

Sociologists/Psychologists and their Theories

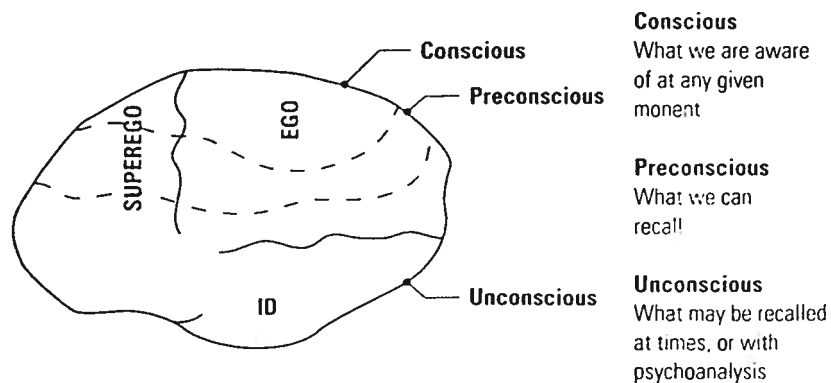
1. Sigmund Freud:

- Developed the idea that the human mind has three aspects the influence the way people feel, think and act.
- The three aspects are known as the id, ego and superego.
- Developed "psychoanalysis": tapping deep into the unconscious to understand people's motives based upon the notion that early childhood experiences are a source of conflict and emotional problems
- Utilized hypnosis to assist in psychoanalysis process.
- Defense mechanisms: unconscious method of dealing with problems. The mind hides the problem in order to mask its' appearance in the conscious mind however, the issue manifests in behaviour patterns
- Sex as a motivator for everything either subconsciously or consciously

Freud's model of the mind

	Id	Ego	Superego
What it does	Expresses sexual and aggressive instincts; follows the pleasure principle	Mediates between desires of the id and demands of the superego; follows the reality principle	Represents conscience and the rules of society
How conscious	Entirely unconscious	Partly conscious, partly unconscious	Partly conscious, mostly unconscious
When it develops	Present at birth	Emerges after birth, as child begins to learn through experience	Last system to develop
Example	"I'm so mad I could hit you" (felt unconsciously)	Might make a conscious choice ("Let's talk about this") or avoid the instinctive drive by denying it ("What, me angry? Never!")	"It is wrong to resort to physical violence."

Source: Adapted from Carol Wade and Carol Tavris, *Psychology, Sixth Edition*. Upper Saddle River: Prentice Hall (2000), p. 477.



2. Carl Jung:

- Believed that unconscious impacted mental health both positively and negatively.
- Human behaviour is motivated by opposite tendencies: good vs. evil, male vs. female, INTROVERT vs. EXTROVERT
- Introvert: personality focuses on itself and meeting own needs
- Extrovert: personality wants to be open to people and things in the environment
- Felt balance between the tendencies was important,
- "Collective Conscious": a variety of images and symbols are culturally shared and understood by everyone and can be detected in dreams.
- Developed the notion of archetypes: the perfect example or prototype. Also, part of the collective human psyche and expressed in art and literature in symbolic form.

3. Alfred Adler:

- Felt it important to deal with ones aggressive and sexual impulses.
- Lives are governed by the need to overcome feelings of inferiority found in the conscious mind and to be needed by others
- Proposed the idea that one's birth order first, middle, youngest or only child affects everything in your personality (interests, career, ability to parent etc.)

4. Karen Horney:

- Conflicts develop as a result of felling unloved, unsafe or undervalued
- People who were safe and loved as a child develop positive personality aspects while others who did not have a safe and secure childhood develop defense mechanisms in order to protect their personality

5. Abraham Maslow:

- Developed a "Hierarchy of Needs" which states that humans have needs that must to be met. The needs range from basic physical needs to complex psychological needs.
- Believed that each need must be met before one may move up the hierarchy.
- Believed that all people are motivated to fulfill the aforementioned needs. These levels become the basis for one's personality.

Need for self-fulfillment

The need to live up to one's fullest potential, using one's talents and pursuing one's interests

Aesthetic Needs

The need for order and beauty in one's surroundings

Cognitive Needs

The need for knowledge and understanding of things

Esteem Needs

The need for self-esteem; the need to achieve, to be competent, the need for recognition and respect from others

Belongingness and Love Needs

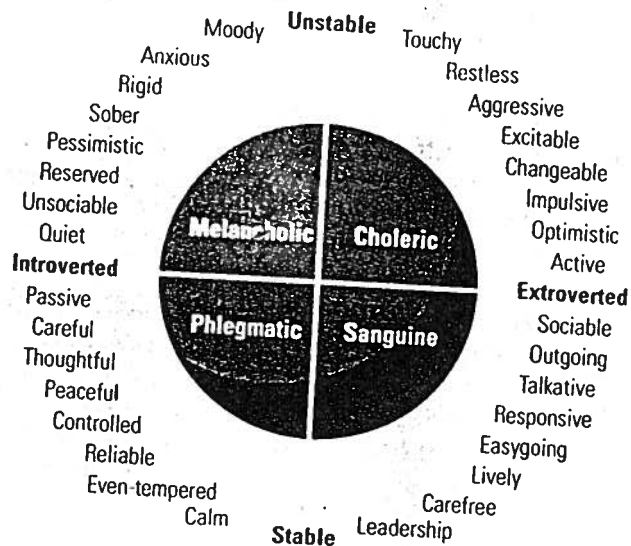
The need to love and be loved, to belong and be accepted; the need to avoid loneliness and alienation

Safety and Security Needs

The need to feel that the world is organized and predictable; the need to feel safe, secure and stable

Physiological Needs

The need to satisfy such basic needs as hunger and thirst



6. Charles Horton Cooley:

- Our personality is developed during the process of socialization
- Sense of self is derived from others via the theory of the "looking glass" which states that the reactions of others indicate who we are. Then, the individual reacts to the image with emotions such as shame, pride or embarrassment. Finally, the individual develops a set of beliefs regarding their personality based upon the reflections projected by others.
- Identified between primary and secondary groups: *PRIMARY*: a small group of members who have strong emotional relationships with one another. They tend to care for each member and are interested in each person as a whole. *SECONDARY*: more impersonal and formal groups with temporary and short-term relationships. These members judge one another by what they can offer or do for the group (i.e. friends with the person who has a pool in the summer).

7. Erik Erikson:

- The development of self is a life long process.
- There are several developmental stages that involve the individual interacting with society. The interaction alters with each stage and involves varying tasks and outcomes.
- Failure to meet the challenge or perform the task prevents the person from moving to the following stage of development and having healthy personality development.

Stage	Age	Challenge
Infancy and childhood	0 to 11 years	In the early years, relationships are usually with parents, family and nearby friends. The focus of these early years is to develop emotionally, socially, intellectually and physically so as to take one's place as an adult in society.
Adolescence	11 to 18	During this period, the young person strives to develop the concept of personal identity. Although this process may be painful and upsetting at times, it is necessary. Adolescents who develop a good self-image feel purposeful and competent. Those with a negative self-image feel unworthy and incompetent.
Early adulthood	18 to 25	At this stage, two concerns are most important: learning to form close, lasting relationships and commitment to a career choice. Both of these areas demand adjustment. People who achieve these goals can enjoy a close relationship and a satisfying career.
Middle adulthood	25 to 50	At this time, individuals develop a sense of being productive and accomplishing something worthwhile. Feelings of satisfaction may result from helping their children become adults or from making a social contribution. Feelings of regret may come from realizing that earlier goals have not been achieved. Later in this period, some people restructure their lives, sometimes branching out into new areas of endeavour.
Late adulthood	50 and over	In some societies, such as traditional China, this is a time for power and prestige. Elders are revered, their wisdom is respected. In industrial societies, the early years of this stage may bring power and prestige as people reach the top of their occupational ladders. In later years, people are often forced to retire. Although this stage can be a time of financial hardship and loneliness, many seniors live active and productive lives, pursuing projects they had no time for when they were younger.

8. Jean Piaget:

- Interested in children's ability to learn and use knowledge (cognitive development).
- Believed cognitive development is influenced by psychological and social matters.
- There are four stages in a child's life that are influenced by social interaction and each is responsible for mental development.

Sensormoter stage (birth - 2yrs)	Babies look, touch, taste, and listen. They know the world only via direct experience.
Pre-operational Stage (2-7 yrs)	Experience the world mentally through speech and print. They are able to think about instances without immediately experiencing them. Children only see the world through their own point of view.
Concrete Operational Stage (7-11 yrs)	Children can do complex operations only if the objects are present. They begin to understand "cause and effect" as well as see other's points of view.
Formal Operational Stage (adolescence)	Teens are capable of abstract thought and logical application to different situations.

Theories in Human Development: Further Socialization Theories

The Cognitive Development Theory

Jean Piaget (1896-1980)

-believed children go through a series of chronological development stages and the self emerges after the completion of each stage

Sensorimotor (birth-2yrs) learn by touching

Pre-Operational (2-7yrs) learn the use of symbols as representations

Concrete Operational (7-11yrs) logic

Formal Operational (12-on) have capacity to think abstractly, objectively

The Social Experience Theory

Charles Horton Cooley (1864-1929)

George Herbert Mead (1863-1931)

-they believed that self-development is based on how we think ***others*** see us (**the looking glass self**)

-we think we have these features they say they see in us
ex. Humour

The Gender-Based Theory

Carol Gilligan (psychologist from Harvard)

-moral development is different in males and females

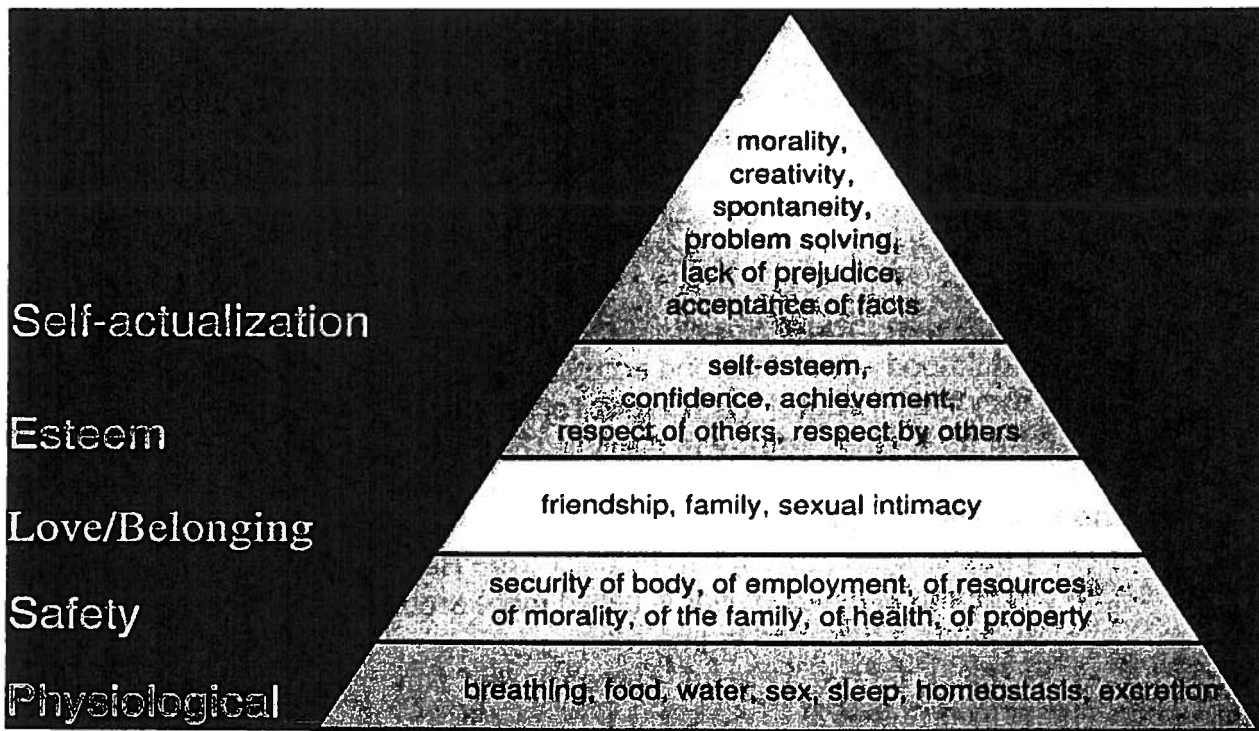
-Male moral development is based more around rules and principles (defining right and wrong)

-Females have a “care and responsibility” perspective, they judge right and wrong based on how actions affect personal relationships and loyalties

The Humanistic Theory

Abraham Maslow

- there is a hierarchy of needs which motivate human behaviour
- believed people must fulfill basic needs before they can reach the growth needs and achieve self-actualization
- needs become psychological and social as we ascend the pyramid
- self actualization is about growing as an individual and achieving your potential



The Psychosexual Theory

Freud (1856-1939)

-id/superego/ego

-see Freud handout "Theories of Personality"

The Psychosocial Development Theory

Erik Erikson (1902-1994)

-in each of the eight stages of life humans face a conflict between personal wants and societal needs

-the self emerges as we successfully or unsuccessfully resolve these