



如果你是Milgram，你要如何進行服從研究
從服從的複製研究結果談起

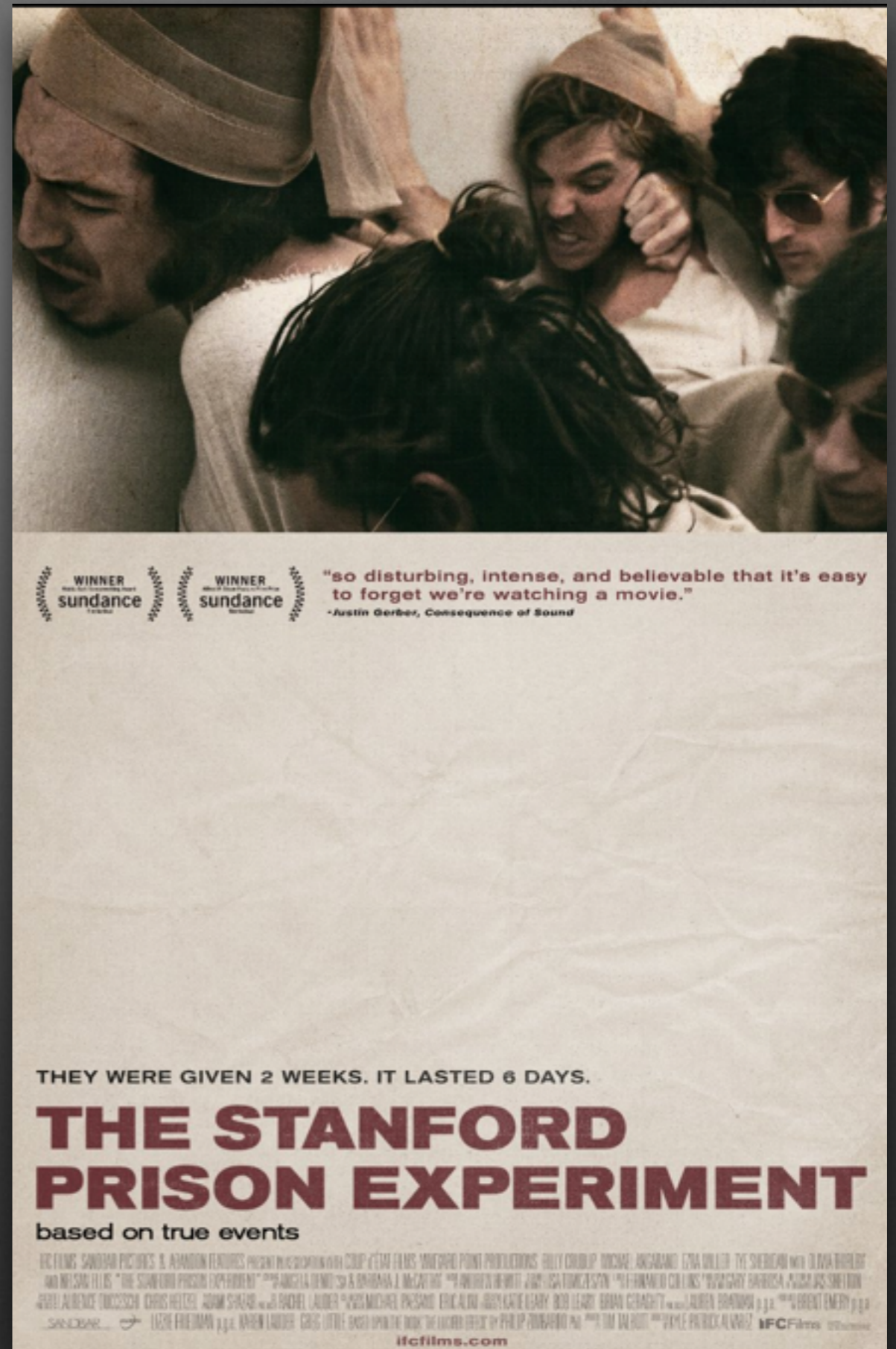
課程大綱

- 米爾格蘭的研究發現：你覺得自己會如何？
- 現在社會中，人還會服從權威嗎？
- 可能複製研究嗎？困難何在？
- 相關發現
- 省思與發想

服從權威

米爾格蘭的服從研究

史丹佛監獄研究



A MICHAEL ALMEREYDA FILM

PETER SARSGAARD

WINONA RYDER

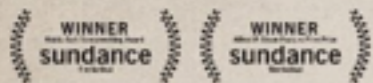
EXPERIMENTER

THE STANLEY MILGRAM STORY

MAGNOLIA PICTURES PRESENTS A B.B. FILM PRODUCTION IN ASSOCIATION WITH HORRIFIC FILMS PRODUCTIONS AND JEFF RICE FILMS IN PRODUCTION MAGNOLIA PRODUCTIONS
A MICHAEL ALMEREYDA FILM STARRING PETER SARSGAARD WINONA RYDER WITH GASTARINO (GIORGIO SAGGERI) KILIAN LEE TOMAS HANFORD DANIEL A. ABSCULOSI TRISTAN MONTGOMERY
AMON BELCHER AND JOHN BULLOCK WRITTEN BY BILL HOFFMAN AND BY BRUCE MITCHELL PRODUCED BY SAMUEL L. BOND PRODUCED BY DENNIS STONER AND KADREYI J. SCHUBERT
DIRECTED BY MICHAEL ALMEREYDA
COSTUME DESIGNER JOSEPH REESE EXECUTIVE PRODUCERS GUY BRIDGES MARK MYERS TREVOR CANTY CHEEK CAMPBELL LEO GROSSMAN EXECUTIVE PRODUCERS CLAUDIO CALZAVARA ROGERIO FERNANDEZ JEFF RICE
PRODUCTION DESIGNER BARBARA A. ABSCULOSI PER MELLA EXECUTIVE PRODUCERS AMBER SCHROOF BEN ROBERTS EXECUTIVE PRODUCERS GUY BRIDGES EXECUTIVE PRODUCERS MICHAEL ALMEREYDA
CASTING BY JEFFREY M. ROBERTS
EDITED BY JEFFREY M. ROBERTS
PRODUCTION OFFICE: LOS ANGELES, CALIFORNIA
MAGNOLIA PICTURES
B.B. FILM PRODUCTIONS
HORRIFIC FILMS PRODUCTIONS
JEFF RICE FILMS
MAGNOLIA PRODUCTIONS

ILLUSION SETS THE STAGE. DECEPTION REVEALS THE TRUTH.





"so disturbing, intense, and believable that it's easy to forget we're watching a movie."
 -Justin Gerber, Consequence of Sound

THEY WERE GIVEN 2 WEEKS. IT LASTED 6 DAYS.

THE STANFORD PRISON EXPERIMENT

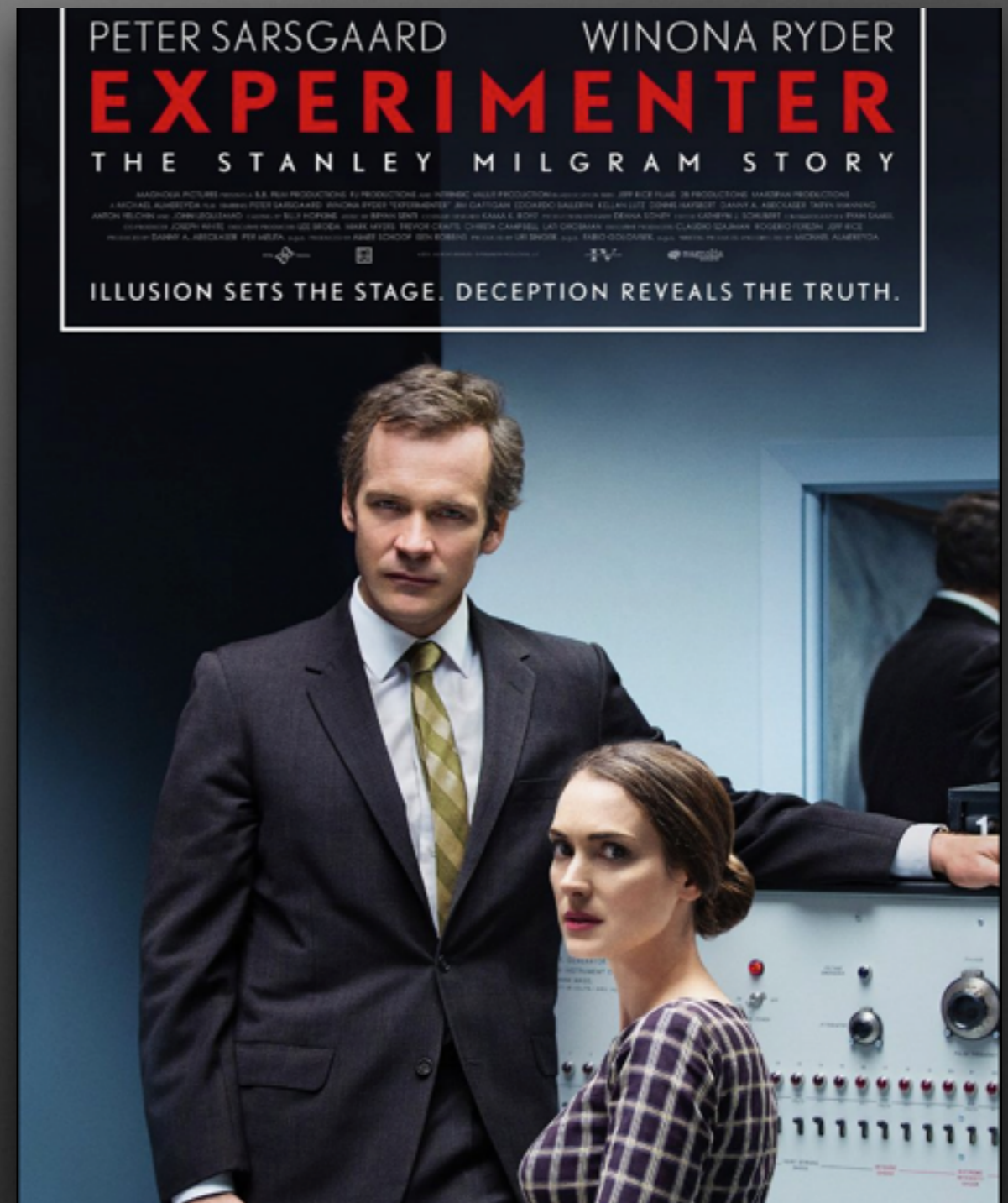
based on true events

IFC FILMS, SANDHOG PICTURES & ABANDON FEATURES PRESENT A FILM BY JULIAN ARDREY "THE STANFORD PRISON EXPERIMENT" CASTING BY ANITA LINDENBERG COSTUME DESIGNER BRIGITTE J. MC CARTHY EXECUTIVE PRODUCERS JEFFREY M. HOFFMAN AND JEFFREY M. HOFFMAN PRODUCED BY JEFFREY M. HOFFMAN AND JEFFREY M. HOFFMAN WRITTEN BY JEFFREY M. HOFFMAN AND JEFFREY M. HOFFMAN DIRECTED BY JULIAN ARDREY
 STYLING BY LAUREN BRYANSON
 MUSIC BY PHILIP MILLER
 EDITOR PHILIP MILLER
 EXECUTIVE PRODUCERS JEFFREY M. HOFFMAN AND JEFFREY M. HOFFMAN
 PRODUCED BY JEFFREY M. HOFFMAN AND JEFFREY M. HOFFMAN
 WRITTEN BY JEFFREY M. HOFFMAN AND JEFFREY M. HOFFMAN
 DIRECTED BY JULIAN ARDREY
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如果你參加了米爾格蘭的研究...

- 你會懲罰學生到什麼程度
- 在服從研究中，受試者受到什麼傷害？
- 男生和女生的表現，會有差別嗎？
- 現今受試者，和原始研究的受試者，會有不同嗎？



服從研究可能被複製嗎？

困難何在？

Jerry M. Burger (2009)

- American Psychologist, 64(1), 1-11
- 以修正的方式進行研究
- 通過研究倫理申請
- 在核心期刊中發表結果

Replicating Milgram
Would People Still Obey Today?

Jerry M. Burger
Santa Clara University

The author conducted a partial replication of Stanley Milgram's (1963, 1965, 1974) obedience studies that allowed for useful comparisons with the original investigations while protecting the well-being of participants. Seventy adults participated in a replication of Milgram's Experiment 5 up to the point at which they first heard the learner's verbal protest (150 volts). Because 79% of Milgram's participants who went past this point continued to the end of the shock generator's range, reasonable estimates could be made about what the present participants would have done if allowed to continue. Obedience rates in the 2006 replication were only slightly lower than those Milgram found 45 years earlier. Contrary to expectation, participants who saw a confederate refuse the experimenter's instructions obeyed as often as those who saw no model. Men and women did not differ in their rates of obedience, but there was some evidence that individual differences in empathic concern and desire for control affected participants' responses.

Keywords: obedience, authority, Milgram

Stanley Milgram's (1963, 1965, 1974) obedience studies are arguably the most well-known social psychological research inside or outside the field. References to the studies continue to appear in popular media, including movies and songs (Blass, 2004), and a social psychology textbook that does not include a discussion of the research is almost unthinkable. In truth, Milgram's work is more properly described as a series of demonstrations rather than as an experiment (Burger, 2002), and the absence of a theoretical model at the outset of the research impeded Milgram's efforts to publish the initial reports of his investigations (Blass, 2004). Nonetheless, the haunting images of participants administering electric shocks and the implications of the findings for understanding seemingly inexplicable events such as the Holocaust and Abu Ghraib have kept the research alive for more than four decades (Miller, 2004).

Although Milgram developed many variations of his basic procedure, the study most psychologists are familiar with is Experiment 5 (Milgram, 1974). Briefly, a participant and a confederate were told the study concerned the effects of punishment on learning. Through a rigged drawing, the participant was assigned the role of teacher while the confederate was always the learner. The participant watched as the experimenter strapped the learner to a chair in an adjacent room and attached electrodes to the learner's arm. The participant's task was to administer a paired-associate learning test to the learner through an intercom system. The learner indicated his responses by pressing buttons connected to answer lights on the participant's side of the wall. Participants sat in front of an imposing shock generator and were instructed to administer an electric shock to the learner for each incorrect answer. Labels above the 30 switches that spanned the front of the machine indicated that the shocks ranged from 15 to 450 volts in 15-volt increments. Participants were instructed to start with the lowest switch and to move one step up the generator for each successive wrong answer.

In actuality, the learner received no shocks. But he gave many wrong answers, which required the participant to administer shocks of increasingly stronger voltage. Following the administration of the 150-volt punishment, the participant heard the learner's cries of protest through the wall. The learner said he wanted out, that he was experiencing excessive pain, and that his heart was bothering him. From that point until the 330-volt switch, the learner yelled in pain and demanded to be released after each shock. After the 300-volt shock, the learner refused to answer (which the experimenter said to treat as a wrong answer). After the 330-volt shock, the learner no longer screamed or protested when receiving a shock, suggesting that he was physically incapable of responding. The major dependent variable was the point in the procedure at which the participant refused to continue. The experimenter, who sat a few feet away, encouraged the participant to continue at each verbal or nonverbal sign of resistance. The study proceeded until the participant expressed resistance to each of four increasingly demanding prods by the experimenter or until the participant had pressed the highest switch on the shock generator three times. The unsettling finding was that 65% of the participants in this version of the experi-

The research reported in this article was featured on ABC News's January 3, 2007, broadcast of *Primetime Live*.

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修正的方式

- 降低懲罰的電流數 (450vs.150)
- 多次的提醒受試權益
- 醫療人員在旁評估
- 事後的報告與說明
- 通過大學研究倫理委員會許可後進行



現代人比較不服從權威？

- 複製研究的結果
- 有改變，但結果類似
- 性別差異不大
- 個人因素影響結果
- 未來研究的潛力



複製服從研究✓

和原始研究的差別？

人性本善嗎？

意見、想法與反省