

**TEST BANK**



**CHOICE AND CHANGE**

*The Psychology of Personal Growth  
and Interpersonal Relationships*

SEVENTH EDITION



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## CHAPTER 2

**THE SELF IN SOCIETY**  
***How Groups Affect Our Attitudes and Behaviors***

I. CHAPTER-IN-BRIEF: *A Bird's Eye View*

**The Powerful Forces of Our Group Membership**

Primary groups  
 Secondary groups  
 Referent groups

**Adorno's Original Study of Authoritarianism and More Recent Research**

Characteristics of the Authoritarian Personality

How can we know whether we are holding a dogmatic position?

The acid test: *Ends versus means*

**Prejudice versus Discrimination**

Positive versus negative prejudice

Discrimination as acting upon our prejudice, violently, politically, or socially

Evolutionary theory: Prejudice as hard-wired into human nature for survival

Trying to get rid of it results in the rebound effect

If we cannot eliminate prejudice, what can we do about our innate prejudicial thinking?

**Solomon Asch's Studies of Conformity: Giving Into Public Pressure**

It's difficult to be a "minority of one"

With one ally fewer caved in: A good friend is a strong defense

**Milgram's Experiments in Obedience: Blindly Obeying Authority**

"I was only following orders."

Blaming the victim: "It was his own fault for being so dumb."

**Zimbardo's Prison Experiment: The Powerful Effect of Our Social Roles**

Prisoners and prison guards: This time selected by a genuine throw of the coin

"Power corrupteth and absolute power corrupteth absolutely."

Suspended in six days. Should have lasted two weeks.

**Carl Jung: Deindividuation versus Individuation**

Mob psychology

**What Makes Decent Human Beings Choose Morally Wrong Choices?**

Cults and hate groups

**Darley and Latane: When Are People Willing to be Good Samaritans?**

The Genovese murder: "I didn't want to get involved."

The bystander effect: Diffusion of responsibility

Cultural differences

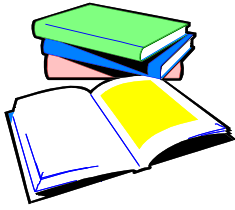
Social loafing: Another variation of diffusion of responsibility

The inefficiency of bureaucracies

**Ethics in psychological research**

Research methodology: The metastudy approach

**Characteristics of Transcending Personalities**II. MAJOR CHANGES IN *CHOICE AND CHANGE*, 7<sup>th</sup> Ed.

**EXPANDED:**

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**Considerably more discussion of prejudice and discrimination.** Cults and hate groups are on the rise. Consequently, there has been renewed interest in the topics of prejudice and discrimination.

**NEW:**

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**Evolutionary psychology.** Evolutionary psychologists theorize that prejudice is hardwired into human nature because of its survival value. Consequently, we are all prejudiced. Trying to eliminate prejudice results in the rebound effect. However, we do not have to engage in discrimination, which is acting upon our prejudice.

**III.****CHAPTER THEMES ////**

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**Cults and hate groups.** The classic studies of social psychology help

explain why people are attracted to cults and hate groups. They are described as people who have low self-esteem and who derive a feeling of security by identifying with a cult or hate group (Adorno). Once they have been accepted by such a group, they become deindividuated (Jung); blindly obey authority (Milgram); conform to group pressure (Asch); and quickly assume their new social roles (Zimbardo). In fact, so concerned are social scientists about people who attracted to hate groups, the American Psychiatric Association is investigating the possibility they should be assigned to a “mental disorder.” There is also a relationship between prejudice and lower socioeconomic status and less education. As students go through college, they become less prejudiced and more democratically oriented.

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**Social psychology has largely focused on “man’s inhumanity to man,” or what causes some people to behave in seemingly callous and destructive ways.** Much of this chapter has to do with the classic studies of social psychology. It is the nature of the human sciences to discuss and describe the negative aspects of human behavior since that is easier to do than to define what is noble and uplifting.

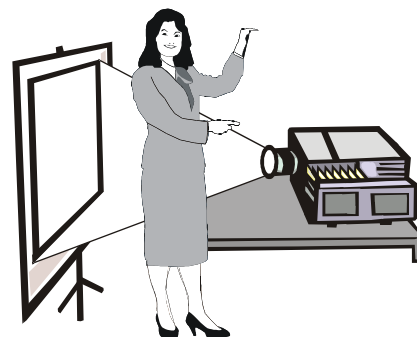
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**Positive Psychology: Emphasis on what’s right with human nature.**

Nevertheless, down the centuries, there have always been great personalities who have transcended the limitations, prejudices and discrimination of their societies. The characteristics of such persons as described by personality theorists (Abraham Maslow, Erich Fromm, Erik Erikson, Carl Jung, Viktor Frankl, and others) are listed at the end of the chapter. To their descriptions of transcending persons, can be added the findings of the positive psychologists who are studying what is noble, inspiring, and uplifting in human nature.

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**By studying the attributes of the transcending personality, we are also joining the positive psychologists in reducing prejudice and discrimination.** By learning the achievements of transcending persons, they become our role models toward becoming more democratic persons. In that way, we do our part (however great or small) toward diminishing the discrimination and violence in the world and helping to make this a better society for all peoples.



## IV.

## TEACHING TIPS AND SUGGESTIONS

**Activity 2.1 Small Group Activity: Sharing Experiences of Prejudice and Discrimination.** After a class discussion of prejudice and discrimination, have the class gather in a small group of four to six students and share:

- a) one experience when they observed prejudice or discrimination;
- b) one experience when they were the victims of prejudice or discrimination;

Have the group appoint a Leader who starts each session by sharing his or her experience first, and a Recorder, who writes down the experiences of each group member. The Recorder turns the sheet of shared experiences in to the instructor.

**Activity 2.2 Class Discussion: Ends versus Means.** The text discussion of *ends versus means* may be somewhat too abstract for some of your students to comprehend just by reading. Yet this principle is one of the basic tenets of our democracy. The instructor can make this principle more accessible by asking questions such as: *Should we institute censorship of the public media pornography? If so, whom would you trust to be "the czar" of the censorship? A committee of Congress? A consortium of church leaders? If so, which churches? Academicians such as your college instructors? A group of "concerned citizens"? The local school board? Your parents?* Eventually, they begin to understand censorship leads to control of a free press. The need for freedom of speech and freedom of the public media is the keystone of a free society, even though at times we may decry the results when pornographers, cults, and hate groups use it for their unsavory purposes.

**Activity 2.3 Class Discussion: What Inhibits People in Helping at the Scene of an Accident? When Would You Be Willing to Help in Such a Scenario?** A lively discussion generally follows these questions. We are living in different times from the era of the Genovese murder and some of the students will mention events that prevent the present generation from being "good Samaritans." Events that may be mentioned include: serial killers, the killing of Bill Cosby's son while he was changing a tire; drive-by snipers, etc.

**Activity 2.4 Class Discussion: Whom Would You Nominate as a Transcending Personality?** When Maslow did his original research in the decades just after the war. Psychology was not as sensitive to the issues of multicultural diversity. Maslow's subjects were mostly Caucasian-Americans who came from the educated elite. One way to foster recognition of our diverse world is by having your students nominate people from other cultural groups whom they think exemplify the transcending characteristics.

**Activity 2.5 Paper Topic: A Transcending Personality.** If you have a writing assignment for your course, have the students research and write a short (don't make it tedious) biography of a transcending personality. This assignment not only is inspiring for the students, the research is readily accessible in the library or on the Internet, it makes the whole topic of transcending personalities come alive in a personal way for each student. An example of a short biography is provided in Activity 2.6.

**Activity 2.6 Group Presentation Project.** An extension of Activity 2.5 is to have group presentations of one transcending person. The project should include a specific role for each member of the group, interesting multimedia (which can include large posters, overhead transparencies, short movie clips, PowerPoint Presentations, etc.), one page handouts (students will not read handouts of more than one page), and an evaluation form for the students to provide feedback to the presenting group and the instructor.

### Handout for Activity 2.5 A TRULY TRANSCENDING PERSON: ELEANOR ROOSEVELT

A prime example is Eleanor Roosevelt, who was First Lady for 12 years while her husband, Franklin Delano Roosevelt, was president. She used her position to speak out against social injustice and became a great moral force not only as First Lady, but also when she served in an official capacity at the

United Nations. The following event is a good example of her dedication to forward the cause of social justice.

In 1939, when this event took place, a particularly prestigious association was that of the *Daughters of the American Revolution*, commonly called the DAR. To be a member of this august club, one had to trace at least one ancestor to the time of the American Revolution or before. Eleanor Roosevelt was one of its members. The DAR had adopted a rule excluding African American artists from performing in their Constitution Hall stage in Washington, DC, and that included Marian Anderson, a well-known and much admired opera star.

On learning of Anderson's exclusion from Constitution Hall, Eleanor Roosevelt resigned from the DAR with a brief letter now preserved in the Washington Archives (see insert this page). Not content simply to protest such discrimination, she managed to get the federal government to invite Anderson to sing on Easter Sunday, April 9, 1939, on the steps of the Lincoln Memorial. Some 75,000 people, black and white, came to the free recital. In her autobiography, Marian Anderson said later that she experienced "a great wave of good will" flowing out from the audience.

We add this note: Eleanor Roosevelt's heroic action was taken at a time long before the civil rights movement of the 60s and 70s. Angry criticism came from highly prejudiced persons who organized marches protesting her actions. Others criticized her on the grounds that the President's wife should not interfere in politics. Until Eleanor Roosevelt, the traditional role of the First Lady was not to be seen or heard from. Eleanor never stayed in the background. She wrote a weekly newspaper column entitled "My Day." Later, when she was appointed to the United Nations, it was presumed to be just an honorary position. Roosevelt did not see it that way at all. She proceeded to become an activist for human rights of all people. She helped establish UNICEF and was the chair of the committee that drew up the *Universal Declaration of Human Rights*, of which she later became the Chair. Since then, the First Lady has become a more significant figure in her role in the White House.

**Quote:** "We get more joy out of giving to others, so we should put a good deal more thought to the happiness we are able to provide them."

### Some Teaching Tips for This Assignment.

1. Plagiarizing is rampant. What we do to diminish it is to have the students attach photocopies of their sources so that we can compare their paper with the sources from which the paper was derived.

February 25, 1939

My dear Mrs. Henry V. Robert:

I am afraid that I have never been a very useful member of the Daughters of the American Revolution, so I know it will make very little difference to you whether I resign, or whether I continue to be a member of your organization.

However, I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist. You have set an example which seems to me unfortunate, and I feel obliged to send in my resignation. You had an opportunity to lead in an enlightened way and it seems to me that your organization has failed.

I realize that many people will not agree with me, but feeling as I do this seems to me the only proper procedure to follow.

Very sincerely yours,

**(A file copy of the letter written by Eleanor Roosevelt to the president general of the DAR)**

2. We also have the students check out their biographical choices with us before they do any research. Sometimes, students get confused between a transcending personality with a popular personality. One of our students chose Madonna for her transcending personality because she achieved stardom, fame, and wealth. As well, there can be no two papers on the same person.
3. We provide a time frame for their papers to keep the procrastinators on target. Since we give them three weeks for the project, our time frame is one week for their choice, one week for showing us photocopies of their resources. That leaves one week for writing their short paper.
4. They are required to turn in two copies, one of which is turned back to them with comments and grades, and one of which is put on file so that we will know if a future paper has been copied from a previous student. Keeping them on file according to the name of the transcending person makes it fairly easy to look up when need be.