Contents

Preface  xi
Acknowledgments  xv

PART I. INTRODUCTION AND CORE CONCEPTS

1  Good and Evil: Themes and Overview  3
2  Studying the Pivotal Role of Bystanders  26
   Daniel Goleman
3  Studying and Promoting Altruism and Studying and
   Working to Prevent Genocide: The Guiding Role of
   Early Survival  31
4  Is Evil a Useful Concept for Psychologists and
   Others?  47
5  Basic Human Needs and Their Role in Altruism
   and Aggression  52

PART II. THE ROOTS OF HELPING OTHER PEOPLE IN NEED
    IN CONTRAST TO PASSIVITY

6  Helping a Distressed Person: Social, Personality, and
   Stimulus Determinants  71
7  Spontaneous (or Impulsive) Helping  100
8  Social and Prosocial Behavior: Personal and Situational
   Influences and Their Interactions  103
9  The Power to Help Others: Report on a Psychology Today
   Survey on Values, Helping, and Well-Being  145
PART III. HOW CHILDREN BECOME CARING AND HELPFUL RATHER THAN HOSTILE AND AGGRESSIVE

Part 1. Socialization, Culture, and Children’s Experience

10 The Origins of Caring, Helping, and Nonaggression: Parental Socialization, the Family System, and Cultural Influence 159

11 Natural Socialization: The Role of Experience or Learning by Doing 173

12 The Origins of Hostility and Aggression 199

13 Cultural–Societal Roots of Violence: Youth Violence 212

14 Bystanders and Bullying 224

15 Students’ Experience of Bullying and Other Aspects of Their Lives in Middle School in Belchertown: Report Summary 227

Ervin Staub and Darren A. Spielman

16 Passive and Active Bystandership across Grades in Response to Students Bullying Other Students 240

Ervin Staub, D. Fellner, Jr., J. Berry, and K. Morange

17 Self-Esteem and Aggression 244

18 Father–Daughter Incest 248

Part 2. Interventions to Reduce Aggression and Promote Caring and Helping

19 Reducing Boys’ Aggression: Learning to Fulfill Basic Needs Constructively 252

Darren A. Spielman and Ervin Staub

20 Creating Caring Schools: Design and Content of a Program to Develop Caring, Helping, Positive Self-Esteem, and Nonviolence 267

PART IV. THE ORIGINS OF GENOCIDE, MASS KILLING, AND OTHER COLLECTIVE VIOLENCE

21 A Note on the Cultural–Societal Roots of Violence 289

22 The Psychology of Bystanders, Perpetrators, and Heroic Helpers 291

23 Steps Along a Continuum of Destruction: Perpetrators and Bystanders 325

24 The SS and the Psychology of Perpetrators: The Interweaving and Merging of Role and Person 336

25 The Origins of Genocide: Rwanda 341

26 Bystanders as Evil: The Example of Rwanda 346
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Individual and Group Identities in Genocide and Mass Killing</td>
<td>351</td>
</tr>
<tr>
<td>29</td>
<td>When Instigation Does Not Result in Mass Murder</td>
<td>368</td>
</tr>
<tr>
<td>30</td>
<td>Persian Gulf Conflict Was Reflection of Stormy Undercurrents in U.S. Psyche</td>
<td>373</td>
</tr>
<tr>
<td>31</td>
<td>Mob Violence: Cultural–Societal Sources, Instigators, Group Processes, and Participants</td>
<td>377</td>
</tr>
<tr>
<td>32</td>
<td>Understanding and Preventing Police Violence</td>
<td>404</td>
</tr>
<tr>
<td>33</td>
<td>Preventing Group Violence</td>
<td>419</td>
</tr>
<tr>
<td>34</td>
<td>Kosovo: The Need for Flexible Bystander Response</td>
<td>428</td>
</tr>
<tr>
<td>35</td>
<td>The Effects of Violence on Groups and Their Members</td>
<td>430</td>
</tr>
<tr>
<td>36</td>
<td>Healing, Reconciliation, and Forgiving after Genocide and Other Collective Violence</td>
<td>432</td>
</tr>
<tr>
<td>37</td>
<td>Healing, Forgiveness, and Reconciliation in Rwanda: Project Summary and Outcome, with Addendum on Other Projects</td>
<td>451</td>
</tr>
<tr>
<td>38</td>
<td>Further Avenues to Prevention</td>
<td>455</td>
</tr>
<tr>
<td>39</td>
<td>Commentary: Human Destructiveness and the Refugee Experience</td>
<td>460</td>
</tr>
<tr>
<td>40</td>
<td>A Vision of Holocaust Education in Holocaust Centers and Schools</td>
<td>464</td>
</tr>
<tr>
<td>41</td>
<td>Out of Hiding</td>
<td>470</td>
</tr>
<tr>
<td>42</td>
<td>Review of Legacy of Silence: Encounters with Children of the Third Reich</td>
<td>474</td>
</tr>
<tr>
<td>43</td>
<td>What Can We Learn from This Tragedy? A Reaction Days after September 11, 2001</td>
<td>479</td>
</tr>
<tr>
<td>44</td>
<td>Changing Cultures and Society</td>
<td>483</td>
</tr>
<tr>
<td>45</td>
<td>Transforming the Bystanders: Altruism, Caring, and Social Responsibility</td>
<td>489</td>
</tr>
<tr>
<td>Page</td>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Blind versus Constructive Patriotism: Moving from Embeddedness in the Group to Critical Loyalty and Action</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Manifestations of Blind and Constructive Patriotism: Summary of Findings Based on work with Robert Schatz</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>The Ideal University in the Real World</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Conclusion: Creating Caring Societies Appendix: What Are Your Values and Goals?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Index</td>
<td></td>
</tr>
<tr>
<td></td>
<td>497</td>
<td></td>
</tr>
<tr>
<td></td>
<td>513</td>
<td></td>
</tr>
<tr>
<td></td>
<td>516</td>
<td></td>
</tr>
<tr>
<td></td>
<td>531</td>
<td></td>
</tr>
<tr>
<td></td>
<td>551</td>
<td></td>
</tr>
<tr>
<td></td>
<td>561</td>
<td></td>
</tr>
</tbody>
</table>