

Different fields of Psychology

- Cognitive psychology
- Neuropsychology
- Clinical psychology
- Organizational behavior
- Sports psychology
- Developmental psychology
- Forensic psychology
- Social psychology
- Personality Psychology



Books

- Cervone, D., & Pervin, L. A. (2009). *Personality: Theory and research* (11th ed.). NY: John Wiley & Sons.
- Cloninger, S. (2012). *Theories of personality: Understanding persons* (6th ed.). NJ: Prentice-Hall.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality*. New York: J.
- Feist, J., Fest, G. J., & Roberts, T.-A. (2018). *Theories of personality* (9th ed.). New York : McGraw-Hill

Journals

- Journal of Personality and Social Psychology
- Journal of Personality

Course Topics

- Introduction to Personality Psychology
 - Introduction to Schools of Personality Psychology
 - Selected Trait and type approaches
 - Psychoanalysis and Psychodynamic approaches
 - Behavioristic Approach
 - Humanistic Approach
- Assessment of Personality

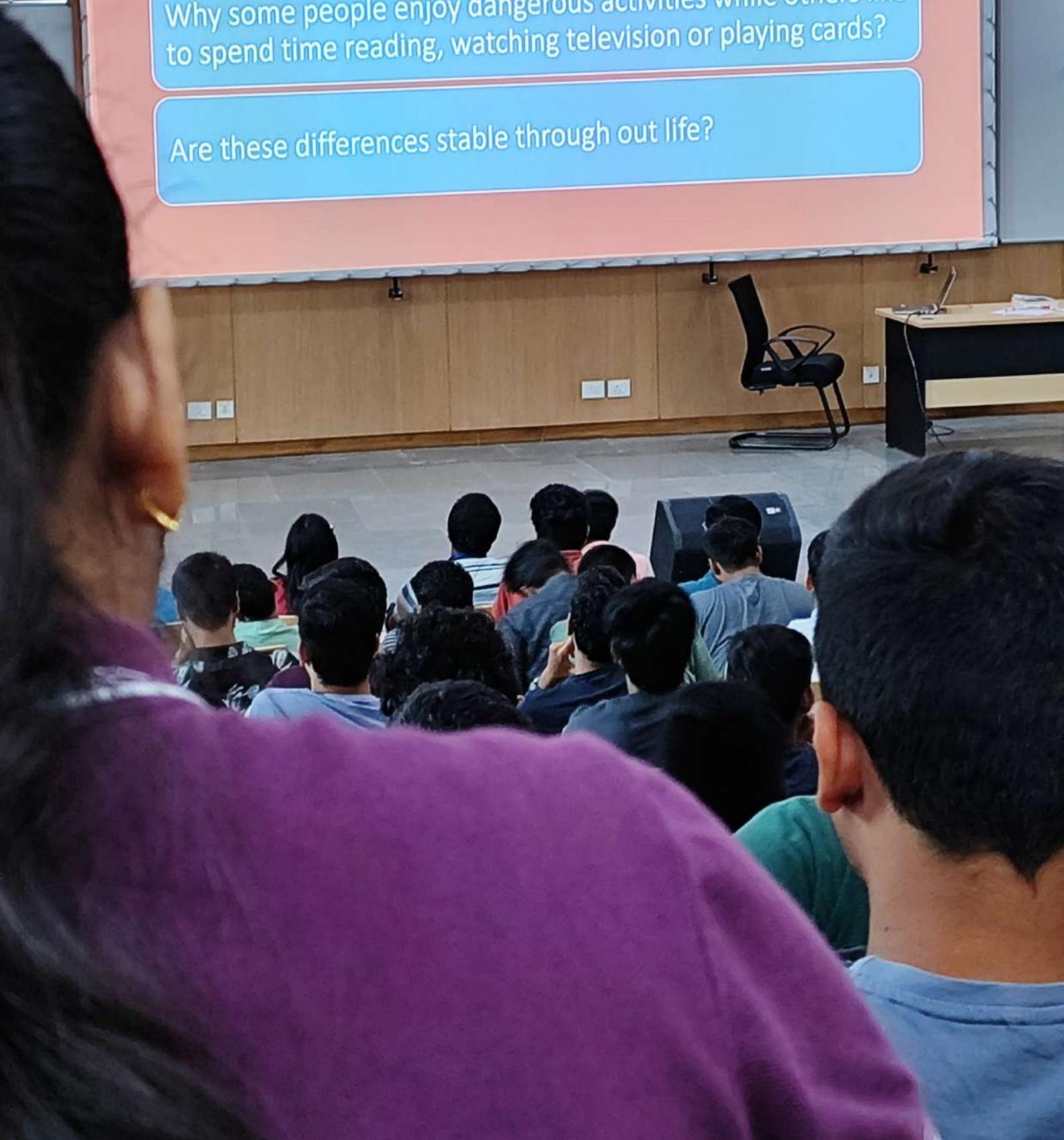


Common questions

When some people encounter the same situation why do they react differently?

Why some people enjoy dangerous activities while others like to spend time reading, watching television or playing cards?

Are these differences stable through out life?



Meaning of Personality

- Lay perceptions
- Comes from the Latin “persona”
 - theatrical masks worn by Greek actors – projecting a false appearance (Feist & Feist, 2018)
 - more than the role people play (Feist & Feist, 2018)
- Different perspectives



Personality Defined Scientifically

- **Personality** is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior (Roberts & Mroczek, 2008).
- The underlying causes within the person of individual behavior and experience (Cloninger, 2012)



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-
- **Stable/consistency – Trait** (individual differences, consistency across time and stability across situations – maybe unique, common to a group or species but pattern different in each individual)
 - **Unique Characteristics-** temperament, intelligence or physique



Terms you will come across during the course

- **Psychopathology** (also called abnormal psychology) studies the causes, treatment, and consequences of psychological disorders such as depression, anxiety, schizophrenia, and phobia.
- Disorders maybe broadly classified under:
 - (a) Neurosis and (b) Psychosis
- **Neurosis:** A term used to refer to a relatively mild form of mental disorder with distressing symptoms but with no loss of insight - marked by anxiety or fear, no hallucinations and no delusions. Eg: OCD, phobia
- **Psychosis:** Conditions of mental disorder characterized by hallucinations, incoherent speech, and delusions that indicate a distorted perception of reality and interfere with social and occupational functioning. Eg: schizophrenia, substance induced psychotic disorders



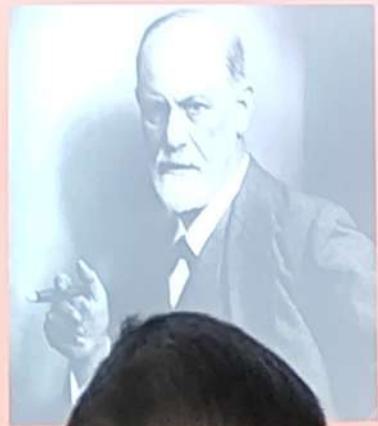
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Psychoanalytic Theory

- Early life- born either on March 6 or May 6, 1856, Czech Republic. Freud was the firstborn child of Jacob and Amalie. They had seven other children within 10 years
- Birth of second son, Julius. - significant impact on Freud's psychic development. When Julius died at 6 months of age, Sigmund was left with feelings of guilt at having caused his brother's death.
- Physician by training but always wanted to study physiology and do research
- French neurologist Jean-Martin Charcot -spent 4 months with Charcot, learnt the hypnotic technique for treating hysteria, a disorder typically characterized by paralysis or the improper functioning of certain parts of the body. - Through hypnosis, Freud became convinced of a psychogenic and sexual origin of hysterical symptoms.
- Breuer taught Freud about catharsis, the process of removing hysterical symptoms through "talking them out".
- Discovered- free association

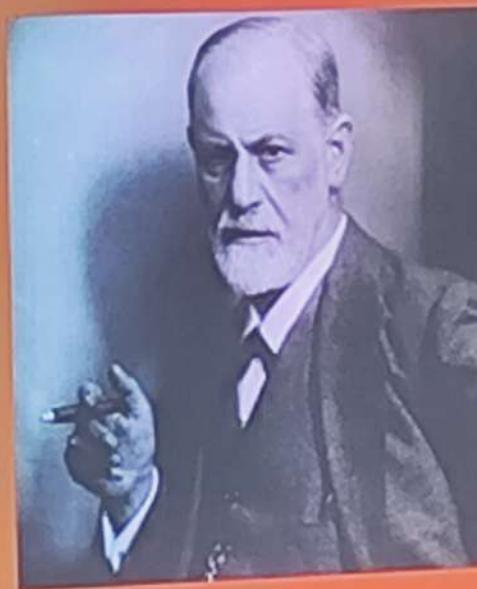


A woman in a blue dress stands on a stage, holding a microphone and speaking to an audience. She is gesturing with her hands as she speaks.

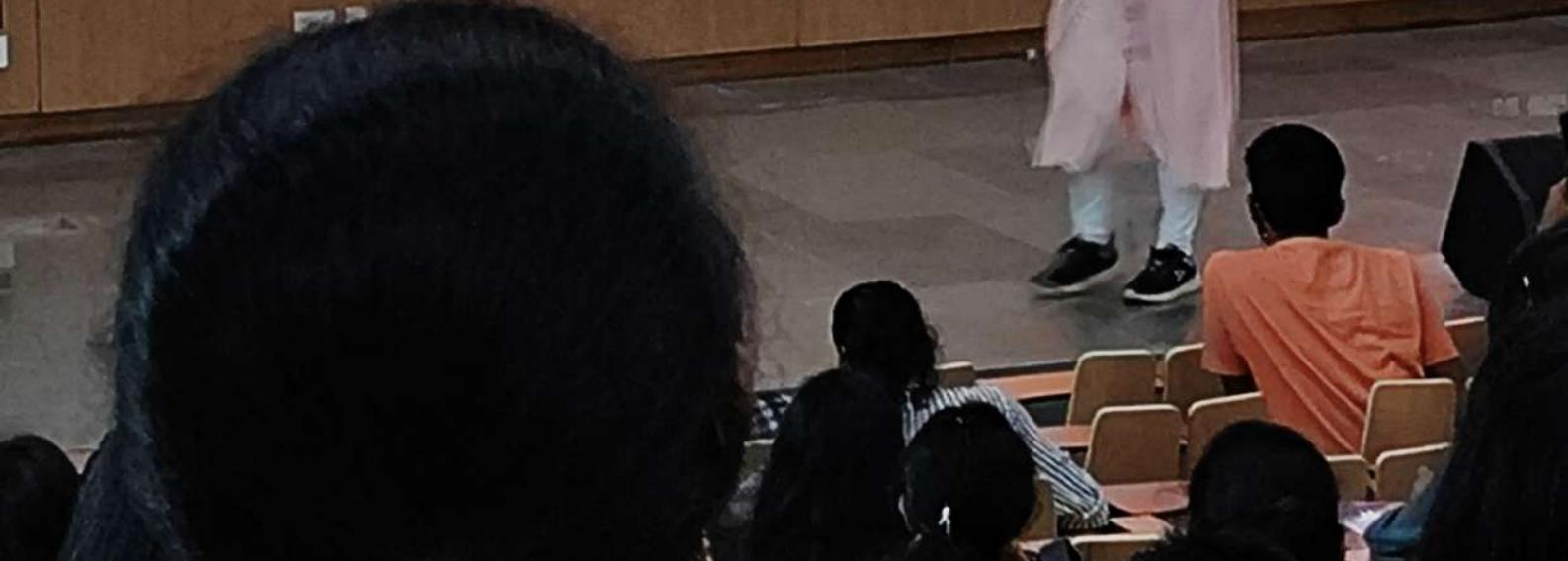


Psychoanalytic Theory

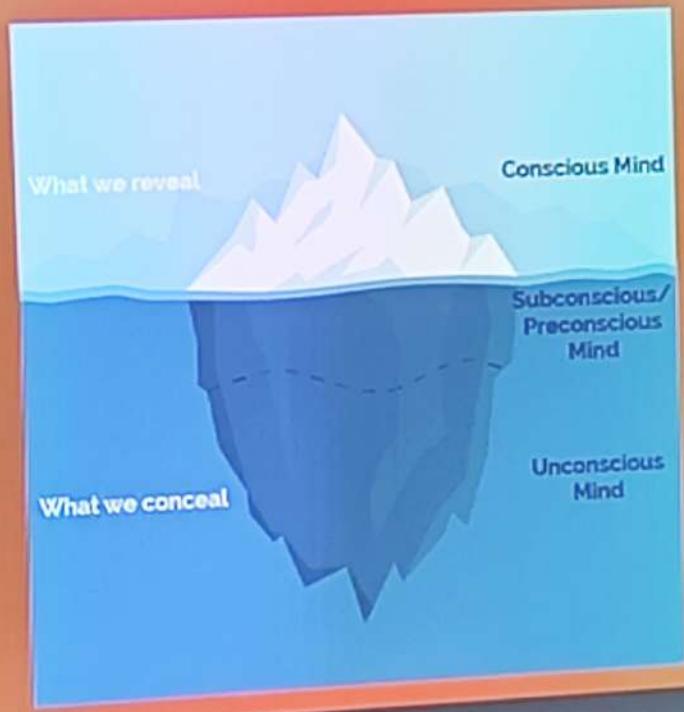
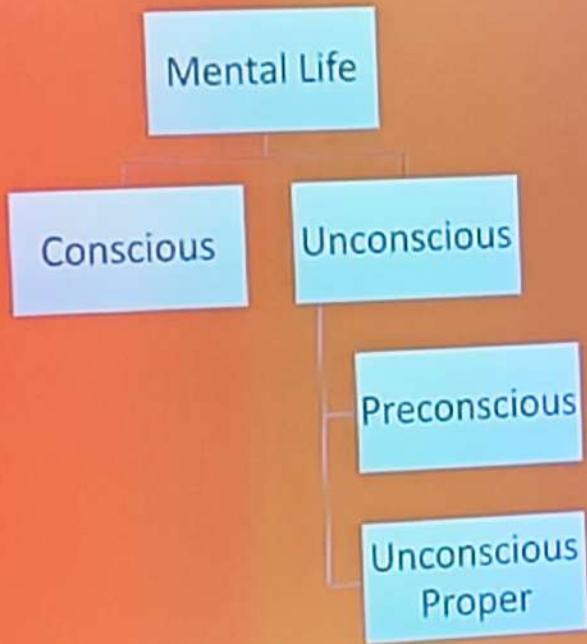
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Sigmund Freud

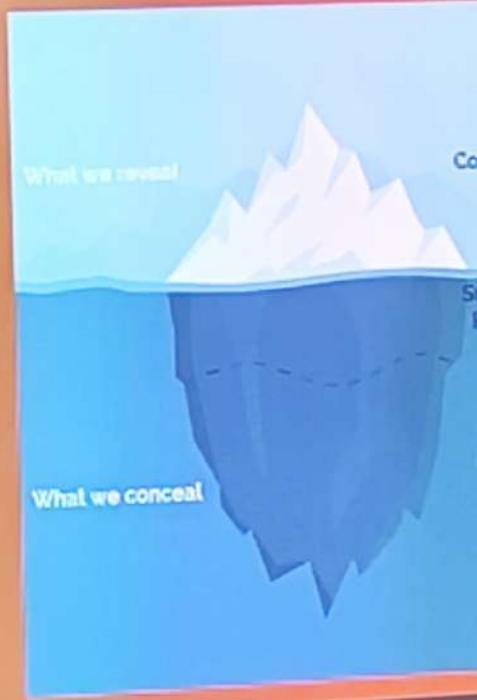


Levels of Consciousness/ Structure of the Mind/ Levels of the Mind



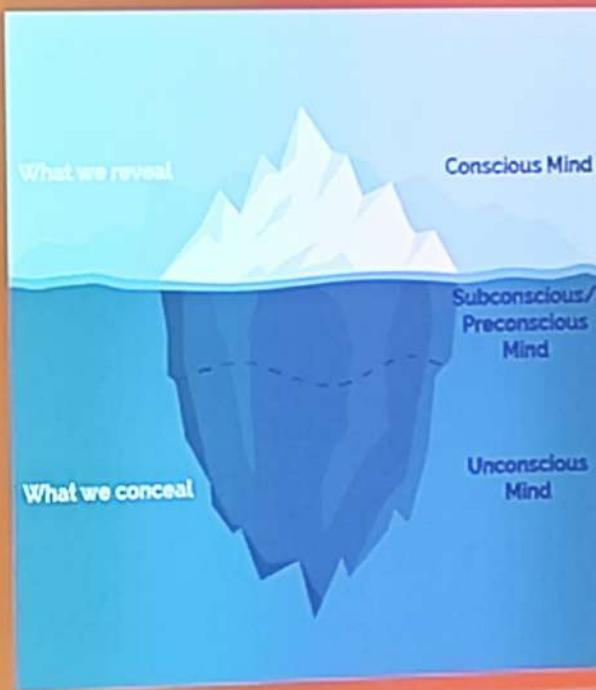
Conscious

- Minor role in psychoanalysis
- Currently aware of
- Two sources:
 1. Perceptual conscious- Sense organs
 2. Within the mental structure - includes nonthreatening ideas from the preconscious as well as menacing but well-disguised images from the unconscious.



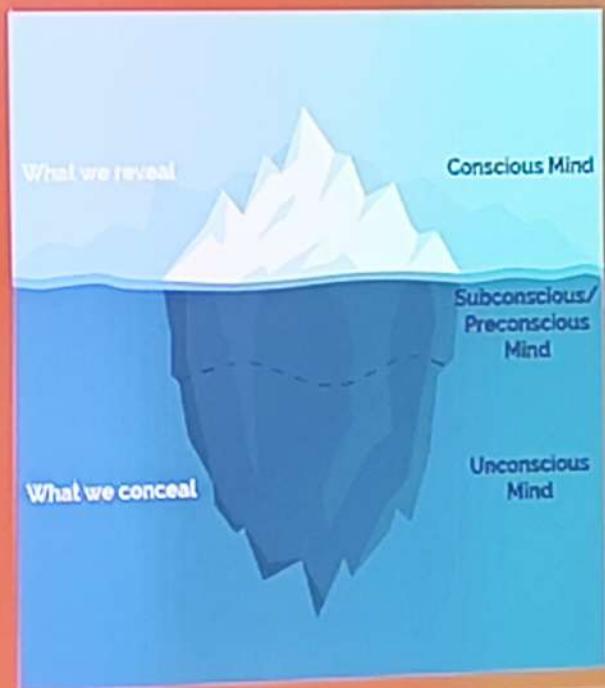
Preconscious

- The preconscious level of the mind contains all those elements that are not conscious but can become conscious either quite readily or with some difficulty (Freud, 1933/1964).
- Two sources-
 1. Conscious perception
 2. Unconscious – in a disguised form
(Some of these images never become conscious- other cleverly disguised in dreams or slips of tongue)

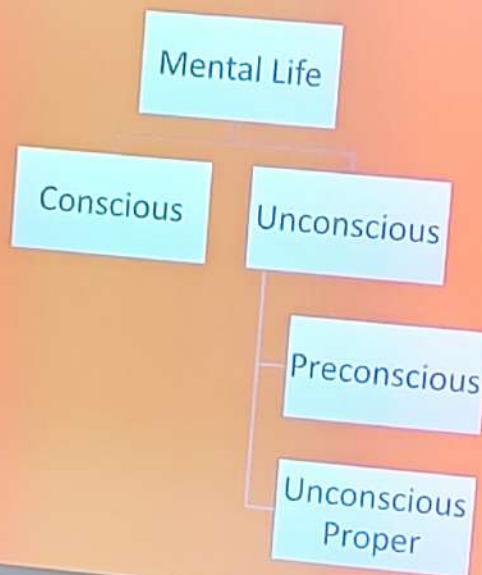


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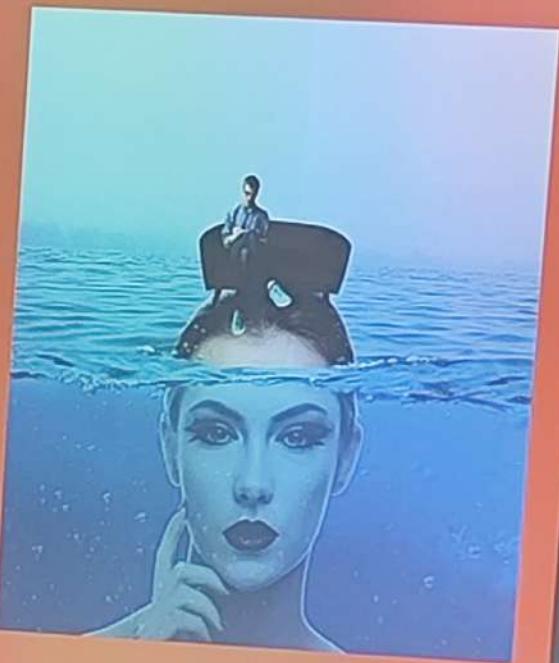


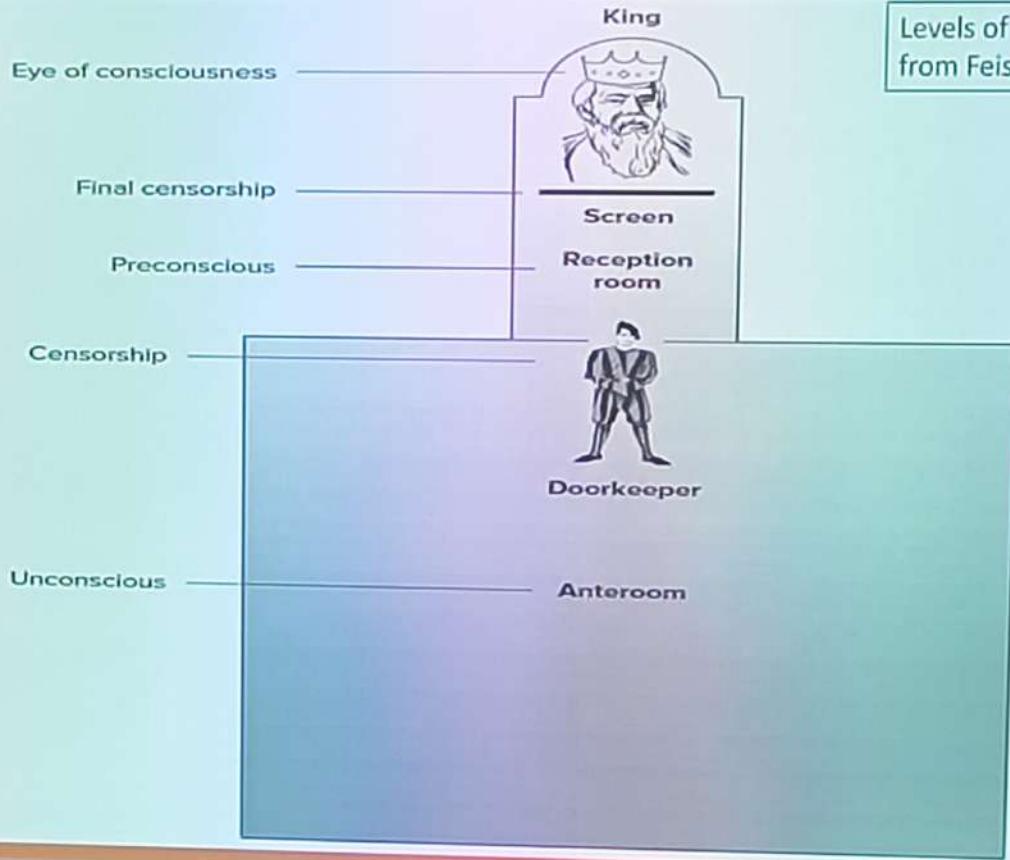
Unconscious

- The unconscious contains all those drives, urges, or instincts that are beyond our awareness but that nevertheless motivate most of our words, feelings, and actions. E.g. reasons for attraction
- It remains unconscious since making it conscious would produce too much anxiety (Cloninger, 2003)

E.g. forgotten traumatic memories like childhood sexual abuse leading to amnesia of the traumatic event, Wishes- like death of a younger sibling- through repression

- Because the unconscious is not available to the conscious mind, how can one know if it really exists? – only indirectly.
- Through: Dreams, Slip-of-tongue, Repression-forgetfulness
- They must pass through – *primary censor* and then through *final censor*





Levels of Mental Life. (adapted from Feist et al., 2018)



The Structural Model of Personality

ID

- The Primitive/Infantile Part
- Ruled by the pleasure principle
- Strives to satisfy desires and reduce inner tension
- Seeks immediate satisfaction
- Can have opposing desires – daughter's love or hate for mother
- Seat of all irrational, antisocial and instinctual behavior- not immoral

EGO

- Ruled by the reality principle
- The rational part of the mind; deal with the "real world"
- Balances id and superego
- Decision making - Solves problems by planning & acting
- Ego develops when one finds that some things cannot be immediately gratified

SUPEREGO

- Ruled by the moral principle
- Values & restrictions; conscience and ego-ideal
- Internalized social & moral forces constraining individual action
- Passes judgments on behavior – cause ego guilt

The Structural Model of Personality

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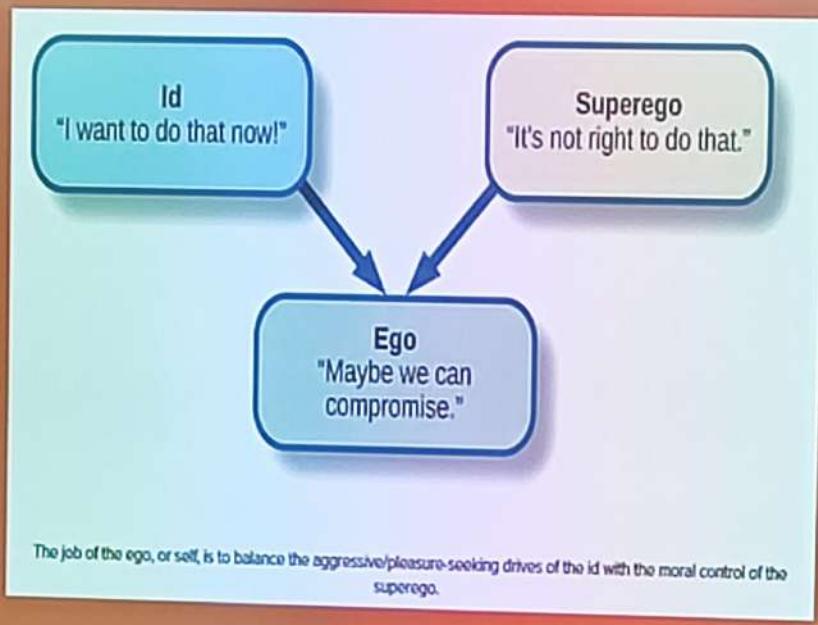
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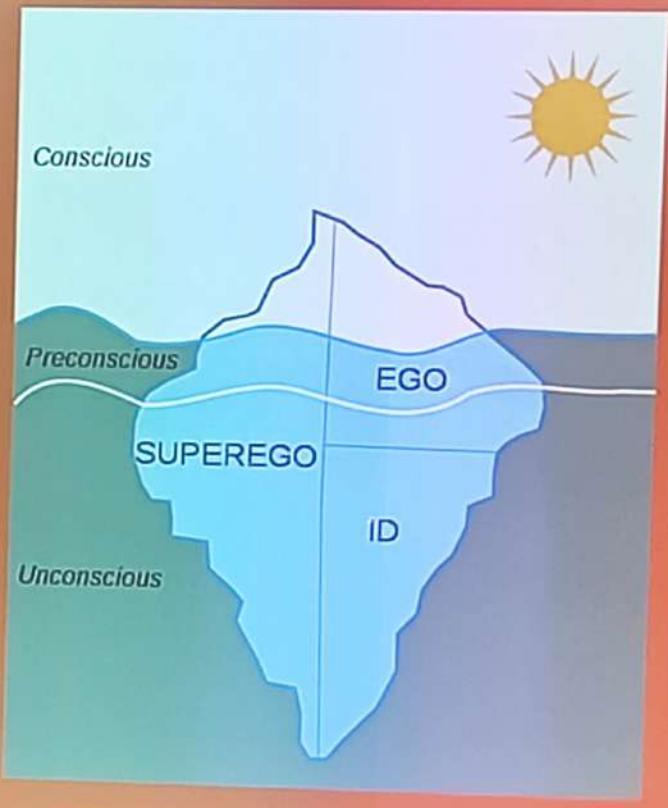
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Finding itself surrounded on three sides by divergent and hostile forces, the ego reacts in a predictable manner—it becomes anxious. It then uses repression and other *defense mechanisms* to defend itself against this anxiety (Freud, 1926/1959)



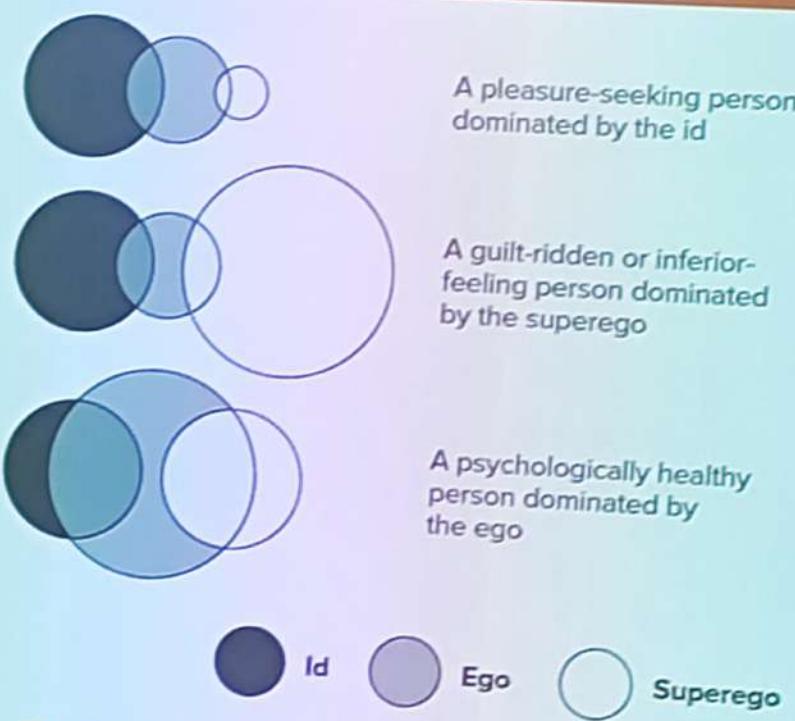


FIGURE 2.3 *The Relationship among Id, Ego, and Superego in Three Hypothetical Persons.*

Source: Feist and Feist (2017)

Drive/ Instinctual energy

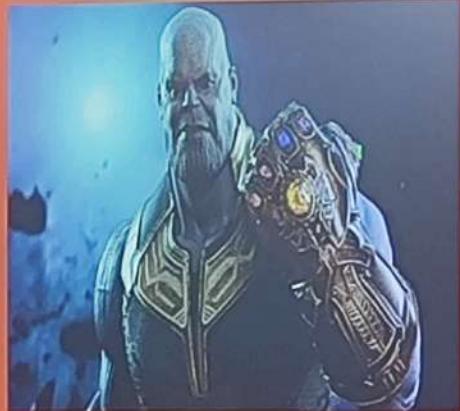
- Constant motivational force – originate in the id but under control of ego.
- It is an internal stimulus- cannot be avoided by flight (Feist and Feist, 2017)
- Two drives:
 1. Eros - Life instinct – sexual drive
 2. Thanatos - Death Instinct - aggression
- These drives originate in the id, but they come under the control of the ego.
- Each drive has its own form of psychic energy: Freud used the word *libido* for the sex drive, but energy from the aggressive drive remains nameless (Feist and Feist, 2017).
- Every basic drive has a region of excitation or tension
 - ✓ *aim* is to seek pleasure by removing that excitation or reducing the tension; e.g Hunger
 - ✓ and its *object* is the person or thing that serves as the means through which the aim is satisfied (Freud, 1915)

Instincts are a form of energy—transformed physiological energy—that connects the body's needs with the mind's wishes. Basic elements of the personality- the motivating forces that drive behavior and determine its direction (Schultz & Schultz, 2004)



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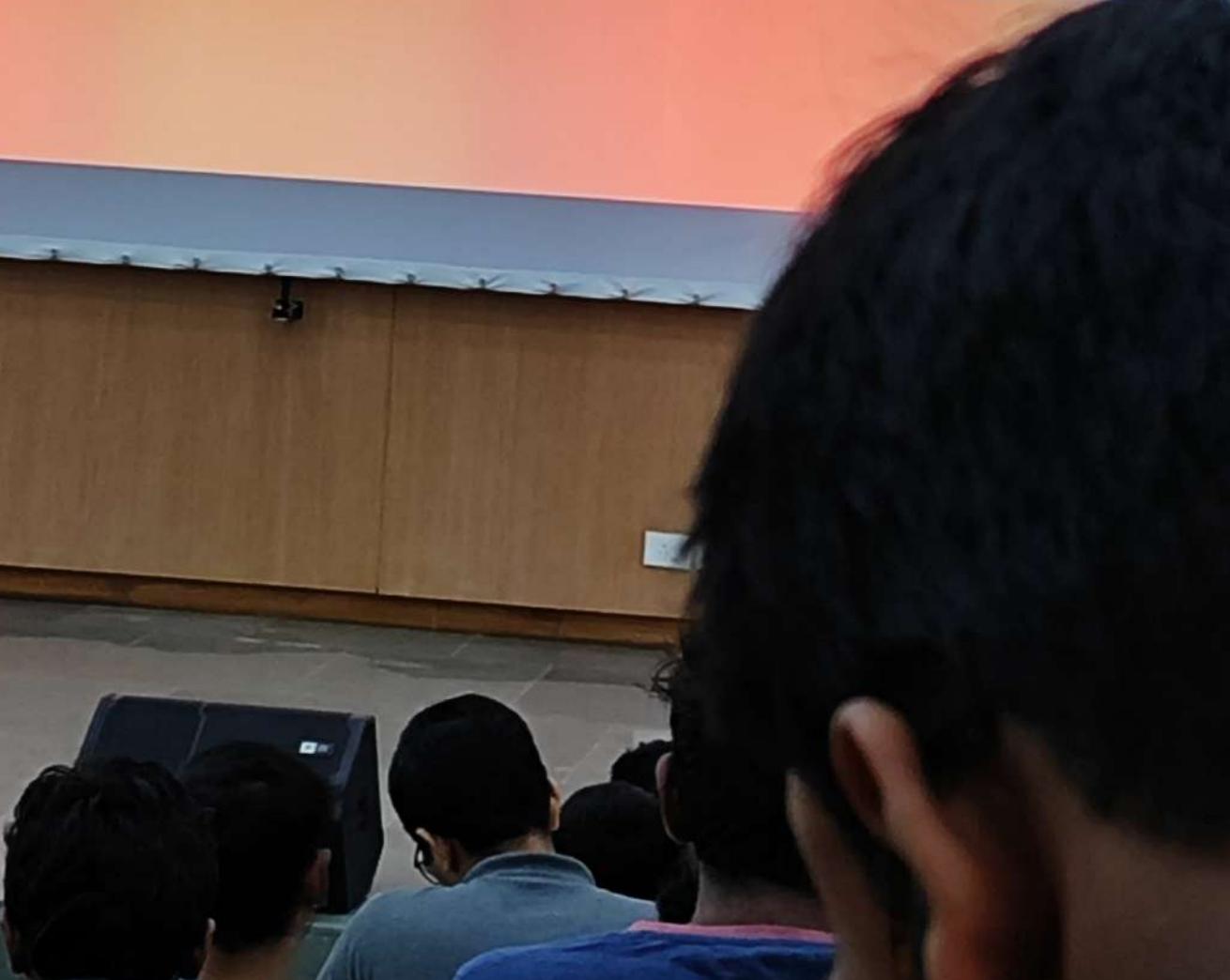
The aim of an instinct is to satisfy the need and thereby reduce the tension.

- **Eros:** growth and development
- **Primary motivator-** sex (Schultz & Schultz, 2004)- source of all pleasurable activity (Feist and Feist, 2017)
- **Aim:** gaining pleasure – mouth, anus and genitalia
- Entire body is invested with libido.
- **Cathexis:** Libido attached to a person/object.
- It can be withdrawn from one person/object and placed on another or even the self.
- **Primary narcissism:** Infants- libido invested in own ego- universal
- **Secondary narcissism:** Puberty- moderate degree of self love during puberty- not universal
- **Thanatos:**
 - Aim: to return the organism to an inorganic state- death/self destruction (Feist and Feist, 2017).
 - Freud developed this later in life
 - Take a number of forms, such as teasing, gossip, sarcasm, humiliation, humor, and the enjoyment of other people's suffering.
- Prevalence- universal - explanation for wars, atrocities, and religious persecution.



Anxiety

- Freud described **anxiety** as an objectless fear; often, we cannot point to its source, to a specific object that induced it (Schultz & Schultz, 2004).
- It is fundamental to the development of neurotic and psychotic behavior.
- Prototype of all anxiety is the birth trauma - birth trauma, with its tension and fear that the id instincts won't be satisfied, is our first experience with anxiety – sets pattern of reactions for future anxiety
- When we cannot cope with anxiety, when we are in danger of being overwhelmed by it, the anxiety is said to be traumatic- In adult life, infantile helplessness is reenacted to some degree whenever the ego is threatened.



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- **Reality or objective anxiety:** This involves a fear of tangible dangers – can be carried to the extreme
- **Neurotic anxiety:** has its basis in childhood, in a conflict between instinctual gratification and reality.
- **Moral anxiety** results from a conflict between the id and the superego – shame or guilt



Defense Mechanisms

- Just as all behaviors are motivated by instincts, so all behavior is defensive in the sense of defending against anxiety (Schultz & Schultz, 2004).
- We typically defend ourselves against anxiety by using several at the same time
- Two characteristics:
 - (1) they are denials or distortions of reality
 - (2) they operate unconsciously.

Repression: Involves unconscious denial of the existence of something that causes anxiety

Denial: Involves denying the existence of an external threat or traumatic event

Reaction Formation: Involves expressing an id impulse that is the opposite of the one truly driving the person

Projection: Involves attributing a disturbing impulse to someone else

Regression: Involves retreating to an earlier, less frustrating period of life and displaying the childish and dependent behaviors characteristic of that more secure time

Rationalization: Involves reinterpreting behavior to make it more acceptable and less threatening

Displacement: Involves shifting id impulses from a threatening or unavailable object to a substitute object that is available

Sublimation: Involves altering or displacing id impulses by diverting instinctual energy into socially acc [navigation icons] 200% [zoom controls]



Defense Mechanisms

- Lying to ourselves when we use these defenses, but we are not aware of doing so.
- If we knew we were lying to ourselves, the defenses would not be so effective.
- If the defenses are working well, they keep threatening or disturbing material out of our conscious awareness.
- As a result, we may not know the truth about ourselves. We may have a distorted picture of our needs, fears, and desires.



A woman in a blue patterned dress is standing on the left side of the frame, gesturing with her hands as if speaking.



Psychosexual Stages of Personality Development

Stages	Ages	Characteristics
Oral	Birth-1	Mouth is the primary erogenous zone; pleasure derived from sucking: id is dominant.
Anal	1-3	Toilet training (external reality) interferes with gratification received from defecation.
Phallic	4-5	Incestuous fantasies; Oedipus complex; anxiety; superego development.
Latency	5-Puberty	Period of sublimation of sex instinct.
Genital	Adolescence-Adulthood	Development of sex-role identity and adult social relationships.



Parallel Paths of the Simple Male and Female Phallic Phases

Male Phallic Phase

1. *Oedipus complex* (sexual desires for the mother/hostility for the father)
2. *Castration complex* in the form of *castration anxiety* shatters the Oedipus complex
3. *Identification* with the father
4. Strong *superego* replaces the nearly completely dissolved Oedipus complex

Female Phallic Phase

1. *Castration complex* in the form of *penis envy*
2. *Oedipus complex* develops as an attempt to obtain a penis (sexual desires for the father; hostility for the mother)
3. Gradual realization that the Oedipal desires are self-defeating
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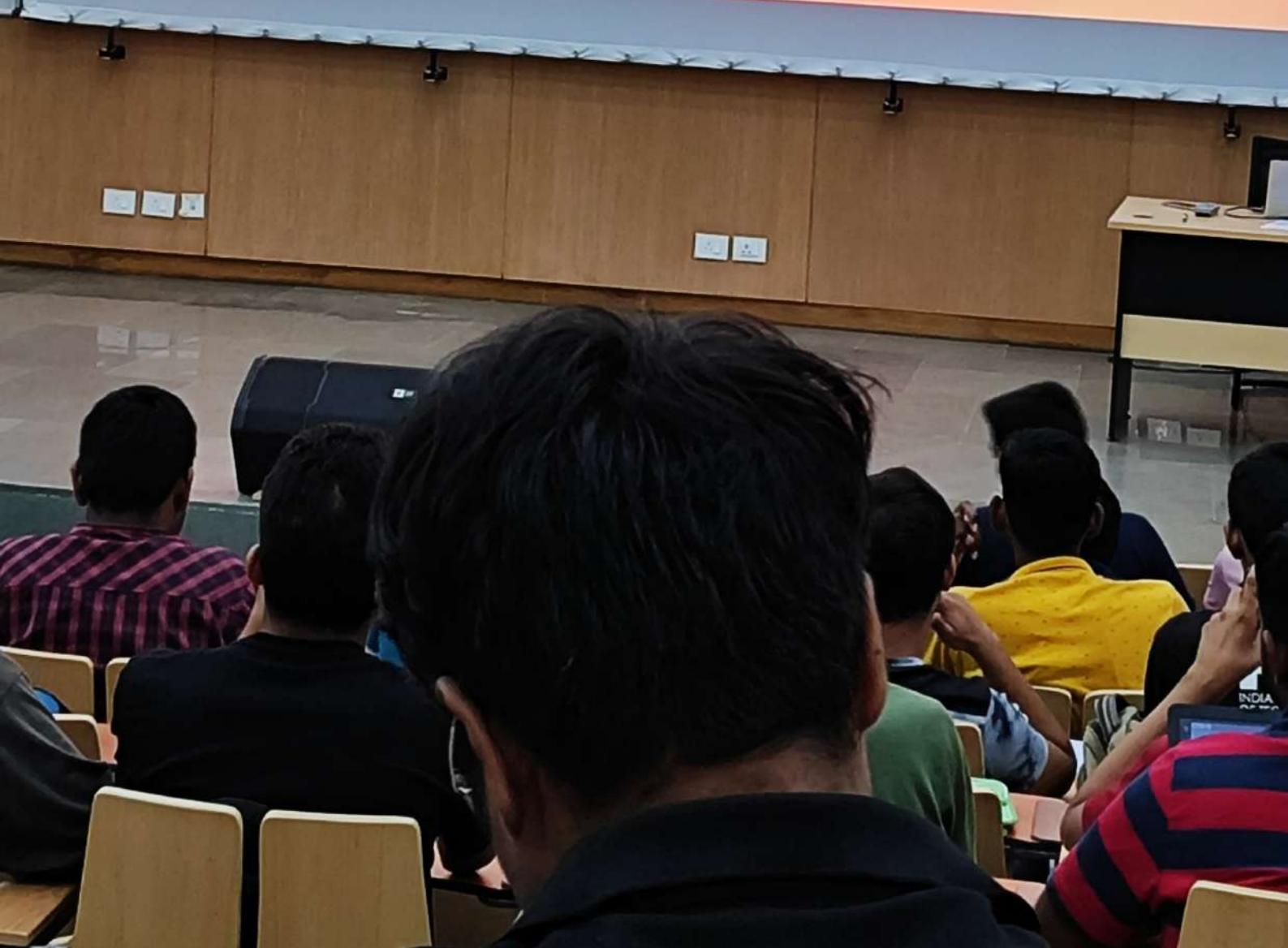
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Schultz and Schultz (2006)

- The so-called phallic character or personality type evidences strong narcissism.
- Although continually acting to attract the opposite sex, these persons have difficulty establishing mature heterosexual relationships. They need continual recognition and appreciation of their attractive and unique qualities. As long as they receive such support they function well, but when it is lacking they feel inadequate and inferior.
- **Male phallic personality:** brash, vain, and self-assured. Men with this personality try to assert or express their masculinity through activities such as repeated sexual conquests.
- **The female phallic personality:** motivated by penis envy, exaggerates her femininity and uses her talents and charms to overwhelm and conquer men.

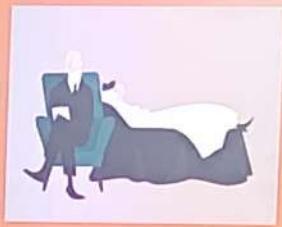


Schultz and Schultz (2006)

- Freud believed that all behaviors are defensive. Function of id, ego and super ego.
- Adult personality is firmly crystalized by the first 5 years
- **Fixation:** unable to move from one stage to the next- a portion of libido or psychic energy remains invested in that developmental stage, leaving less energy for the following stages.
- His personality theory pays less attention to later childhood and adolescence, and he was little concerned with personality development in adulthood.
- To Freud, what we are as adults—how we behave, think, and feel—is determined by the conflicts to which we are exposed and with which we must cope before many of us have even learned to read.



How did Freud Assess his Patients?



- **Free association:** verbalize every thought that comes to mind
- **Dream Analysis-** dreams represent, in symbolic form, repressed desires, fears, and conflicts. So strongly have these feelings been repressed that they can surface only in disguised fashion during sleep. Case of **Little Hans**.
 1. **Manifest content** of a dream is the surface meaning or the conscious description given by the dreamer,
 2. **Latent content** refers to its unconscious material.
Example: Death of a beloved person, anxiety dream is failing an examination in school. According to Freud (1953) By dreaming of failing an examination already passed, the ego can reason, "I passed the earlier test that I was worried about. Now I'm worried about another task, but I'll pass it too. Therefore, I need not be anxious over tomorrow's test." The wish to be free from worry over a difficult task is thus fulfilled.
- **Freudian Slips** – According to Freud, what appears to be ordinary forgetting or a casual lapse in speech is actually a reflection of unconscious motives or anxieties (Freud, 1901). E.g. Freud leaves the store without paying



Criticism

- Given his upbringing during the middle of the 19th century, parental acceptance of his domination of his sisters, tendency to exaggerate differences between women and men, and his belief that women inhabited the "dark continent" of humanity, it seems unlikely that Freud possessed the necessary experiences to understand women (Feist and Feist, 2009).
- His theories were **not based on experimental investigation** but rather on subjective observations that Freud made of himself and his clinical patients- with subjective judgments. Therefore also cannot be repeated or be subjected to experimental manipulation (Breger, 2000; Crews, 1995, 1996; Sulloway, 1992; Webster, 1995).
- Another criticism of Freud's research is that it is based on a small and unrepresentative sample of people, restricted to himself and to those who sought psychoanalysis with him. Only a dozen or so cases have been detailed in Freud's writings, and most of these were of young, unmarried, upper-class women of good education. It is difficult to generalize from this limited sample to the population at large (Schultz and Schultz, 2006).
- Some theorists disagree with Freud's deterministic picture of human nature, suggesting that we have more free will than Freud acknowledged, and that we can choose to act and grow spontaneously, in at least partial control of our fate (Schultz & Schultz, 2006).

