

ANSWERS TO TEST YOURSELF QUESTIONS: CHAPTER 5

1. What are the basic assumptions that Freud makes about the human mind?

- (1) *All behaviour has a cause and that the cause is to be found in the mind.*
- (2) *Much of behaviour is governed by processes that lie outside the individual's awareness (i.e., unconscious)*
- (3) *Normal and abnormal behaviour differ only in degree, not in kind; that is, there is continuity of normal and abnormal behaviour.*
- (4) *Clinical observations of behaviour are appropriate as primary data in learning about the human mind.*

2. Describe three defense mechanisms.

- (1) *Repression: Blocking thoughts, memories or impulses from the conscious mind*
- (2) *Identification: Incorporating characteristics of a drive object into one's own ego*
- (3) *Regression: Reverting to behaviours typical of gratification in an earlier stage*
- (4) *Displacement: Redirecting drive energy from one object to a substitute object*
- (5) *Sublimation: Redirecting drive energy into a socially acceptable activity*
- (6) *Rationalization: Explaining one's behaviour by offering an acceptable reason instead of the true reason*
- (7) *Denial: Refusing to acknowledge anxiety-provoking thoughts or impulses*
- (8) *Projection: Attributing one's unacceptable thoughts and impulses to others*
- (9) *Reaction formation: Reacting in a way which is opposite to one's actual impulses*

3. What is the Oedipal conflict?

In Freud's theory of development, the Oedipal conflict is the major conflict associated with the phallic stage which challenges the developing ego. Children sexually desire their opposite-sex parents at this stage, but fear their same-sex parents' anger at this, so they resolve the conflict by identifying with their same-sex parents, taking on their gender-role identities and forming a heterosexual orientation.

4. How did the neo-Freudians' theories differ from Freud's theory?

(1) Carl Jung's theory expanded on the nature of the unconscious, particularly by including a conception of a collective unconscious whose archetypes influence our interpretation of experiences. Jung rejected Freud's emphasis on sexual motivation, and instead emphasized the importance of individuation, the enhancing of awareness, as a motive for development.

(2) In contrast to Freud's emphasis on sexuality and aggression, Alfred Adler saw motivation in terms of the desire for mastery over oneself and a striving for power (striving for superiority). This is guided by conscious goals and values rather than the forces of the unconscious. For Adler, the experience of childhood inferiority is the most important influence on the development of personality. Overall, Adler's model of personality places much more emphasis on social factors than does Freud's, and also offers a more positive conception of development as a growth process.

(3) Karen Horney was critical of what she saw as male-centred ideas in Freud's theory, particularly the concept of penis envy (which she called privilege envy, to emphasize the advantages men often receive). Instead, she argued that women are physiologically superior (partly because of their capacity to give birth), and that men seek to subordinate them out of fear. Although she agreed with Freud about the significance of early childhood in shaping personality, Horney saw the development of personality as involving the fundamental need for security. In general, her theory placed much greater emphasis on self-esteem than did Freud's work.

(4) Erik Erikson's theory of development differed significantly from Freud's in both the nature of developmental stages, and also the drives which underlie them. First, he defined stages in psychosocial terms, not in terms of sexuality and aggression. To Erikson, the basic drives are social ones, which are biologically based. Also, whereas Freud's theory never elaborated on adult behaviour (the genital stage), Erikson's theory has eight stages, four of which focus on the years after puberty. In his view, personality continues to change in adulthood.