

## **Objectives:**

1. *Explain Sigmund Freud's structural concepts of personality.*
2. *Describe Carl Jung's theory of personality.*

## **I. Introduction**

- A. Pair up with another student and share a moment when you, or someone you observed, said something they did not mean to say. How did you react? Did you think there was a meaning in this “slip” of tongue?

According to Sigmund Freud, “slips” of the tongue are not accidental. They are “intentional” ways of expressing unconscious desires. In other words, they have \_\_\_\_\_.

Example: If you attend a funeral and instead of saying a consoling word to a widow such as “I’m sorry for your loss” you say “Congratulations” may indicate a hidden feeling for your personal dislike for the person who died.

## **II. Sigmund Freud and the Unconscious**

- A. \_\_\_\_\_ was a doctor in Austria in the early 1900s. Freud suggested that the most powerful personality forces are those things we are not conscious of. The \_\_\_\_\_ is the part of the mind that contains material we are not \_\_\_\_\_ of. Freud believed that many of our experiences, especially \_\_\_\_\_ events of childhood, are not forgotten and are stored in our unconscious. It is these \_\_\_\_\_ events that influence our \_\_\_\_\_.

### Examples:

An infant who slips briefly underwater during a bath may develop an irrational fear of learning to swim or participate in water activities later in life.

A child who has a math teacher that ridicules them for errors made in class may develop a belief later in life that they can never be successful in a career that requires some form of math.

### III. The Id, Ego, and Superego

- A. Freud explained the human personality, or psyche, as similar to a steam engine. The energy in personality comes from two powerful instincts:
1. The \_\_\_\_\_ instinct – pleasure seeking urges; is more important the two instincts
  2. The \_\_\_\_\_ instinct – movement to destructiveness and aggression – all of life eventually moves to this instinct
- B. Freud introduced an abstract model of how he believed the brain works. The parts of this model are the id, ego, and superego.
1. The \_\_\_\_\_ is the part of the \_\_\_\_\_ that holds human needs, drives, and instincts. It is the lustful, impulsive, and fun part of the unconscious. It operates on the \_\_\_\_\_. It seeks immediate satisfaction of desires, regardless of the consequences. Hurting someone's feelings, lying, and having fun are examples of the id.
  2. The part of the personality that is mostly \_\_\_\_\_ is the \_\_\_\_\_. The ego is the rationale, thoughtful part. It operates on the \_\_\_\_\_. For example, if you were hungry your id would drive you to eat everything available while the ego would recognize your body will need food in the future and would cause you to save some for later.
  3. The part of the personality that is the moral compass of your personality is called the \_\_\_\_\_. It operates on the \_\_\_\_\_. It is the source of guilty feelings if you do something your conscience tells you is wrong.
- For example, your id seeks food and your ego knows a supermarket can meet this urge but your superego makes you pay for the food rather than steal it.
4. In a nutshell, the id is concerned with what a person \_\_\_\_\_ to do. The ego is concerned with what a person \_\_\_\_\_ do. The superego is concerned with what a person \_\_\_\_\_ do. The id and superego often \_\_\_\_\_. According to Freud, the \_\_\_\_\_ is constantly trying to satisfy the demands of the id without offending the \_\_\_\_\_.

### IV. Defense Mechanisms

- A. Because the ego's job is so difficult, all people unconsciously resort to psychological \_\_\_\_\_. In other words, rather than face intense conflict, people deceive themselves into believing nothing is wrong. These strategies are known as \_\_\_\_\_.
- B. Defense mechanisms unconsciously \_\_\_\_\_ the ego from the stress of \_\_\_\_\_ at its tasks. According to Freud, there are eight of these defense mechanisms.

Defense Mechanism	Description
1.	This defense mechanism involves making up excuses. If I fail a test it was due to bad questions on the test rather than me not studying for the test.
2.	Involves putting anger and feelings deep into your unconscious. Although these feelings appear to be forgotten they can still show up in “slips” of tongue, dreams, or cutting remarks.
3.	The refusal to accept the reality of something that stresses you out. A common feeling of “It won’t happen to me.” is an example of denial.
4.	When a person believes that the feelings coming from within are really coming from other people. The person is throwing or “projecting” their inner feelings onto others.
5.	Involves replacing an unacceptable feeling with an opposite one. Example: putting up a front acting confident when you are actually scared.
6.	Reverting back to an earlier, less mature pattern of behavior. Examples: throwing a temper tantrum or sleeping in the fetal position.
7.	This occurs when you cannot take out your anger on the source of your frustrations. Example: you want to hit your father but you can’t so you hit your brother instead.
8.	Directing a forbidden desire into a socially acceptable desire. Example: You are a violent teenage boy. Instead of taking out your aggression on others, you join a football or wrestling team to deal with this in a positive way.

## V. Evaluating Freud’s Contribution

- A. Freud’s greatest contribution was the idea that strong forces exist in the human \_\_\_\_\_ and these forces are difficult to \_\_\_\_\_.
- B. Freud believed that conflict existed as a result of the \_\_\_\_\_ part of people coming to terms with the rules of \_\_\_\_\_. The \_\_\_\_\_ is the savage part while the \_\_\_\_\_ represents the \_\_\_\_\_. In a healthy person, the ego is strong enough to handle these conflicts.
- C. Freud claimed that personality develops mainly during the first \_\_\_\_\_ years of life. Freud believed that children pass through \_\_\_\_\_ stages of development with \_\_\_\_\_ developing at each stage. How children deal with these conflicts determine how their \_\_\_\_\_ develop.

## VI. In Freud's Footsteps

- A. \_\_\_\_\_ disagreed with Freud on two major points. First, he took a more positive view of human \_\_\_\_\_. He believed that people try to develop their potential as well as handle their urges.
- B. Second, Jung proposed a second type of unconscious he called a \_\_\_\_\_. This unconscious was a storehouse of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ of the entire human species throughout history. He called these inherited ideas \_\_\_\_\_.
- C. Jung claimed every person has the same archetypes. They reflect common experiences of \_\_\_\_\_. Jung suggested that the same themes (archetypes) appear again and again in stories, myths and religions. Jung believes that stories are common because the situations they describe have occurred throughout \_\_\_\_\_. They are stored as archetypes in the \_\_\_\_\_ in every person.
- D. \_\_\_\_\_ believed that the driving force in people's lives is a drive to overcome feelings of \_\_\_\_\_. According to Adler, everyone struggles with feelings of with inferiority, feeling that they are not good enough.
- E. A person who constantly avoids feelings of inferiority rather than trying to overcome them has an \_\_\_\_\_.
- Example: Small children feel inferior because they are small and can't do adult activities. As they grow, and can do adult activities they overcome these feelings. The patterns that people use to overcome inadequacies during life is known as their \_\_\_\_\_.
- F. Adler also believed that the way \_\_\_\_\_ treat their children influences the \_\_\_\_\_ that they choose.
- G. Other psychoanalyst theorists included:
1. \_\_\_\_\_ - theory centered on the need to \_\_\_\_\_ and the \_\_\_\_\_ that freedom brings
  2. \_\_\_\_\_ - stressed that the basic \_\_\_\_\_ children feel because of their \_\_\_\_\_ and the \_\_\_\_\_ toward their parents that accompanies the anxiety.