• Oral Stage (birth-1.5 yrs)
  - Sucking, mouthing is a source of pleasure, soothing, satisfaction
  - Conflict: dependence vs independence; trusting others vs distrust
    • being nursed vs. being weaned & able to feed self
    • needing pacifier vs. being “big” enough not to use one

• Anal Stage (~1.5-3)
  - Anus/elimination as a source of pleasurable sensation or feelings of satisfaction associated with controlling your body.
  - Conflicts: Continuing the easy life of diapers & no responsibilities vs. the difficulties of gaining control & responsibilities of doing what's expected by parents/society

• Phallic Stage (~3-6)
  - Children become more interested in their genitals; begin to recognize gender differences
  - Conflict: Competing with vs. identifying with same sex parent/role models

• Oedipus Complex (boys)/Electra Complex (girls)
  - Competing with your same sex parent for the love & attention of your opposite sex parent (who is, in some sense, your first love)
  - As part of this unconscious competition Freud proposed boys feel “castration anxiety” while girls unconsciously blame Mom for their not having a penis (“penis envy”)

• Latency Stage (~7-11)
  - Sexual and aggressive urges generally repressed or channeled into socially acceptable activities. Spend time with same-sex peers.

• Genital Stage (puberty-adulthood)
  - Move toward mature sexuality and relationships.
  - Healthy personality & ability to have successful social relationships & sexual experiences depend on what went on in earlier stages.
  - If, however, you were over-indulged or under-indulged during an earlier stage, you may end up stuck or “fixated” at that stage (still showing some characteristics of that earlier stage)…….
• Signs of Fixation (see bottom of 392)
  • Oral fixation \(\rightarrow\) oral activities; excessive dependency; excessive need for approval or nurturance from others
  • Anal fixation \(\rightarrow\) extremes of orderliness/disorderliness, punctuality or lack of it, compliance/noncompliance; generosity/stinginess
  • Phallic fixation \(\rightarrow\) extreme identification with & display of sex-typical behaviors. Continuation of competitive phallic stage relationships with same sex parent
  • Thus psychosexual development begins to shape personality.

• Personality:
  • Enduring pattern of behaviors, thoughts, motives, and emotions that typifies how one reacts to people and situations

• Questions Personality Psychologists Ask
  • How do we come to have a particular personality? Is it stable or can personality change? In what ways are the personalities of individuals similar to or different from others, and why?
  • A psychologist’s view of the nature of personality depends on his/her theoretical perspective/approach.

• Perspectives on Personality
  • Freudian/Psychodynamic Approach
  • Humanistic
  • Trait Theory/Biological Approach
  • Behavioral/ Social Cognitive Approach

• Sigmund Freud
  • 1st comprehensive personality theory
  • Grew out of his training, his Victorian upbringing, & his medical practice.
  • Emphasizes:
    • Importance of childhood experiences
    • Unconscious forces & motivations
    • Intrapsychic conflict

• Remember our “two track” mind?
Do you ever avoid facing the truth about something because the truth would be too upsetting?

### Table 4-1: Some of Freud's Defense Mechanisms

<table>
<thead>
<tr>
<th>Defense Mechanism</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repression</td>
<td>Unconsciously blocking out or hiding thoughts, feelings, or memories</td>
<td>Not remembering a traumatic event that took place years ago.</td>
</tr>
<tr>
<td>Regression</td>
<td>Reacting in spontaneous, immature way to a current situation</td>
<td>Throwing temper tantrums as an adult when you don’t get your way.</td>
</tr>
<tr>
<td>Displacement</td>
<td>Replacing unacceptable impulses with socially acceptable ones</td>
<td>Using your anger toward your boss at work on your pet dog at home.</td>
</tr>
<tr>
<td>Substitution</td>
<td>Replacing socially unacceptable impulses with socially acceptable ones</td>
<td>Changing your plans from going to the dance to watching football at home.</td>
</tr>
<tr>
<td>Reaction Formation</td>
<td>Acting in exactly the opposite way to the unacceptable impulse</td>
<td>Eating an ice cream in front of an unwanted child.</td>
</tr>
<tr>
<td>Projection</td>
<td>Attributing one’s own unacceptable feelings, thoughts, or impulses to others</td>
<td>Saying your mother made you mad by telling you to clean your room.</td>
</tr>
<tr>
<td>Identification</td>
<td>Creating false excuses for one’s unacceptable feelings, thoughts, or impulses</td>
<td>Saying you have a stomachache because you didn’t do your homework.</td>
</tr>
</tbody>
</table>

Ego Defense Mechanisms
(see p 495)

- Tools the ego uses as it serves as the mediator between the id and superego
- Defense mechanisms help protect us from experiencing negative emotions like anxiety, guilt, emotional upset related to id/superego conflicts
- Normally we are totally unaware of these defense mechanisms

- [http://www.youtube.com/watch?v=e-NP_EySSE](http://www.youtube.com/watch?v=e-NP_EySSE)
- [http://www.youtube.com/watch?v=ek8qGIMA7yo](http://www.youtube.com/watch?v=ek8qGIMA7yo)
• Techniques to Explore the Unconscious
  • Free association
  • Dream interpretation
  • Freudian slips
  • Today’s psychodynamic therapists might use “projective tests”

Fox News Freudian Slip?
  • [http://www.youtube.com/watch?v=ClqJp4W8BQ](http://www.youtube.com/watch?v=ClqJp4W8BQ)
  • [http://www.youtube.com/watch?v=oiPzJ9h7NA](http://www.youtube.com/watch?v=oiPzJ9h7NA)

• Projective Tests
  • Individual responds to some ambiguous stimulus.
    • Rorschach Inkblot
    • Thematic Apperception Test (TAT)
  • Assumption is that your responses will reflect your desires, needs, concerns, & conflicts
  • BUT: Difficult to demonstrate projective tests are valid and reliable

• Rorschach Inkblot

• The T.A.T.
- Criticisms
  - Too much emphasis on sexual/aggressive urges, ignores other types of motivation
  - Ignored social interactions; ignored rest of lifespan/experiences
    - Some aspects of theory cannot be scientifically examined (but there is research evidence for other components)
  - "Neo-Freudians" theories were more moderate

- Freud Lives On
  - 75% of practicing therapists say they continue to make use of some Freudian concepts:
    - Importance of childhood experiences
    - The unconscious
    - Defense mechanisms
    - Conflicting wants/desires

Humanistic Approach
- Rejected Freudian emphasis on unconscious forces & animal urges, as well as the behaviorists' focus on how we are shaped by consequences
- Focuses on the whole person & an individual's unique perception of the world
- Emphasizes man's basic goodness, freedom to make choices & potential for personal growth & self-fulfillment

Abraham Maslow
- Humans have many needs (physiological, psychological & growth needs) - we must satisfy basic needs before we can work on personal development & move towards maximizing your potential ("self-actualization")
- Studied characteristics of famous individuals who seemed to be self-actualized

Maslow's Hierarchy of Needs

Characteristics of the Self-Actualizing Person
- Independent, secure in their sense of self
- Focus on accomplishing goals, almost "on a mission"
- Open and spontaneous with others – problem-centered rather than self-centered
- Perceive reality efficiently, accurately
- A few strong relationships, rather than lots of superficial friendships, but also need privacy
- Intense peak moments of joy, satisfaction and absorption in their work
Carl Rogers - Self Theory

**Key Concepts:**
- Self-Concept - how we see ourselves
- Self-concept can be influenced by our need for positive regard (need for acceptance, approval, love, positive feedback from important others)
- Self-concept influences degree to which we pursue self-actualization
- **Real Self vs Ideal Self** - what we think we are vs what we’d like to be

Is your real self pretty close to your ideal self?

Or is there a pretty big difference between your real self & your ideal self?

Low Self-Concept & Self-Actualization Problems

- Do our “important others” provide *conditional positive regard*? (must meet the standards of others to get their positive regard)
- Or do we get *unconditional positive regard* from friends/family? (Positive regard is not contingent on living up to another’s expectations) If so, we are more likely to have a positive self-concept and be free to make our own choices in life.

**Trait Theory**

- Traits are relatively stable, consistent and enduring tendencies to behave in a particular way.
- After sifting through a dictionary, Gordon Allport identified over 4500 possible traits.
- A statistical technique (factor analysis) which groups related traits led Raymond Cattell to whittle it down to 35, and later, 16 basic or “source” traits.

**1990’s - Big Five** “Supertraits” Model 5 critical personality dimensions

- **Openness to Experience**
  - intellect, imagination, curiosity, creativity
- **Conscientiousness**
  - order, duty, deliberation, self-discipline
- **Extraversion**
  - sociability, assertiveness, activity, positive emotions
- **Agreeableness**
  - trust, nurturance, kindness, cooperation
- **Neuroticism** (negative emotionality)
  - anxiety, depression, irritability, vulnerability to stress
Identical Twins

- More similar on all the Big 5 traits
- More similar on characteristics you might not have expected to be influenced by genes:
  - Optimism/pessimism
  - Degree of religiosity
  - Political orientation
  - Even when raised apart!

* Find out where you stand on the Big 5! (personality test linked to our syllabus & in book)

Beginning to look at the underlying biology:

- Extraverts – less active “inhibition” system in frontal lobe; more DA reward activity
- Introverts – more reactive ANS
- Conscientiousness – larger frontal lobes

Objective Personality Inventories

- Single trait tests (e.g., Sensation-seeking test)
- Cattell 16 Personality Factor Test
- Minnesota Multiphasic Personality Inventory (MMPI)

MMPI-2

- Measures personality traits and emotional characteristics that might be associated with psychological disorders
Where does trait theory run into difficulties?

• Inconsistencies in personality (e.g., someone who is sometimes outgoing, sometimes shy or shows different personality characteristics in different situations)
• An individual’s traits hold on average, but not in every single situation. Social situation makes a difference.

Famous Watson Quote:

• “Give me a dozen healthy infants, well-formed, and my own special world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant-chief, and yes, even beggar-man-thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race”

Strict Behavioral View
(B.F. Skinner/Operant Conditioning)

• Personality = your behavior
• Personality is learned through reinforcement or punishment of particular responses in different situations. (can even shape rats to have different “personalities”)
• 2 important offshoots of this view:
  • Behavior can differ with situation
  • Personality can change with new learning

Remember Albert Bandura
(and the Bobo doll study)?

• More moderate behaviorist who believed
  • Cognitions can’t be ignored
  • Behaviors not only learned thru direct reinforcement, but also thru observational or social learning
• Bandura applied these ideas to personality in his “Social Cognitive Theory”
Bandura saw personality as shaped by the interaction of 3 factors:

1. Cognitive factors
2. Behavioral factors
3. Environmental factors

Like reinforcements & punishments

Environmental Influences

Cognitive & Personal Factors
(cognitions like beliefs, expectations, goals, self-perceptions; personal chars like biological traits)

Behavior

Some examples of cognitions that affect or are part of your personality......

Self-Efficacy

- Personal beliefs about our capabilities in a particular situation
- You have high self-efficacy in situations where you feel competent, low-self-efficacy in situations where you are uncertain about your likelihood to succeed. These feelings affect your behaviors in these situations.

Locus of Control

- Do you believe you have some control over situations or rewards ("internal locus of control")?
- Or do you often feel that events outside of you (like luck, fate) determine what happens to you ("external locus of control")?
- Find out where you stand on "locus of control" (personality test linked to our syllabus)

Make Sure You Are Familiar With These Researchers/Theorists

- Harry Harlow
- Mary Ainsworth
- Jean Piaget
- Thomas & Chess
- Jerome Kagan
- Sigmund Freud
- Abraham Maslow
- Carl Rogers
- Thomas Bouchard
- John Watson & BF Skinner
- Albert Bandura