Erik Homberger Erikson (1902-1994)

- Background
  - With his wife Joan
  - Studied Art
  - Anna Freud
  - No formal degrees - not even undergraduate
  - Psychosocial/ Psychohistorical Theory
How he is different from Freud:
- Believed he simply extended Freud’s theory.
  - Felt he was really no different than Freud.
- Shift from Id to Ego processes
  - More rational
- New perspective concerning relationships with parents.
- Development in eight stages
- Nature of psychosexual conflicts.
- Emphasis upon functioning not determined by attempt to avoid conflict between individual and society.
- More on social aspects.
  - Psychosocial/Historical
Structure of Personality:

- **Id-Similar to Freud.**
- **Ego-Similar.**
  - More elaboration on Ego processes such as rational thought/realistic perception.
  - Partially innate.
  - Has own instincts.
- **Superego-Similar.**
Energy:

- Epigenetic Principle of Maturation:
  - Unfolding of ground plan of personality that is genetically transmitted.

- Each stage has sensitive period which is dominant and hence emerges.
Crisis - critical turning point.

- Past (crisis) influences the present and future – increases chances of resolving crises at other stages.
- Results from physiological maturation and social demands.
- Components of personality determined by manner resolved.
- Cultural variations in resolving
- The crisis is universal. Must resolve to progress in adaptive/healthy fashion to next stage.
- **Virtue**—an ego strength/ego skills
- Later development can modify (to some extent) earlier resolutions
- Significant others in the environment are important.

**Development - Eight stages**

- Previous stage necessary for later stage
- Need to develop positive pole
- Negative pole also--important to develop some as well
Infancy:
Basic Trust vs Mistrust
(must develop both)

- B-1
- Freud’s Oral stage
- Depends on qualitative nature of maternal care.
- Why mother?
- Care taking
- Must trust both internal/external world.
- Trust perceptions
Have to learn what to trust and mistrust.

- Important to develop negative pole as well.
- Important people – mother
- Virtue-Hope: Can achieve own needs and wants
Early Childhood: Autonomy vs Shame, Doubt

- 1-3
- Freud’s Anal stage
- Becoming independent/desire to choose.
- Depends on parent's willingness to allow freedom.
- Must maintain reasonable and firm limits.
- Shame-rage turned upon self.
- Important people—parents
- Virtue—Will Power: Ability to make choices/control choices
Play Age:
Initiative vs Guilt

- 3-entry into formal school (6)
- Freud’s Phallic stage
- Win approval by being productive - Blocks.
- Begin to feel counted as a person.
- Leads to goal development.
- I want to be a nurse/fireperson.
- Important people–basic family.
- Virtue-Purpose: Set goals without fear of punishment.
**School Age:**

**Industry vs Inferiority**

- 6-12
- Freud’s Latency stage
- Expected to learn cultural skills via formal education
- Teachers are very important
- If teacher says “you cannot become that because you are black”
- You cannot become that because you are a woman
- As important in College?
- Increased capacity for deductive reasoning. "I am what I learn."
- Inferiority if doubt skills/status among peers discourages further learning.
- Quality of the product matters—works hard.
- Not just producing something—must be “nice.”
- Important people—teachers, peers.
- Virtue—Competence: Exercise of physical/intellectual capacities in the completion of projects.
Adolescence: Identity vs Role Confusion

- 12-20
- Freud’s Genital stage
- Important stage
- His best known stage
- Not a child/not an adult.
- Confronted with social demands/role changes which are essential for meeting challenges in adulthood.
- Consolidate knowledge about selves into integrated self-images.
- Elements involved (3).
- Becomes somewhat ideological.
- "Who am I?"
- Important people—peer groups, in-groups, out-groups, models of leadership.
- Virtue-Fidelity: Ability to sustain loyalties freely pledged in spite of their inevitable contradictions.
Young Adulthood: Intimacy vs Isolation

- 20-30.
- Formal beginning of adult life.
- Dating, marriage, early family life.
- Turn toward enriching vocations.
- Essential for successful marriage.
- What happens if not establish identity?
- Important people—friends.
- Virtue-Love: Sharing relationship/freely-given
Middle Adulthood:
Generativity vs Stagnation

- 30-65
- Begins to show concern for next generation.
- Guiding those who will replace them.
- Traditions are important.
- Important people—world.
- Virtue-Care: Something matters.
Adulthood (Maturity): Ego Integrity vs Despair

- 65-death.
- Reflects on nearly complete efforts and achievements.
- Onset of old age.
- Not really appearance of new psychosocial crisis (Freud).
- "Am I am satisfied?"
- Important people—humankind in general.
- Virtue—Wisdom: preserves and passes to other accumulated experience of life.
Karen Horney (1885-1952)

- **Background**
  - Sea Captain Father
  - Strict
  - Initially favored Freud-changed
  - Never met him-he chaired one session
  - Feminist
  - Fromm
Main Theme:
- Basic Anxiety--Infantile helplessness in a parental world. All pervading feeling of being lonely and helpless in a hostile world.
- Everything is dreaded.
Main Ideas:

- **Basic Hostility**—results from parental neglect and rejection.
  - Child cannot display this hostility—would result in punishment.
  - This repressed hostility increases the anxiety/loss of love.

- **Neuroses**—Psychic disturbances brought about by fears and defenses against these fears and by attempts to find compromise solutions for conflicting tendencies.
Coping by way of Ten Neurotic Needs:

- **Affection and Approval**--Striving to be liked and pleasing to others.
- **Having a Partner**--wanting to be taken over by another through "love"; dreading being left alone.
- Power--seeking domination and control over others while dreading weakness.
- Exploiting others--exploiting/using others while dreading being stupid.
- Social recognition or prestige--seeking public acceptance and dreading humiliation.
- Personal achievement--striving to be the best, defeating others, ambitious and dreading failure.
- Admiration--self-inflating; not seeking social recognition, but admiration for his/her idealized self-image (I'm a saint).
- Self-sufficiency and independence—trying not to need others, maintaining distance and dreading closeness.
- Perfection and Unassailability—being driven toward superiority, dreading flaws and criticism.
- Narrowly restricting one's life—inconspicuous, undemanding, modest, but being contented with little.
Leads to three types of coping with others and the world which leads to three basic orientations toward life:

- **Moving toward—compliance**
  - Self-effacing solution to neurotic conflict.
  - Seeking love and minimize any apparent selfish needs. An appeal to be loved.
  - Accentuates dependency.
  - Compliant.
  - Makes few if any demands on others
  - Low self-esteem.
  - Associated with first two needs.
- Moving against
  - Accentuates hostility.
  - Self-expansive solution to neurotic conflict.
  - Seeking mastery even if it impedes close relationships.
- Aggressive.
- An attempt at mastery.
- Needs 3-7.
Moving away

- Gives up.
- Detachment.
- Resignation solution to neurotic conflict.
- Seeking freedom even at the expense of relationships and achievement.
- Desire to be free from others.
- Needs 8-10.
Healthy person needs to show all three orientations based on the situation and its circumstances. They are flexible.

- Neurotics not flexible but can also display all three.

Real vs. Idealized Image of Self.

- Neurotic uses idealized self and rejects real self – divergence between R vs IS.
- Neurotics strengthen the idealized self

Tyranny of the “Shoulds.”

- “I should not have to depend on other people.”
- Perfectionistic goals.
Psychology of Women--Helped by questioning Freudian assumptions about women.
- Womb envy.

Externalization
- The tendency to experience internal processes as if they occurred outside oneself and to hold these external factors responsible for one’s own difficulties.
Development:

- Normal personality development occurs when factors in the social environment allow children to develop "basic confidence" in themselves and others.
- When parents convey genuine and predictable warmth, interest, and respect toward child. Able to love.
- Abnormal—when environmental conditions obstruct a child's natural psychological growth. Require excessive amounts of reassurance.
Erich Fromm (1900-1980)

- Background
  - Psychoanalysis and Social Psychology
  - Swinger
  - Karen Horney - did he copy her theory?
Main Theme: The attempt to express one's human nature.

- Radically different from animal nature.
- Not in conflict-animal nature is the least important aspect about person and the animal nature is usually easily satisfied.
Main Ideas:

- **Needs for Relatedness**: To be in contact with people and physical nature (things).
  - Affiliation with others and the environment.
  - Why important?

- **Transcendence**: To be separate from other people and physical nature (things)
  - To become a creative person.
  - Why important?

- **Rootedness**: To have a sense of belongingness.
  - Identify with others and things—religion
  - Why important?
■ Identity: To know who and what one is.
  ■ Many psychologists talk about this.
  ■ Why important?
■ Frame of Reference: To have a stable way of perceiving and comprehending the world.
  ■ Consistency.
  ■ Why important?

Does this sound similar to Horney?
■ Why?
Development: Development a strong function of the relationship between child and parents. No real stages *per se*.

- **Symbiotic relatedness**: related but never attains any real independence and growth.
- **Withdrawal-destructiveness**: negative relatedness or distance and indifference which results in little positive growth.
- **Love**: mutual respect, support, appreciation.
Types of people (Orientations):

- Receptive—comes from more masochistic (self-hurting) patterns of behavior.
  - They tend to be the passive party in symbiotic relationship. Good is outside of the person—external.
  - Expects to receive things by being passive. If I don’t do anything I’ll get reinforced because I have in the past.
  - Passive, no clear feelings on/for anything, submissive.
  - Mow the lawn—I’ll do it later—never does and you do it.
Exploitative-comes from sadistic (harming others) behavior.

They tend to be the dominant party in a symbiotic relationship.

Good outside - does not expect to receive anything - take it by force.

I have been reinforced by taking things in the past and I’ll continue to do it.

Egocentric, conceited, aggressive, arrogant, seductive.

I want you to be my husband—you’ll do it and be happy about it.
- Hoarding—if parents withdraw child becomes destructive.
  - Little faith anything new being obtained from outside.
  - Security based on saving what one already has obtained.
  - Stingy, suspicious, unimaginative, stubborn.
Marketing-if parents are destructive child learns withdrawal.

- Self is a commodity obeying laws of S/D and has values of marketplace.
- Opportunism, inconsistency, aimless, lack of principle.
Productive-love.
  - Mutual respect, support, appreciation
  - Values self and others for what they are.
  - Is secure.
  - Has inner peace.
  - Modest, trust, flexible.
  - Mother Teresa.

Are these similar to Freud?
  - How and why?
Ivan P. Pavlov (1849-1936)

- Radical Behaviorism
- Background
  - Russian Physiologist
  - 1904 Nobel Prize in Medicine
  - Metronome
B. F. Skinner (1904-1990)

- Radical Behaviorism
- Background
  - Berrhus Frederic
  - Author-Walden Two
  - Deborah-daughter in Skinner Box
  - One of the Top 5
Main Theme:
- Using the principles of CC and OC to explain personality. “The person as a rat.”

Classical or Respondent Conditioning.
- Dogs and salivation to Pavlov and then to a metronome
  - Unconditioned Stimulus UCS OR US
  - Unconditioned Reflex UCR OR UR
  - Conditioned Stimulus CS
  - Conditioned Reflex CR
For classical conditioning to occur at its optimal level should present in this order:
- CS – UCS – CR

Skinner states we recognize emotions based upon the way the individual behaves—behavior is the most important aspect of his theory. Joy, anger, etc.

Differences is how people act is due to differences in previous reinforcements.

Association Learning-not learning something new
<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Reinforcement</strong></td>
<td>ADD a positive stimulus</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>Getting a hug, smile, or praise</td>
</tr>
<tr>
<td><strong>Negative Reinforcement</strong></td>
<td>REMOVE an aversive stimulus</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>Fastening seat belt to turn off car buzzer</td>
</tr>
<tr>
<td>Punishment Type</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Positive Punishment</strong></td>
<td>ADD a negative stimulus</td>
</tr>
<tr>
<td><strong>Negative Punishment</strong></td>
<td>REMOVE a pleasant stimulus</td>
</tr>
</tbody>
</table>
- Spanking a child for cussing qualifies as a punishment ONLY if the cussing decreases.
  - Could the behavior actually increase?
  - Why?

- Giving candy for talking in class qualifies as a reinforcement ONLY if the talking increases.
  - Could the behavior actually decrease?
  - Why?
Schedules of Reinforcement

- Continuous – produces very rapid learning
- Fixed Ratio
- Fixed Interval
- Variable Ratio
- Variable Interval

- Last four are partial or intermittent scheduled of Rf – highly resistant to extinction.
- Acquisition - reinforcement
- Extinction – occurs when reinforcement is stopped
- Rest
- Spontaneous Recovery—Sudden occurrence of CR following extinction and a period of rest (CS is not presented)
  - Why and how it happens
- Generalization
- Discrimination
Operant or Instrumental Conditioning

- Shaping through successive approximation
- Learning a new behavior – kissing, walking, talking, dressing, singing
- Many of the same principles play a part here as well

- Behavior is predictable, lawful, and it can be controlled
Shaping behavior through the process of Successive Approximations
- Talking or writing

CC and OC too Simplistic
- They only focus on Stimulus and Response
- Much more too it – cognitions for one!
- They can explain love
  - But, can they capture love?
  - How about love of an abusive person?
Development

- Learning principles
- Anything learned is developed

- In classical conditioning we are concerned with conditions that elicit behavior while operant conditioning is concerned with the consequences of behavior.

DON’T WORRY ABOUT STAATS OR CHAPTER 9!!
Moderate Behaviorism
John Dollard (1900-1980) and
Neil Miller (1909-2002)
Main Theme:
- To reduce tension or general drive.
  - Drive—a strong stimulus which impels action
  - External or internal
  - Acquired or innate

Tension-somatic effect of drives.
- Strives for drive reduction
Main Ideas:

- **Primary Drives** - biological, satisfaction consistent with physical survival/hunger, thirst.
- **Secondary Drives** - occurs when stimulus conditions which have regularly been associated with primary drive arousal take on arousing properties themselves.
  - Relatively stable aspects of personality
  - Eating because it tastes good
  - Thanksgiving pie
- **General Drive** - tension from all drives at any given time.
  - What it means
- Primary Reinforcements - directly reduces a primary drive - food.
- Secondary Reinforcements - occurs when the stimulus conditions which have regularly been associated with primary reinforcement take on reinforcing properties.

- Cooking prior to eating
  - Could this also be a Secondary Drive?
  - Why/How
- **Habits** - stable S-R bond having been established by regular occurrences of reinforcements.

- **Stimulus Generalization** - learned response can occur in presence of stimuli similar to the original stimulus.

- **Response Generalization** - responses similar to original learned response can occur in the presence of the original stimulus.
Development:

- Learning-increase in probability of a response in the presence of a particular stimulus.
- Increase occurs with reinforcement.
- Extinction

- Because of its strong appeal to validating evidences, Dollard and Miller’s theory is best identified as a scientific theory.