cave in to public pressure? In the beginning, about 35 percent of the Subjects caved in but when the other students began to jeer and make derisive remarks, the percentage went up to 75 percent. When asked later why they went against their own opinions, the Subjects would respond in two ways. Either they were having trouble seeing (maybe something wrong with the lights) or they just didn’t want “to make waves.” It is difficult to take a stand against an overwhelming majority. However, if the research team set up the situation so that the Subject had one ally who agreed with him, the Subject was more able to stand up to public pressure. As it is said, *a good friend is a strong defense*.

**LEARNING OBJECTIVE 4: Identify the conclusions and implications of Milgram’s obedience experiments.**

Stanley Milgram was another social scientist horrified by the atrocities of war (this time the Vietnam war) by soldiers who were “only obeying orders.” Asch set up a series of investigations to see how far the average American would go in obeying authority. Two subjects would show up at the college and draw lots who would be the Teacher and who would be the Learner but, in actuality, the only subject was the “Teacher.” They were told that the research had to do with the effect of punishment on learning. The Teacher watched as the Leaner was being fastened into a chair with electric wires. The Student asked if it would hurt and was told there would only be some discomfort. Then the Teacher was taken to another room where he was given a book of questions he was to ask the Learner over an intercom. He was shown an instrument that delivered electric volts in increments of 15 volts up to 450 volts. If the Student did not answer the question correctly, he was to be given a higher voltage shock. As the voltage went up, the Learner began to pound on the wall, shout that he was hurting, that he had a heart condition, and then dead silence. Amazingly, 65 percent of the Teachers went on shocking the now absolutely silent Student. When asked why they did that, the usual answers were that they thought they had to obey the authority. Others blamed the victim for being so “dumb.” Milgram suggested that this response is probably what happened not only in Vietnam but also in Nazi Germany during the Holocaust--the soldiers were simply obeying orders.

**LEARNING OBJECTIVE 5: Identify the observations and implications of Zimbardo’s prison experiment.**

Zimbardo was interested in investigating the influence of our social roles. He set up a situation in which college students were assigned to be a prisoner or a prison guard, determined this time by an actual throw of a coin. Later the prisoners were picked up by a police officer, taken to the precinct headquarters, fingerprinted, mugged, given prison clothes, and packed off to a makeshift prison constructed in the university basement. The prison guards were told they could not physically hurt the prisoners, but otherwise they could do whatever they needed to keep order. To their amazement, the research team watched the prison guards become verbally abusive and engage the prisoners in demeaning activities--even though some of the prisoners and guards were college friends. They also observed the prisoners becoming servile and showing severe emotional symptoms. Although the prison doors were never locked, no prisoner left. The research team, however, was so upset by what they were witnessing, they ended the experiment in six days although it was supposed to last for two weeks. The investigation corroborates the oft-repeated phrase: “Power corrupteth and absolute power corrupteth absolutely.”

**LEARNING OBJECTIVE 6: Identify the observations and implications of Darley and Latane’s studies of the bystander effect.**

In New York City, a young woman, Kitty Genovese, was murdered one night by being stabbed to death. She screamed for help for over a half hour but nobody came to her aid even though her cries for help had been heard by 38 persons. The entire country was shocked by the apparent indifference of New Yorkers to people in trouble, instigating the popular sarcastic comment, “Yeah, we know, you just didn’t want to get involved.” Two of the shocked people were two psychologists, Darley and Latane, who decided to investigate the reasons why no one came to help. They set up a series of situations in which a person was apparently the victim of an accident or an injury. What they discovered was that the more people there are in the vicinity to help, the lower the percentage of people who would stop. Another apparent reason for not offering to help was the feeling of not knowing what to do. If there was no one around to help, most people would stop and be a Good Samaritan.

**LEARNING OBJECTIVE 7: Identify the implications of the attribution bias studies.**

Alas! How self-serving we are! A case-in-point. Suppose a competitor gets a job we also tried out for. What do we think? Do we give our competitor credit for his good character and hard work? Not at all! We think he must have known somebody to get the job. And to what do we ascribe our failure? That we did not have the best qualifications? No, it was because we didn’t “know somebody in high places?” But suppose our competitor did not get the job and we did. In that case, we attribute our success to our superior character and good work while attributing our competitor’s failure to his poor character and poor work. We have been describing the difference between character attribution and situational attribution, also called internal attribution or external attribution. One of the sad results of attribution bias is that it has a carry-over into the work place. If something goes awry, managers tend to fix the blame on people instead of on the situation, even without investigating what wrong. For example, if a production schedule is delayed, managers will blame the workers when it may actually have been caused by a delay in shipment or the shipment of wrong parts.

**LEARNING OBJECTIVE 8: in Terms of the Classic Studies of Social Psychology, Describe What Attracts People to Cults and Hate Groups.**

Cults and hate groups attract two kinds of people, those who feel inadequate and lack self-esteem and those who have prejudicial attitudes to those unlike themselves. Joining such a group provides them with a sense of security (Adorno’s authoritarian personality). Once they have joined the cult or hate group, they become accepting of the dogmatic “party line,” and blindly obey the authorities (Milgram). If they disagree at all with the dogma of the leadership, they are subjected to derision until they cave in to social pressure (Asch). If they are given uniforms, they assume the social role the uniform represents with astounding swiftness (Zimbardo). They are now deindividuated persons (Jung) and are under the control of mob psychology, willing to do things they would never do as individuals in the clear light of day and reason.