Obedience

Definition of Obedience – Changing behaviour as a result to a request from an authority figure.

KEY STUDY!! – MILGRAM (1963)

Aims:
Investigate Germans are different.

Procedure:
✓ A newspaper advert was placed into a local paper.
✓ The advert states that the men had to be between the ages of 20 – 50, where from all areas of work. And $4.50 was given to each PP.
✓ 40 males between the ages of 20 – 50 were used.
✓ The Pp was the teacher, they asked the “learner” who was an actor to repeat a word list.
✓ If wrong, the teacher had to give a man an electric shock, or each wrong answer in 15v steps up to 450v.

Results:
All PPs went up to 300v.
65% went up to 450v.
Pps showed extreme stress.

Conclusions:
People do follow authority figures.
Where people are subordinates, they lose empathy, compassion & morality. And are blindly obedient.

Evaluation:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPs where strongly debriefed.</td>
<td>Strongly unethical.</td>
</tr>
<tr>
<td>Provided validity.</td>
<td>Low ecological validity. (Lab experiment)</td>
</tr>
<tr>
<td>Nurses have been used in variation.</td>
<td>Can’t be generalised to women.</td>
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</table>
**Rationalisation**

Justifying one’s own behaviour of failures by offering plausible or socially acceptable reasons in the place of real reason.

**Denial**

Refusing to admit that something unpleasant is happening, or a taboo emotion is being experienced. Denial blocks or distorts perception: repression blocks or distorts memory.

**Displacement**

Shifting a feeling from a threatening target towards a substitute object or person.

**Sublimination**

Is a kind of displacement where unacceptable desires are redirected into a substitute activity.

**Psychosexual Development**

- **Oral Stage (0 – 18 months)** ID
- **Anal Stage (18 – 36 months)** EGO
- **Phallic Stage (3 – 6 years)** SUPEREGO, Oedipus & Electra Complex
- **Latency Stage (6 years to puberty)**
- **Genital Stage (12 years +)**

Castration Anxiety = Oedipus complex (Boys)

Penis Envy = Electra complex (Girls)

Conflicts within the stages, then psychological problems later in life.

**Fixation** = Frustration or overindulgence at a stage.

- Oral: Hand around mouth a lot, smoking, talk a lot.
- Anal: Obsessive tidying, anally retentive.
- Phallic: Psychopath.
Evaluation:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific evidence &amp; Treatment</td>
<td>Hans analysed by father – Emotionally involved.</td>
</tr>
<tr>
<td>Ecological validity</td>
<td>Hans’ father admired Freud</td>
</tr>
<tr>
<td></td>
<td>Hans’ father put words into Hans’ mouth</td>
</tr>
<tr>
<td></td>
<td>2nd hand information</td>
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</table>

**Behaviourist Approach**

This is observational and measurable behaviour.

All behaviour is learnt.

All learning comes from the environment.

All behaviour comes from **Stimulus (S) – Response (R)** relationships.

**Three types of Learning**

**Classical Conditioning**

Learning through Association.

Things paired together:

**STUDY!!**

**PAVLOV’S DOG (1927)**

**Before Learning - Stage 1**

- Unconditional Response
  - Food

**Reflex**

- Unconditional Response
  - Salivation

**During Learning – Stage 2**

- Unconditioned Response
- + Conditioned Response
  - Food + Bell

**After Learning – Stage 3**

- Conditioned Response
- Bell

**Reflex**

- Conditioned Response
  - Salivation
Measure of Dispersion

How dispersed the data are.

Range

This is a measure where there is a spread of numbers and there is a difference between the highest and lowest values in the data set.

**Strengths**

- Easy to calculate and shows extreme values.

**Weaknesses**

- Affected by extreme values and does not take into account the observations in the data set.
- Does not tell the researcher if the values are clustered around the mean or a bit more spread out.

Standard Deviation

This is the measure of the data which is spread around the mean value calculated. The higher the RSD, the more variation in the scores obtained.

**Strengths**

- Gives a precise and sensitive measure of the dispersion than the range as it is considering all values.

**Weaknesses**

- More complicated to calculate than the range.
- It can hide some of the data characteristics.
Models of Memory

These models are to give a systematic account of the structure and functioning of memory.

**Multistore Model - Atkinson & Shiffrin (1968)**

The Rehearsal loop allows information to be maintained in STM for longer periods.

STM & LTM are separate stores.

**Strengths**
- Supported by brain scans

**Weaknesses**
- Criticised for being far too simplistic to explain complexities. One-way flow of information.
- Doesn’t account for LTM being more than one store. We have *procedural* for skills, *episodic* for events & *semantic* for words. All research tends to look at the latter.
- WMM finds evidence for more than one STM store.
- Rehearsal enough for events to enter LTM?
This came from dual tasking – doing a visual and doing an acoustic task at the same time as well as separately.

**Central Executive**

‘Brain’ of the operation. Controls the functions of the 2 slave systems, one for sound and the other for visual – spatial information.

Is flexible and can process information from any modality.

Limited storage capacity, so can attend to a limited amount of things at one time.

**Phonological Loop**

Stores limited number of speech-based codes for brief periods. It is thought to be of two components:

**Articular Control System**

The “inner voice”, this is the sub vocal repetition of items stored in the phonological loop. It can be prevented by ‘articular suppression’ – repetition is prevented by having someone speak of irrelevant information, this stops the loop from retaining information.
STUDY!! SMITH (1970)

- Tested recall of a word list in the original learning context, or in a different room.
  - Same room – 18 / 80 words
  - Different room – 12 / 80 words
- PPs who imagined themselves back in original room recalled average – 17 / 80.
- Strong evidence for the role of context cues in retrieval.
- Fair amount of support for role of state cues in forgetting / remembering.