

KAREN HORNEY

- ☞ Questioned Freud's view regarding women; *Feminine Psychology*
- ☞ She maintained that there are SOCIOLOGICAL and CULTURAL FACTORS affecting the personality development of males and females
- ☞ Her father was said to be a disciplinarian
- ☞ Was said to be clinically depressed; attempted to commit suicide and swim towards the open sea

FEMININE PSYCHOLOGY

- ☞ 1930's; it was then a man's world
- ☞ Her works were soon to be used as a foundation and backbone for a feminist orientation

HORNEY'S THEORY OF NEUROSIS

- ☞ Differed from contemporary views during her time: that neurosis is a form of mental illness; RATHER, she viewed it as a NATURAL REACTION of people to some external stimuli such as bereavement, and other negative experiences

How do we differentiate neurosis from psychosis? – neurosis is more of an INCONGRUENCE between what you think (COGNITION) and what you do (BEHAVIOR); does not hamper NORMAL daily FUNCTIONING; anxiety is a normal feeling also; the former 2 are more of a mental state

- ☞ Neurotics are trapped in a SELF-DEFEATING INTERPERSONAL STYLE
- ☞ She also REINTERPRETTED *Oedipus Complex* as the resulting anxiety caused by the DISTURBANCE in the parent-child RELATIONSHIP

Womb envy – men's envy of women's ability to bear and nurse children

- ☞ Did not really emphasize that men are dissatisfied with themselves, but that EACH GENDER has attributes that the other ADMIRES
- ☞ Argued that Freud's hypothesis about women was influenced by sociological conditions; the REASON why women would want to become a man (according to Freud) is that there are CONSTRAINTS being imposed by SOCIETY on WOMEN

Self-Actualization – the aim of all healthy individuals; that is, to maximize all of one's potentials and a mastery of one's self

- ☞ She shared this view with Maslow, in addition to their agreement in the influence of socio-cultural factors in the development of personality

Basic Anxiety – developed during childhood from parental LACK of basic LOVE and CARE

NORMAL NEUROSES – the result of insufficient emotional nourishment

PATHOLOGICAL NEUROSES – the result of psychological abuse; always involves a conflict between *real self* and *ideal self*

COPING STRATEGIES

1. **Moving Towards People** – dealing with anxiety by EMPHASIZING their HELPLESSNESS and DEPENDENCY on others
 2. **Moving Against People** – dealing with the anxiety caused by their environment by exercising or DEMONSTRATING that they have POWER; they get REWARDED by the FEELING that they have power and respect
 3. **Moving Away from People** – instead of reacting to anxiety by either being dependent or hostile to others, people may simply TURN AWAY from the world; there is an intense striving for ISOLATION and self-SUFFICIENCY
- ☞ PROBLEMS begin when a person is more INCLINED to utilize one strategy MORE than the others
 - ☞ There are 10 NORMAL neurotic needs of people

THE 10 BASIC NEEDS OF PEOPLE (take note of these; some are NOT FOUND in the book)

1. Moving towards people

- ☞ Need for **affection and approval** – indiscriminate need for the approval of others; these people would be CHARACTERIZED as SOCIAL CHAMELEONS – they follow what people tell them so that they are always liked
- ☞ Need for a **partner** – the need for some SIGNIFICANT OTHER to “complete” their lives and to be their protector; fear to being deserted and being alone; thinks that love will solve their problems

2. Moving Against People

- ☞ Need for **power** – there is a need to prove that they have power over others to compensate their own insecurities and inadequacies; adoration for strength and contempt for weakness; they fear uncontrollable situations and helplessness

EX: children who feel inadequate and insecure push children around because they feel powerful

- ☞ Need to **exploit others** – use others to their advantage to make themselves look better AND OTHERS AS STUPID; also a form of compensation for their inadequacies; they fear being used by others because they would feel stupid in losing at their own game
- ☞ Need for **social recognition** – extreme valuing of material possession, social status, acceptance from the public; to always be regarded well by others; fear losing their prestige (being humiliated)

- ☞ Need for **personal admiration** – there is an inflated idea of themselves; a wish to be praised
- ☞ Need for **personal achievement** – to be the best at everything (sports, career, wealth) at the expense of others

3. Moving Away from People

- ☞ Need to **restrict life practices** – necessity to be undemanding and content with little; restricts personal ambitions and wishes for material things; low self-esteem; denying one's self
- ☞ Need for **self-sufficiency and independence** – never needs anyone; more of being able to free one's self from responsibility to others
- ☞ Need for **perfection and unassailability** – afraid of making mistakes

HARRY STACK SULLIVAN

- ☞ Was believed to have been engaged in a homosexual relationship
- ☞ Suffered from his own crisis during adolescence, especially with his troubled relationship with his mother
- ☞ Lived a lonely childhood; the only son and the only Irish in a Protestant neighborhood

FOCUS OF HIS THEORY

- ☞ Placed emphasis on the importance of **ADOLESCENT RELATIONSHIPS** in his theorizing about personality development
- ☞ Referred to his approach as **INTERPERSONAL THEORY**; he believed in the importance of what goes on **BETWEEN PEOPLE** as against what goes on **INSIDE PEOPLE** (Freud's view)
- ☞ The only **REASON** why we are able **DIFFERENTIATE** one's **PERSONALITY** from **OTHERS** is because we are able to **OBSERVE** the difference through its **MANIFESTATION** in its social context (interpersonal relationships)

EX: if we do not interact with each other, we would not know of the difference in one's personality; we would not know that someone is shy, unless we see someone talk to the person and the way the person responds

- ☞ His concept of **SELF** only has meaning if it is taken in its **SOCIAL CONTEXT**; our **CONCEPT** of **SELF** exists because we **SEPARATE** ourselves from others
- ☞ Also believed that psychosis and neurosis, as well as any other **PROBLEM WITH LIVING** is part of a **CONTINUUM** and not a separate entity in and of itself; they are the extreme end of the continuum

PERSONIFICATIONS – mental images or TEMPLATES we have of other people and ourselves

- ☞ We form different PERSONAS depending on how we elicit them from other people

EX: we have a persona for a GOOD MOTHER, which we are able to elicit when we behave well as children; VICE VERSA

- ☞ Poor social relationships lead to feelings of insecurity and anxiety; we use COPING strategies to alleviate these feelings, but RELYING too much on these mechanisms, might result in a FALSE SENSE of who they are
- ☞ ANXIETY is the RESULT of eliciting a NEGATIVE RESPONSE or perceiving NEGATIVITY from the people around us, and from ourselves

EX: as children, we APPRAISE ourselves by how we THINK other people appraise us;

THREE CATEGORIES OF SELF-IMAGE (self personifications)

Good-me

- ☞ those aspects of ourselves that we feel good about, that have been rewarded in the past
- ☞ this evokes good reactions from people
- ☞ behavior that are associated with feelings of security and the absence of anxiety

Bad-me

- ☞ behavior that has been associated with feelings of anxiety
- ☞ evokes unwanted reactions from people
- ☞ those aspects about us that we do not like

Not-me

- ☞ those aspects about ourselves that are so threatening or extremely disliked
- ☞ they are kept (*dissociated from our self concept*) in our unconscious mind

DEVELOPMENTAL EPOCHS

- ☞ also emphasized on the influence of early childhood experiences in personality development
- ☞ shared Erikson's view that development continues on after the first few years of life
- ☞ development does not solely reside on biological factors (age, physiology), but also on social situations and influence; it depends on the SOCIAL SITUATION a person is EXPERIENCING

1. *Infancy* – experience primarily revolves around parent and child; parents play a critical role; parents who experience anxiety in child rearing communicates the anxiety to the child

AND THEY SENSE IT, which results in anxiety

2. *Childhood* – development of early speech, and the child's realization of communication
3. *The Juvenile* – the beginning for children to learn how to socialize with their peers; the inability to do so may result in poor social relationships
EX: they may become social outcasts, disliked by most of their peers
4. *Preadolescence* – characterized by the need to find a peer that one could be intimate with which would later assist in their ability to form meaningful heterosexual relationships
5. *Early Adolescence* – onset of puberty changes the need for friendship to a need for sexual expression; self-worth becomes synonymous with sexual attractiveness and acceptance by opposite sex peers
6. *Late Adolescence* – needs during the last 2 stages merge;
7. *Adulthood* – struggles include financial security, career, and family; result of previous stages determines most of how the person would do during this stage

ERICH FROMM

- ☞ was primarily a sociologist, influenced by the works of Marx
- ☞ had his own political views during the war, which could also be
- ☞ combined Freud's and Marx' view in his formulation of his theory

HIS THEORY

- ☞ Viewed FREEDOM as being the primary SOURCE of our ANXIETY
- ☞ Maintained that being free, we began to FEEL LOST in the choices that we could make; we want to AVOID the RESPONSIBILITY because that is what causes our anxiety
- ☞ ANXIETY was the RESULT of our FREEDOM
- ☞ Whereas during the Feudal system, our destinies were predetermined by our social class, the advent of Renaissance and the rise of individualism, caused us as much freedom as confusion

EX: Kings were to be kings, peasants would be peasants, and so on...

- ☞ With individuality, we were to determine, rather suddenly, who we really are, what we want to become, etc...

STRATEGIES WE USE TO OVERCOME (escape) FREEDOM

Authoritarianism

- ☞ Associating one's self with stronger people – people feel they are powerful
- ☞ These people strive for both SUBMISSION and DOMINATION

EX: in submitting to authority, we are controlled and become followers; in dominating, we are forced to live up to the role and escape our real identity

Destructiveness

- ☞ Overcoming life's threatening situations by destroying them
- ☞ Can either be directed outward or inward

Automation Conformity

- ☞ To conform is to free one's self from the anxiety of being independent

EX: one does not have to decide or choose for one's self, they simply have to follow what society dictates

Positive Freedom

- ☞ being able to embrace our true desires
- ☞ congruence with what we want and what we do
- ☞ being ourselves

Activity: Take a sheet of paper. Write an essay about how you perceive yourself personality. Include your personal and interpersonal conflicts and provide an explanation using any of the psychoanalytic theories we have discussed. (you may also combine different concepts from the different theories