## Situational factors affecting Obedience

Consider the alterations to Milgram’s original research, in which 63% of participants went to the full 450v, and estimated the percentage of participants that went to 450v in each condition.

Look around the room for the results for each of the variations in Milgram’s research

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| Procedural Variation | % that went to 450v | Reason for difference in obedience rate |
| **Institutional context**: the experiment took place in a run-down office building |  |  |
| **Proximity of learner**: the teacher and learner were in the same room (about 46cm apart). |  |  |
| **Touch proximity**: the teacher was required to force the learner’s hand down onto the shock plate. |  |  |
| **Remote authority**: the experimenter gave initial instructions to the teacher in person and then left the room and gave all further instructions by telephone |  |  |
| **Two peers rebel**: the teacher was only required to deliver the shocks and two other teachers (confederates) read the word pairs and informed the learner if the response was correct; at 150volts one confederate teacher refused to continue and at 210volts the 2nd confederate teacher followed. |  |  |
| **A peer administers the shocks**: the teacher was required only to read out the words and instruct and another teacher (a confederate) to deliver the shocks. |  |  |

Milgram found that the biggest rise in levels of obedience was when there were 2 teachers where one read out the word-pairs (real participant) and the other delivered the shocks (the stooge) – obedience rose to \_\_\_\_\_\_\_%. This shows it is easier to obey when we can **shift the responsibility** to someone else.