

Limits and Liabilities of Freudian Theory

1. Adult personality is formed ONLY during the formative years of a child; Freud did not take into account the importance of adolescence and early adulthood
2. Failed to take into consideration social and cultural forces
3. Pessimistic view of human personality

**note how each theorist's personal experience influences their own theories about human personality*

ALFRED ADLER

- ☞ Deviated from Freud after discussions and disagreements on the true nature of personality
- ☞ Freud was a bit CLOSED MINDED to accept other POSSIBLE EXPLANATIONS for the nature of a PERSONALITY
- ☞ He first called his own “campaign” as *Society for Free Psychoanalytic Research*; he later found a more suitable title and coined the term *Individual Psychology*
- ☞ FOCUSED much on STRIVING FOR SUPERIORITY in his theorizing about human personality; maintained that THIS was the MOTIVATION for people rather instinctual motivation according to Freud – the opposite of this is our inferiorities
- ☞ HEALTHY adult PERSONALITIES would ALWAYS strive to WORK towards this goal, HOWEVER, in some cases, a HEALTHY personality is NOT present, and there is a LACK OF INTERNAL MOTIVATION = *inferiority complex*

**Compensation* – ways by which we overcome our individual inferiorities

EX: inferiorities is one aspect of our personality, may trigger in us the motivation to strive for superiority in others

**Overcompensation* – excessive striving to the point of fanaticism

Ex: people who feel they are haven't performed very well, when they actually do

**Well Adjusted People* – express their striving for superiority through concern for the social interest

**Poorly Adjusted People* – express their striving for superiority through selfishness and a concern for personal glory at the expense of others

Parental Influence of Personality Development

- ☞ Also believed in the IMPORTANCE of early CHILDHOOD to later DEVELOPMENT of a person
- ☞ Emphasized the role parents play in the development of personality
- ☞ Much like Freud, Adler also focused on early life stages, which he believed had the major influence on an individual's personality development

PAMPERING vs NEGLECT

- ☞ *Pampering* robs children of their independence ergo making them feel more *inferior*; child grows up unable to cope with many of life's problems
- ☞ *Neglect* from parents causes the child to grow up cold and incapable of developing warm, personal relationships
- ☞ Allowing children the freedom to make their own decisions is healthy, even if it means making some mistakes along the way

THE EFFECT OF BIRTH ORDER ON PERSONALITY

First Born

- ☞ subject to EXCESSIVE ATTENTION being given by parents ergo PAMPERING
- ☞ it is SHORT-LIVED due to the arrival of the SECOND CHILD
- ☞ being pampered already has its drawbacks, let alone having to lose all that attention because of the arrival of siblings

***these result in a strong sense of INFERIORITY; they are exposed to excessive pampering, only to be DETHRONED later on

Second Born/Middle children *Adler was a middle child

- ☞ they are NEVER afforded EXCESSIVE PAMPERING; they always share their parent's attention with the oldest child
- ☞ according to Adler, they develop a strong sense of superiority striving; highest achievers among siblings

Last Born

- ☞ tend to be spoiled among siblings, ergo, they become VULNERABLE to strong inferiority feelings; everyone in their surrounding is stronger and older

POINTS OF DISCUSSION

1. More recent data does not support Adler's theory about the effects of birth order on personality
 - ☞ Birth order does not accurately predict scores on personality tests
 - ☞ Failure to replicate results of previous studies
2. Today's family dynamics is more complex than Adler might have expected
3. Adler's theory, just like Freud, however flawed, triggered a lot of researches to be conducted

CARL JUNG

- ☞ Used to work with Freud; was sort of the protege
- ☞ Was engaged in numerous disagreements with Freud about various aspects of Freud's theory
- ☞ He later detracted from Freud and developed his own school of thought = *Analytic Psychology*
- ☞ Knowledgeable about mystical symbolism, ancient and modern cultures

***Jung did NOT adhere so much to rigorous scientific methodology during the formulation of his theory; he argued that to understand the "soul", one must rely on the HUMANITIES (art, religion, myth, drama, interpretation of dreams, etc.)

Anyone who wants to know the human psyche will learn next to nothing from experimental psychology. He would be better advised to abandon exact science, put away his scholar's gown, bid farewell to his study, and wander with human heart through the world. There in the horrors of prisons, lunatic asylums and hospitals, in drab suburban pubs, in brothels and gambling-hells, in the salons of the elegant, the Stock Exchanges, socialist meetings, churches, revivalist gatherings and ecstatic sects, through love and hate, through the experience of passion in every form in his own body, he would reap richer stores of knowledge than text-books a foot thick could give him, and he will know how to doctor the sick with a real knowledge of the human soul. -- Carl Jung

Is his methodology valid?

- ☞ his methodology consisted of a structured analysis of historical documents which were used as EVIDENCE to back his theory = *archival research or content analysis*

THREE PARTS OF HUMAN PSYCHE

1. *Ego* = conscious mind
2. *Personal Unconscious* = what people usually refer to as *unconscious*; includes our memory (accessible) and materials that have been suppressed (not readily accessible)

***not so much different from early conceptualization of the “ego” and “unconscious”

3. *Collective Unconscious* = our “*psychic inheritance*”

- ☞ Accounts from people who have had NEAR DEATH EXPERIENCES are very much alike

FOUR MAIN FORMS OF ARCHETYPES

1. The Self or The Persona – our public image; a mask; how we project ourselves to other people
 2. The Shadow – “the dark side” of the ego; AMORAL, much like animals; “innocent” like how animals care for their young and kill to survive (it is natural); often guards an entrance (the collective unconscious) to some cave or room
 3. The Anima – the female aspect present in the collective unconscious of men
 4. The Animus – the male aspect present in the collective unconscious of men
- ***together they are referred to as “SYZYGY” (a conjunction, union, balance)

- ☞ The anima and animus represent what has been “taken away” from us by society; it is our other half

Ex. Love at first sight

OTHER ARCHETYPES

1. The Hero – usually an evolution of our selves;
2. The Wise Old Man -
3. God – represents our need to understand the universe; an answer to what we do

not comprehend

4. Hermaphrodite – the unity between the sexes; also a manifestation of the persona;

☞ The list of available archetypes goes a long way as it goes back to our ancestors collective experience as a species

DYNAMICS OF THE PSYCHE

1. **Principle of Opposites** – every wish immediately suggests the opposite; we cannot have a concept of good, if we do not know what is bad

☞ According to Jung, this is what gives energy (libido) to the psyche; like negative and positive poles of a battery; the stronger the contrast between the opposing powers, the more energy is fed into our psyche

2. **Principle of Equivalence** – energy created from the principle of opposition is distributed equally to both sides.

3. **Principle of Entropy** – when the opposing energy eventually dissipates and finds homeostasis; old-age;

☞ As our personalities begin to solidify, there is less conflict about our self-knowledge

Transcendence – the process of rising above our opposites

Ex. As mature adults, we overcome our obsession with masculinity (femininity) and become more androgynous

Introversion – a result of focusing too much on our self or persona

Extraversion – a result of being too in touch with our collective unconscious

ERIK ERIKSON

☞ Suffered from his own crisis in identifying his real identity

☞ He has told that he was a Jew all his life ~ he was Scottish born out of an extramarital affair

CONCEPT OF EGO

☞ Performed many constructive functions as against Freud's theory that it is simply a

mediator

- ☞ A relatively powerful independent part of personality
- ☞ Works to establish its own identity and a feeling of self-worth, or a mastery of its environment (developmental stages)
- ☞ Called his own school of thought *ego psychology*

PERSONALITY DEVELOPMENT

- ☞ The development of one's personality is a continuous process up until old-age
- ☞ Revolves around the resolution of a particular *crises* at a particular stage in development
- ☞ The ego or person, plays a more active role in the development of one's personality; they resolve their own crises – with the help of others of course

EIGHT STAGES OF DEVELOPMENT

Basic Trust vs. Mistrust

- ☞ Infancy
- ☞ Must be established so that the person feels that the world is a safe place to be in (people are loving and approachable, etc...)
- ☞ Depends mostly on the parent-infant bond
- ☞ Failure to resolve the crisis results in estrangement, inability to trust both self and other people

Autonomy vs. Shame and Doubt

- ☞ Children must be able to feel that they are independent and powerful; that they have control over their environment
- ☞ Failure results in being unsure of self and a dependency on others

Initiative vs. Guilt

- ☞ Children must learn that they are able to interact with other people well (interact socially)
- ☞ After learning that they can manipulate or control their environment, they must understand that they are part of a society they have to live with
- ☞ Failure results in lacking of a sense of purpose and initiative in social situations

Industry vs. Inferiority

- ☞ They must learn how to be part of a healthy competition; that they can perform well like the people around them
- ☞ They have to feel that they are good at something and that they can deliver
- ☞ Failure results in *inferiority complex* (from Alfred Adler), low levels of productivity

and happiness, they do not believe in themselves

Identity vs. Identity Confusion

- ☞ It is the time when children prepare to become young adults and start asking “important questions” = WHO AM I?
- ☞ They have to discover what makes them different from everybody else, what sets them apart; “THIS IS ME, different from my friends”; I like this and that...
- ☞ It is important to be able to know who they are, AND APPRECIATE THEMSELVES for what they perceive themselves to be
- ☞ Failure results in *identity crises*

Intimacy vs. Isolation

- ☞ After one has been able to establish AND ACCEPT one’s own identity, only then can they be able to appreciate others
- ☞ It is important for a person to have emotional growth = of being able to establish a meaningful relationship with the people around them (intimacy)
- ☞ Failure often results in the inability to maintain meaningful relationships with partners

Generativity vs. Stagnation

- ☞ Similar to the fourth stage, but different in context and form
- ☞ The crisis is often in relation to the feeling that they are at some point of success in their lives (career, family, personal)
- ☞ People have to have the feeling that they have actually accomplished something with their lives
- ☞ Failure results in dissatisfaction with one’s life

Integrity vs. Despair

- ☞ Last stage of development
- ☞ People must feel proud and satisfied when looking back at their lives; the feeling that they accept what has happened in their lives (both good and bad)
- ☞ Failure results in the feeling that they have missed out on something or failed to accomplish something in their lives; they feel discontent with the outcome of their journey