

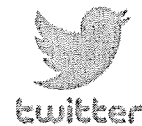
“WHAT MAKES PEOPLE BAD”

THE PSYCHOLOGY BEHIND HUMAN RIGHTS VIOLATIONS

Kylie Maddy- Kimiller@washoeschools.net

@kylie_maddy

Sarah Brown – Sabrown@washoeschools.net



Washoe County School District
Every Child, By Name And Face, To Graduation™



1 Article #1: Stanley Milgram Experiment (1961)

2 Stanley Milgram started his experiment in 1961, shortly after the trial of the World War II criminal
3 Adolph Eichmann had begun. Eichmann's defense that he was simply following instructions when he
4 ordered the deaths of millions of Jews roused Milgram's interest. In his book *Obedience to Authority*,
5 Milgram posed the question, "Could it be that Eichmann and his million accomplices in the Holocaust
6 were just following orders? Could we call them accomplices?"

Preparation of the Stanley Milgram Experiment

7 Milgram created an electric 'shock generator' with 30 switches. The switch was marked clearly in 15
8 volt increments, ranging from 15 to 450 volts.

9 He also placed labels indicating the shock level, such as 'Moderate' (75-120 Volts) and 'Strong' (135-
10 180 Volts). The switches 375-420 Volts were marked 'Danger: Severe Shock' and the two highest levels
11 435-450, was marked 'XXX'. The 'shock generator' was in fact phony and would only produce sound
12 when the switches were pressed.

13 40 subjects (males) were recruited via mail and a newspaper ad. They thought they were going to
14 participate in an experiment about 'memory and learning'.

15 In the test, each subject was informed clearly that their payment (\$4.50) was for showing up, and they
16 could keep the payment "no matter what happens after they arrive[d]".

17 Next, the subject met an 'experimenter', the person leading the experiment, and another ... acting as a
18 subject (con-subject). He was a 47 year old male accountant.

19 The two subjects (the real subject and the con-subject) drew slips of paper to indicate who was going to
20 be a 'teacher' and who was going to be a 'learner'. The lottery was in fact a set-up, and the real subject
21 would always get the role of 'the teacher'.

22 The teacher saw that the learner was strapped to a chair and electrodes were attached. The subject was
23 then seated in another room in front of the shock generator, unable to see the learner.

Research Question

24 The Stanley Milgram Experiment aimed at getting an answer to the question:

25 "For how long will someone continue to give shocks to another person if they are told to do so, even if
26 they thought they could be seriously hurt?" (the dependent variable)

27 Remember that they had met the other person, a likable stranger, and that they thought that it could very
28 well be them who were in the learner-position receiving shocks.

The Experiment

29 The subject was instructed to teach word-pairs to the learner. When the learner made a mistake, the
30 subject was instructed to punish the learner by giving him a shock, 15 volts higher for each mistake.

31 The learner never received the shocks, but pre-taped audio was triggered when a shock-switch was
32 pressed.

33 If the experimenter (person leading the experiment), seated in the same room, was contacted (by the
34 teacher), the experimenter would answer with predefined 'prods' ("Please continue", "Please go on",
35 "The experiment requires that you go on", "It is absolutely essential that you continue", "You have no
36 other choice, you must go on"), starting with the mild prods, and making it more authoritarian for each
37 time the subject contacted the experimenter.

38 If the subject asked who was responsible if anything would happen to the learner, the experimenter
39 answered "I am responsible". This gave the subject a relief and many continued.

Results

40 During the Stanley Milgram Experiment, many subjects showed signs of tension. 3 subjects had "full-
41 blown, uncontrollable seizures".

42 Although most subjects were uncomfortable doing it, all 40 subjects obeyed up to 300 volts.

43 25 of the 40 subjects continued to give shocks until the maximum level of 450 volts was reached. Most
44 participants asked the experimenter whether they should continue. But with the above "prods" did
45 submit to authority.

46 The level of shock that the participant was willing to deliver was used as the measure of obedience.
47 How far do you think that most participants were willing to go? When Milgrim posed this question to a
48 group of Yale University students, it was predicted that no more than 3 out of 100 participants would
49 deliver the maximum shock. In reality, 65% of the participants in Milgram's study delivered the
50 maximum shocks. It is important to note that many of the subjects became extremely agitated,
51 distraught and angry at the experimenter. Yet, they continued to follow orders all the way to the end.

Conclusion - Obedience to Authority

52 Before the Stanley Milgram Experiment, experts thought that about 1-3 % of the subjects would not stop
53 giving shocks. They thought that you'd have to be pathological or a psychopath to do so.

54 Still, 65 % never stopped giving shocks. None stopped when the learner said he had heart-trouble. How
55 could that be? We now believe that it has to do with our almost innate behavior that we should do as
56 told, especially from authority persons.

Article #2: The Killing of Kitty Genovese

Her public slaying in Queens becomes a symbol of Americans' failure to get involved

By Michael Dorman

It was just after 3 a.m.

1 A red Fiat rolled slowly through the darkness into a parking space adjacent to the Long Island Rail Road
2 station in Kew Gardens. The young woman behind the wheel emerged from the car and locked it. She
3 began the 100-foot walk toward her apartment house at 82-70 Austin St.

4 But then she spotted a man standing along her route. Apparently afraid, she changed direction and
5 headed toward the intersection of Austin and Lefferts Boulevard -- where there was a police call box.

6 Suddenly, the man overtook her and grabbed her. She screamed. Residents of nearby apartment houses
7 turned on their lights and threw open their windows. The woman screamed again: "Oh, my God, he
8 stabbed me! Please help me!"

9 A man in a window shouted: "Let that girl alone." The attacker walked away. Apartment lights went out
10 and windows slammed shut. The victim staggered toward her apartment. But the attacker returned and
11 stabbed her again.

12 "I'm dying!" she cried.

13 Windows opened again. The attacker entered a car and drove away. Windows closed, but the attacker
14 soon came back again. His victim had crawled inside the front door of an apartment house at 82-62
15 Austin St. He found her sprawled on the floor and stabbed her still again. This time he killed her.

16 It was not until 3:50 that morning -- March 13, 1964 -- that a neighbor of the victim called police.
17 Officers arrived two minutes later and found the body. They identified the victim as Catherine
18 Genovese, 28, who had been returning from her job as manager of a bar in Hollis. Neighbors knew her
19 not as Catherine but as Kitty.

20 Kitty Genovese: It was a name that would become symbolic in the public mind for a dark side of the
21 national character. It would stand for Americans who were too indifferent or too frightened or too
22 alienated or too self-absorbed to "get involved" in helping a fellow human being in dire trouble. A term
23 "the Genovese syndrome" would be coined to describe the attitude.

24 Detectives investigating Genovese's murder discovered that no fewer than 38 of her neighbors had
25 witnessed at least one of her killer's three attacks but had neither come to her aid nor called the police.
26 The one call made to the police came after Genovese was already dead.

27 Assistant Chief Insp. Frederick Lussen, commander of Queens detectives, said that nothing in his 25
28 years of police work had shocked him so much as the apathy encountered on the Genovese murder. "As
29 we have reconstructed the crime, the assailant had three chances to kill this woman during a 35-minute
30 period," Lussen said. "If we had been called when he first attacked, this woman might not be dead
31 now."...

32 When detectives asked Genovese's neighbors why they had not taken action, many said they had been
33 afraid or had not wanted to get involved. But Lt. Bernard Jacobs, in charge of the investigation, asked:
34 "Where they are in their homes, near phones, why should they be afraid to call the police?"

35 Madeline Hartmann, a native of France, was 68 at the time of the murder and lived in the building where
36 Genovese died. On the 20th anniversary of the murder, she said in an interview she did not feel bad
37 about failing to call the police. "So many, many [other] times in the night, I heard screaming," she said.
38 "I'm not the police and my English speaking is not perfect."

39 There was no law, police officials conceded, that required someone witnessing a crime to report it to
40 police. But they contended that morality should oblige a witness to do so.

What is the bystander effect?

41 The term *bystander effect* refers to the phenomenon in which the greater the number of people present,
42 the less likely people are to help a person in distress. When an emergency situation occurs, observers are
43 more likely to take action if there are few or no other witnesses.

44 A person witnessing an emergency situation, particularly such a frightening and dangerous one as a
45 stabbing, is in conflict. There are obvious humanitarian norms about helping the victim, but there are
46 also rational and irrational fears about what might happen to a person who does not intervene (Milgram
47 & Hollander, 1964). "I didn't want to get involved," is a familiar comment, and behind it lies fears of
48 physical harm, public embarrassment, involvement with police procedures, lost work days and jobs, and
49 other unknown dangers.

50 In certain circumstances, the norms favoring intervention may be weakened, leading bystanders to
51 resolve the conflict in the direction of nonintervention. One of these circumstances may be the reasons
52 of other onlookers. For example, in the case above, each observer, by seeing lights and figures in other
53 apartment house windows, knew that others were also watching. However, there was no way to tell how
54 the other observers were reacting. These two facts provide several reasons why any individual may have
55 delayed or failed to help. The responsibility for helping was diffused among the observers; there was
56 also diffusion of any potential blame for not taking action; and finally, it was possible that somebody,
57 unperceived, had already initiated helping action.

58 When only one bystander is present in an emergency, if help is to come, it must come from him.
59 Although he may choose to ignore it...any pressure to intervene focuses uniquely on him. When there
60 are several observers present, however, the pressures to intervene do not focus on any one of the
61 observers; instead the responsibility of intervention is shared among all the onlookers and is not unique
62 to anyone. As a result, no one helps.

63 A second possibility is that potential blame may be diffused. However much we may wish to think that
64 an individual's moral behavior is divorced from considerations of personal punishment or reward, there
65 is both theory and evidence to the contrary (Aronfreed, 1964; Miller & Dollard, 1941, Whiting & Child,
66 1953). It is perfectly reasonable to assume that, under circumstances of group responsibility for a
67 punishable act, the punishment or blame that accrues to any one individual is often slight or nonexistent.

68 Finally, if others are known to be present, but their behavior cannot be closely observed, any one
69 bystander can assume that one of the other observers is already taking action to end the emergency.
70 Therefore, his own intervention would be only redundant perhaps harmfully or confusingly so. Thus,
71 given the presence of other onlookers whose behavior cannot be observed, any given bystander can
72 rationalize his own inaction by convincing himself that "somebody else must be doing something."

73 These considerations lead to the hypothesis that the more bystanders to an emergency, the less likely, or
74 the more slowly any one bystander will intervene to provide aid.

Article # 3: The Psychology of Evil: What makes people go wrong? By Phillip Zimbardo, April 2008, TED Talks transcript

1 ...A few years ago -- I am sure all of you were shocked, as I was, with the revelation of American
2 soldiers abusing prisoners in a strange place in a controversial war, Abu Ghraib in Iraq. And these were
3 men and women who were putting prisoners through unbelievable humiliation. I was shocked, but I
4 wasn't surprised, because I had seen those same visual parallels when I was the prison superintendent of
5 the Stanford Prison Study.

The Stanford Prison Study

6 ...I did this study with my graduate students, especially Craig Haney -- and it also began work with an
7 ad. We had a cheap, little ad, but we wanted college students for a study of prison life. 75 people
8 volunteered, took personality tests. We did interviews. Picked two dozen: the most normal, the most
9 healthy. Randomly assigned them to be prisoner and guard. ...

10 And secondly, we know there's no difference between the boys who will be guards and those who will
11 be prisoners. To the prisoners, we said, "Wait at home. The study will begin Sunday." We didn't tell
12 them that the city police were going to come and do realistic arrests.

13 Student: "A police car pulls up in front, and a cop comes to the front door, and knocks, and says he's
14 looking for me. So they, right there, you know, they took me out the door, they put my hands against the
15 car. It was a real cop car, it was a real policeman, and there were real neighbors in the street, who didn't
16 know that this was an experiment. And there was cameras all around and neighbors all around. They put
17 me in the car, then they drove me around Palo Alto. They took me to the basement of the police station.
18 Then they put me in a cell. I was the first one to be picked up, so they put me in a cell, which was just
19 like a room with a door with bars on it. You could tell it wasn't a real jail. They locked me in there, in
20 this degrading little outfit. They were taking this experiment too seriously."

21 Here are the prisoners, who are going to be dehumanized, they'll become numbers. Here are the guards
22 with the symbols of power and anonymity. Guards get prisoners to clean the toilet bowls out with their
23 bare hands, to do other humiliating tasks. They strip them naked. They sexually taunt them. ... The
24 stress reaction was so extreme that normal kids we picked because they were healthy had breakdowns
25 within 36 hours. The study ended after six days, because it was out of control. Five kids had emotional
26 breakdowns.

27 Does it make a difference if warriors go to battle changing their appearance or not? If they're
28 anonymous, how do they treat their victims? In some cultures, they go to war without changing their
29 appearance. In others, they paint themselves like "Lord of the Flies." In some, they wear masks. In
30 many, soldiers are anonymous in uniform. So this anthropologist, John Watson, found 23 cultures that
31 had two bits of data. Do they change their appearance? 15. Do they kill, torture, mutilate? 13. If they
32 don't change their appearance, only one of eight kills, tortures or mutilates. The key is in the red zone. If
33 they change their appearance, 12 of 13 -- that's 90 percent -- kill, torture, mutilate. And that's the power
34 of anonymity.

35 So what are the seven social processes that grease the slippery slope of evil? Mindlessly taking the first
36 small step. Dehumanization of others. De-individuation of self. Diffusion of personal responsibility.
37 Blind obedience to authority. Uncritical conformity to group norms. Passive tolerance of evil through
38 inaction, or indifference.

39 And it happens when you're in a new or unfamiliar situation. Your habitual response patterns don't work.
40 Your personality and morality are disengaged. "Nothing is easier than to denounce the evildoer; nothing
41 more difficult than understanding him," Dostoyevsky. Understanding is not excusing. Psychology is not
42 excuse-ology.

43 So social and psychological research reveals how ordinary, good people can be transformed.
44 ... "Psychologists have attempted to understand how and why individuals and groups who usually act
45 humanely can sometimes act otherwise in certain circumstances." That's the Lucifer effect. And he goes
46 on to say, "The landmark Stanford study provides a cautionary tale for all military operations." If you
47 give people power without oversight, it's a prescription for abuse. They knew that, and let it happen.

Jigsaw Expert Group Source Summary

Name of Source: _____

What are the 3 - 5 most important ideas in the text? Cite text evidence and line numbers.

-
-
-
-

Write a summary paragraph of the text which includes all of the ideas and details recorded above. This is a group effort, and all members of the group should have the SAME summary. Discuss in your group how to best form sentences that combine multiple ideas and/or ideas with details.

Jigsaw Seminar Metacognitive Wrapper

Name: _____

Expert Group Article/Documents: _____

Evidence and Reasoning I Shared (2 examples)

--	--

On a scale of 1-5 (five being great), I rate my participation in this discussion a _____ because _____

Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.

- Listening attentively to others
- Staying focused on the point of the discussion
- Articulating your own thoughts clearly and concisely
- Responding directly to other students' points
- Asking great probing questions
- Explaining the text evidence/reasoning clearly

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The most interesting idea presented in our discussion was _____

A quote/piece of evidence from another document that I most want to remember is from text # _____ on line _____. The author states: _____

What Makes People bad?: the psychology behind human rights violations

Kylie miller and sarah brown

Who we are



Washoe County School District
Early On, by Once and by Now, in Nevada



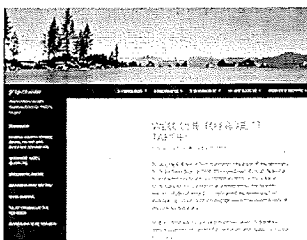
NNCSS
Nevada Network of the National Council for the Social Studies

Presenter Biographies

- Kylie Miller and Sarah Brown teach at Spanish Springs High School in Sparks, Nevada. We participated in a three year vertical team in the American History Project and are now in our second year of the Advanced Social Studies Cohort.
- Kylie has taught: World Cultures, AP European History, AP US History, and American History through Film over years. She is currently finishing her thesis on Gender Roles during Temperance and Prohibition and recently got married in September.
- During her 12 year career, Sarah has taught: World Cultures, Americans Studies, AP European History, and AP US History. She received her M.A. in Secondary Social Studies Education in 2011 and is a National Board Certified Teacher.

Washoe county school district social studies

- Early implementer of CCSS
 - American Radio Works Documentary
 - Fordham Foundation Report
 - 35 Core Advocates for Student Achievement Partners
 - Center for American Progress Report
 - 20 close read lessons available on www.wacheivethecore.org
 - Nevada Ready Campaign
- Grassroots effort to begin with teachers and develop own resources (not a top-down approach)
- Focus on close reading, argumentative writing, document based questions, research-based discussion methods



www.projecttahoe.org

Session	Date	Time	Room
"But the Textbook Said": Bringing Multiple Perspectives to Elementary Classrooms	11/13/15	10:05-10:55	Room 213
Celebrating Human Rights through Meaningful Discussion in an Accelerated Classroom	11/13/15	11:10-12:00	#219
New Perspectives on the Faces of the Holocaust (poster presentation)	11/13/15	2:15-3:05	Exhibit H B
Heightening Visual Literacy: Using Art as Text in U.S. History	11/13/15	5:30-6:20	R03
Creating Global Citizens through Current Events and Civil Discourse	11/14/15	9:05-9:55	#226
Student Citizens Conceptualize Revolution with Concept Claim Cards	11/14/15	10:10-11:00	#228
Wish your Students had Inquiring Minds: Try Question Quads!	11/14/15	2:40-3:30	Room R01
What makes people bad? Violations of Human Rights and the psychology behind them.	11/14/15	4:50-5:40	#228

Common core standards

- Speaking & Listening

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- Reading Anchor Standards

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Justification

- **Strategy:** The Jigsaw Seminar strategy encourages students to dig deeply into rich and complex text and then make connections between additional texts. It enables students to gain a variety of interpretations of a topic in a shorter period of time.
- **Topic:** The study of human rights, and the ways in which they are violated, opens up opportunities for students to take a critical view of not only history but the world around them. The topic of human rights incorporates a variety of subjects including: history, civics and even psychology.

Pre-Knowledge

- Students should have a common understanding of "human rights" and examples of how they have been violated either historically or currently.
- Ideas for background.....
- ✓ Universal Declaration of Human Rights on the United Nations Website
- ✓ Examples of violations of human rights: The Holocaust, Rwanda, Apartheid in South Africa, Sharia Law

Implementation Steps

- *The Killing of Kitty Genovese, The Stanley Milgram Experiment, and the Stanford Prison Study* present three explanations for why people are pushed to do bad things. For the Jigsaw Seminar the goal is to find three to five articles that offer differing perspectives (not necessarily opposite or contrary ideas).
- Articles should be the same approximate length and should be line numbered. Label each article with a number. Copy the articles and staple them together, so that all students have access to all articles.
- HINT: If you have a class with diverse reading levels, it is possible to level the texts to best meet the needs of your students.
- Write overarching questions that can be answered with evidence from every article. These questions should be open-ended and allow students to dig deeply into the content. How to present the questions is your preference, we prefer to put the questions on a Powerpoint that the students don't immediately see so that they don't advance without their group.

Implementation Steps

- Split the class into groups of 3-5 (depending on the number of articles), allow students time for individual reading, and then provide each member of the group with the Source Summary sheet to fill out together.
- When students have finished analyzing the article in their expert groups, jigsaw students into small groups (3-5) to discuss all articles with the overarching discussion questions.
- Introduce Norms.
- At the conclusion of the seminar, students will complete the individual Jigsaw Seminar Metacognitive Wrapper as a way to reflect on both the content and the process/skills utilized in the discussion.

Overarching questions

1. Based on the articles, what are some claims you could make about human nature? In other words, in these situations it seems natural for people to...
2. What is motivating people to do "bad" things in these situations?
3. How does the presence of other people within these situations push actors/participants away from doing the right thing?
4. What claims can you make about why people violate the rights of others?

Conclusion

- The podcast, *Radiolab*, did an episode entitled "What Makes People Bad?" that complicates commonly held interpretations of the Stanley Milgram experiment.
- The segment starts at 10 minutes and goes to 21 minutes (11 minutes total).
- Students could write an argumentative essay or paragraph challenging their initial summary of the Stanley Milgram Experiment using the evidence from the podcast. Or, you could extend the discussion to include the new information the students gain from the podcast.

Radiolab: Jan. 8, 2012, "The bad Show"

