

Feshbach - Aggression

82

7. Instrumental aggression = achievement of an app. goal.



2) hostile app. goal response in func. of some object.
Does not take in account rage, not to injure in defensive app.

is usually not differentiated in 2. level

8. Agg. innate <

10 Hartmann, Kris, L. (1949) - energy of self assertion motive derived from aggressive drive energy.

11 Sadism stood out from other libidinal manifestations because its aim was so very unloving." (Freud)

11 Aim of death-inst. = cessation of stimulation. then directed toward external object = destruction of others.

ambiguity < nirvana
(striving) for disintegration, death, illness.

Self preservative tendencies block primary self-direction of destructive urges or cause them to be manifested to outside.

11 "The ego hates, abhors or pursues with intent to destroy all objects that are for it a source of painful feelings." (Freud)



12. Civilization as its discontents: 'Civilized society is perpetually menaced with disintegration through the permanent hostility of men toward one another. ... Culture has to call upon every possible reinforcement in overt erect barriers against the app. instincts of men as well their manifestations, a check by reaction formation in man's minds. ... Hence the restriction on sexual life, as Coore too, is ideal command (Coore one's neighbor as oneself. (p. 80)

13. The reactive character of human app. is accepted & most psychoanalytically.

Ca. Hurlberg (1955) - death instinct (in the mouth) of body extreme ideas.

Saul (1956) hostility = reflection of developmental disturbance arising from diverse sources (as one & sources.

indulgence, in ad aspects (and/or) of getting.

parental rejection or identification with

punitive parental image.

host. = reactive but very important

12. Waelder (1956) accepts validity of both reactive and instinctive sources of app.

12. Ego psycholysis = self destructive behavior as a deflection of app. impulses. (Loventon. 49
Hartmann 1949)

13 app. energy can be modified through the process of neutralization and sublimation



Feshbach

(3)

15. This neutralized energy necessary for normal development of a child, constituting part of the super ego - ego resources available to the child in its problem solving activities as in the control of socially undesirable impulses. As in the case of libid. transference, neutralized or structured exp. energies may prove to be conflict (super ego, self confidence etc.)

15. Mammals as against prim. lumpin as all under exp.

17/18 Two primary ways in which the young infant is seen to display exp. tendencies

1.) rage reaction = affect-motor pattern (agitated movements of the limbs, vocal cries, increased heart rate & blood pressure)

2.) oral activity

Infant's ^{hand to} destructive behavior incorporates appropriate - sucking the object dry, tries to take everything into himself. (Trend 1949, p. 40)

Lorenzini: the absence of food deprives the child of the opportunity to discharge exp. tension in its incorporation (!)

(1950) Pulsion = pain produced by biting can become source of satisfaction for infant. Antecedent of mesoch. behavior

201.

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Feshbach

23/4 Fromm on Oedipus complex

frustration (mother - not primary sexual)
lots of father aggression as resistance to the
& mother being cut.

Fromm on minor developmental problems that
all children have.

24/5 Erickson - dev. structure as mixture of inhibited instincts, striving
for autonomy & locomotor & cognitive changes
as well as cultural patterning & unique familial
demands.

25 Freud: motivational energy available to child's superego
is derived fr. child's aggression toward parent
& identification with aggressor (Freud.)
Freud's early acknowledgment of aggression in
Oedipus complex.

25. Control ← Super-Ego
Ego functions.

26 Rado, Winneman (1957) deficiencies in ego functions.
f.ex: inhibited & resist temptation, susceptibility to
behavior contagion etc

27.I.

28.I. Change in pos. theory - emphasis on ego development

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Feshbach.

5

18. Dollard is reaction theory of aggression & frustration
| discussion of difference between aggression,
frustration that & self-value, dignity, need for
love etc.

27. frustrate to anger - does not create aggr.
"Aggr. does not create but its strength is directly
linked to the frequency and intensity of frustrating
experiences."

|
Initial statement: "aggression is always a consequence
of aggr. frustration"

30 | discussion of a frustration theory.

31 'strength of inhibition of any act of aggr. varies
positively with the amount of punishment anticipated
& be a consequence of habit' (33)

| argument for capital punishment!
However Dollard et al recognize limitations of the
principle (f.e. imitation of punishing person)

36. cathartic effect of aggr. release in "Frustration & Aggression."

38 F.'s critique of Dollard. (wide literature prog. theory & learning
theory - but ...)

Feedback

6

38 'All theoretical models of aggr. assume that aggr. behavior is, to some degree, acquired.'

38 pa. position: learning → form of aggr.
aggr. →
inst. drive → inhibition

Dollard: source of aggr. frustration perceived drive rather than instinct - but learning little role.
aggr. if not innate, has a high probability of being acquired in course of socialization.

Learn 1959 or Feshbach (1964) suggest possible mechanism by which aggr. drive is acquired

39 Sears: reinforcement of "consistent association of perception of pain in others with the removal of frustration results the former acquiring reinforcement properties."

39. Feedback: motivation to inflict pain is rooted in the child's experience of pain & aggr. behaviors as cultural norms did include that the infliction of pain ^{upon} in others is the appropriate response made to the experience of pain.



40

Two theories:

- 1) emphasis acquisition of app. responses through reinforcement of response after it has occurred (Darwin, 1952, Buss, Covas, Velasco)
- 2) App. response = modeling and identification in the acquisition of the response (Bandura, 1963) but he had the same energy - just it went out suddenly

did not
at least as
H. V. ...
model. 41

Has account for initial occurrence

41

variety of stimulus conditions: modeling and selective reinforcement decrease / frustration app. drive

43

Link of animal to app. behavior, to be studied

44

a disagreement of animal behavior data Barnett 1967
Moyer 1967 distinguished 6 types of aggression
(with exception of "inimitability" all depend on vital interest.

45

not accounted for is triumph over enemy of play lay face
but, "However the categories encompass more
types of aggressive behavior, particularly those observed in
the mammalian species."

"Moyer's analysis is of particular interest because of
its focus on stimulus antecedents as the suggestion that
these antecedents may innately elicit app. behaviors
but are functionally different ... physiological and behavioral
evidence that predatory app. is fundamentally different from
the various forms of intra-species aggression - Prof. Dr. Jones

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related to food seeking, or consummatory behavior.

(Huddleston & Ranjan 1966) as a result
of a different area of the hypothalamus than is implicated
in the control of irritative aggression (Wasson & Flynn 1962)
In the case of spontaneous aggression is intimately
related to hormonal stimulus factors regulating
sexual behavior.

!
↑ strength differences among reactive aggression
according to force.

46. "These observations in animals suggest the possibility that
there may also be human stimulus situations other
than frustration, which can elicit behavior with destructive
consequences but that are focused, at least, initially, on
different mechanisms.

47. Aggr. like behaviors are highly controlled by external stimulus
factors in the dark past & provide any support for the
notion of an innate, internally generated drive that seeks out,
as it were, aggr. interactions to reduce its intensity."

47/48 Examples of Lorenz almost all of reactive aggression.

47/48
Lorenz (as Maslow) concept of motivation
as innate elicits particular stimulus configurations
as destructive consequences or species preserving.
↑ on this is Lorenz like 1.

↳ 6. Aggression (hydraulic)

47/48 | |



Feedback

#2.9

48/9

Scott (1958) review of the animal literature points to the significant extent to which aggression behavior in animals is dependent on reinforcement of that behavior.

Kill and dogs can readily be trained to be fighters or to adopt more passive behavior.

Scott: "If it can be established that aggression is produced by training in all species of animals, including human beings, there is a hopeful outlook for the control of human aggression" (p. 20)

49/50

Simultaneous with Scott & Coren.

Scott: "punishment leads to aggression only in situations where the individual has the habit of being aggressive."

50/51

AT

51

"Intraspecific killing in animals is much rarer than in humans, and the pursuit of a rival over space and time in order to inflict injury upon him, is a peculiarly human phenomenon."

53/54

Children's aggression: hardly comparable data.

53/54



Feshbach.

10.

54/55 Little agreement when age changes or not between 2-5.

54/55 I

56. "The results of the few studies that have related the age the age of the pre-school children to aggression in doll play are no less ambiguous than those based on observations of nursery school behavior."

57. "The most consistent finding that emerges from the doll play or nursery school data is the indication of an increase in verbal aggression between 2-4 years of age."

58. Watson: restriction of movement = primary stimulus to anger in infant.

59. "Comparative age studies of aggression after the pre-school period are few in number & tend to deal with isolated observations."

62. Kazan - Moss on continuity of aggression before 6 in adolescence aggression & competition

62. I

63. Sears, Gaccoby, Levin (1957): greatest distinction made between sexes in reaction of boys or girls was in the area of aggression.



testbad. 1

64. On constitutional differences between boys & girls
It may not be a sex disposition.

64P:
1.

65. "Evidence from several prominent studies suggest that males
are more highly disposed to sex app. than females."
The male hormone is a major expression.

66. "Studies of sex differences in children; app. have shown boys
to be relatively more expressive than girls, when direct
physical responses are assessed." When other forms of app.
are measured, the findings are much less consistent."

71 suggest that girls make greater use of indirect
forms of app. than boys.

72. suggest that differences may not be in strength of
app. drive but in the mode of behavior in which
aggression is expressed.

78. + correlation between mesomorphy and app. (aggressiveness)

79. most studies indicate that infants to preschoolers & adults, indicate
that first born children are less app. than later
born siblings. The family show weaker impulse
controls.

80. lower class less repressed app. than in lower middle class.
(Davis 1943, p. 614)

80P
1.



Feedback

6

81/82: [The study of social class & aggr. suffers from oversimplification. The question for rural aggr. (?) is not behavior (suppression) aggr., but behavior & specific conditions of class structure]

83 Toigob (1965) extreme in social structure more aggressive. Children of rural background most aggressive - contradictory, Madsen (1966)

83 Data on class & aggr. are contradictory & not easily reconcilable.

84/85 Aggr. differences btw Mexican children. (Madsen 1966)

84/85

87 Silverman (1963): self-esteem of aggr. should be negatively related in middle class children, but in differently for lower class for whom aggr. was assumed to be a more normative behavior.

88 Aggr. anxiety positively correlated with socially acceptable morally justified aggr. attitudes (Sama, 1964, Lean 1961)

88 Studies on aggr. & dependency have resulted in conflicting results.

Feshbach.

91. Feshbach 1964: children high in empathy should manifest less overt aggression than children low in empathy.

92. Apparent contradiction & Lois Murphy (1937)

92 Feshbach = Feshbach (1968) & empathy and aggression
younger group + correlation

also - - -

Aronfreed (1968) ~ same problem.

92/93

93. Kaufman (1965) review of method. problem in the study of aggression - importance of operational definition of aggression.

93 Bronfenbrenner & Ricciuti (1960): - for refined psychometric instrument. "However, the paucity of standardized techniques is partly due to the complex nature of aggression as a psychological variable." (p. 790)

93 ambiguity of the referent of aggression is being assessed.

94. anger and aggression drive under most circumstances can be considered as equivalent.

98/9 6 procedures & structure.

102 TAT and Aggression.

103 Roy and Roy psychology: control function of fantasy (such as binding) energy can regulate its expression (Rapoport 1957)

