

**Psychology of Personality and Individual Differences: Theory and Applications Professor
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Week 5

Lecture 11: Psychoanalysis 2

I welcome you all to module 5 of this course. So, module 5 is about psychoanalysis and this module has two lectures i.e., lecture 10 and lecture 11. This is the second lecture of this module and overall, the eleventh lecture of this course. So, today we will be talking about the second part of psychoanalysis. In the first part we discussed some of the basic concepts of psychoanalysis and today we will talk about some of the remaining concepts. So, before we talk about today's lecture let me give you a brief recap of the last lecture. In the last lecture i.e., lecture number 10, we discussed some of the basic concepts of psychoanalysis including the concepts of psychic determinism, how psychoanalysis looks at human behavior from a very deterministic perspective, that every behavior has a cause behind and mostly lots of these causes are found in the unconscious part of the human mind. We also discussed the concept of instincts, as proposed by Sigmund Freud, where we discussed that Sigmund Freud proposed two basic human instincts- one is life instinct, another is death instinct, and we discussed the various aspects associated with them. We also discussed the structure of the mind, in the sense that Freud discussed that the human mind has different levels of awareness. In that context, he divided the human mind into the conscious part of the mind, the subconscious part of the mind, and the unconscious part of the mind. We also discussed the structure of personality, what are the main components that make up the kind of person that we see around us. So, the structure of personality included three major aspects that we discussed, that is id, ego, and superego. In the end, we discussed the primary and secondary thinking processes and how they are different from each other.

So, these are some of the concepts that we discussed in the last lecture.

Today we will be talking about some of the major remaining concepts associated with Freud's psychoanalysis. Today we will discuss the concept of anxiety and defense mechanisms. We will also talk about the psychosexual stages of development. We will also look at some of the criticisms of psychoanalysis, specifically the Freudian psychoanalysis. Then we will discuss the concept of neo-Freudians and who are included in that. So, let us start today's lecture.

So, let us start with the concept of anxiety and defense mechanism. The concept of anxiety plays a very important role in Freudian conceptualization of theory. He said that we experience lots of different types of anxiety when we interact in the real world and the causes of this anxiety could be diverse depending on different situations and different causal factors.

So, Freud said that the complexity of human life and acknowledged that it challenges. So human life mostly has lots of complexities associated with and there are lots of challenges that we face. And lots of these challenges must be mostly concerned with the dealing part or coping part which is mostly associated with the ego part of human personality, which we have discussed in the last

lecture. So, the function of the ego is that it is based on the reality principle, that it wants to connect with reality and helps us to adapt to the situation.

So, ego has a huge pressure in terms of facing all the challenges and keeping in touch with reality and so on. Many times, because of these excessive challenges and complexities of life, the ego gets overwhelmed in its ability to deal with all the situations that may be experienced as anxiety. So, this ego must face diverse forces, and opposing forces, which may lead to anxiety. The ego is a central entity caught between lots of powerful forces such as the problem with reality, societal expectation represented by the superego, and biological instinct represented by the id.

Id has certain types of demands that it wants immediate gratification, mostly coming from biological instincts. The superego part also has lots of moralistic ideas and representations which also have their demands and in between them sandwich is the ego, which tries to balance all the forces. While sometimes balancing these forces ego gets overwhelmed and that is experienced as anxiety. So, when these forces have conflict, the ego may feel threatened, overwhelmed, and on the verge of collapse which Freud termed as anxiety. When we experience diverse kinds of conflicts, are not able to cope and adapt to the situation, and feel threatened, and overwhelmed, then the result is the experience of anxiety. So, this concept of anxiety plays a very important role in Freudian theory.

Now Freud typically discussed three major categories of anxiety. One is realistic anxiety which is very similar to the real-world fear that we experience which arises from external threats. So, realistic anxiety comes from realistic situations from the outside world, typically fearful situations that we experience. So, whenever there is a real threat outside in our environment, then we experience it because of that threat, whatever we experience is called realistic anxiety because it is based on the reality outside. So that is one kind of anxiety that we experience.

The second kind of anxiety is called moral anxiety. It arises from conflicts with internalized social norms leading to feelings of shame, guilt, fear of punishment, and so on. So, moral anxiety is a consequence of the moral standards that we learn from society, from our parents, and so on, which forms the superego part of our personality. So many times, this whole conflict between what is right, wrong, and morality, sometimes when you are not able to resolve those issues, it may lead to moral anxiety. When moral anxiety is experienced people also may experience other kinds of emotions associated with it which are shame, guilt, fear of punishment, and so on. They are also, many times, associated with moral anxiety. This is another type of anxiety.

The third category of anxiety according to Freud is called neurotic anxiety where he gave lots of importance in terms of understanding this type of anxiety. This is called neurotic anxiety. So, this is the anxiety that arises because of the fear of being overwhelmed by inner impulses from the id often manifesting as loss of control. So, many times it arises primarily from the id part of personality. Whenever there are some kind of instinctual demands from the biological impulses that sometimes overwhelm the ego aspect of our personality and many times, we lose control in terms of managing those demands from the id part of the personality, it may lead to something called a neurotic anxiety.

So, Freud found that neurotic anxiety was particularly intriguing for him, he became more interested in this kind of anxiety and he mostly used the term anxiety for this category of anxiety. So, a major focus of Freud was this neurotic aspect of anxiety. So, when we experience anxiety there may be diverse categories of anxiety like realistic anxiety, moral anxiety, and neurotic anxiety. Mostly this anxiety aspect is because of interaction between the demands from the outside world or from the body itself and how the ego part of personality deals with those demands may result in anxiety, especially if it is not able to deal with them.

Now, there is another concept that is associated with the concept of anxiety is defense mechanisms. This is a very original contribution of Sigmund Freud, and he proposed that when we are overwhelmed by anxiety, the ego many times is not able to deal with those anxieties. So, what it does sometimes is that it unconsciously distorts the reality. So, it will change reality, how you see reality, and how you look at reality.

The mind, mental pattern or mind will unconsciously, so there is a tendency within all of us to distort reality a little bit here and there. That reality doesn't look so threatening. Because if you look at reality as it is, probably it will become very threatening, and one may not be able to deal with those realities as it is. So, many times there is an inbuilt mechanism, unconsciously in our mind or the ego aspect of personality from the Freudian perspective, it disturbs the reality in such a way that this reality looks less threatening. So those are called as a defense mechanism.

So, the mind is trying to defend itself so that it doesn't experience too much anxiety and so on. So those are called a defense mechanism. It distorts reality. Mostly it is an unconscious psychological response that distorts reality to protect people from being overwhelmed by feelings of anxiety, painful emotions, ideas, and drive.

So, it is a protective mechanism that reality doesn't, when it becomes very overwhelming, there is an inbuilt mechanism that unconsciously, we, or the ego aspect of the personality distorts the reality in such a way that the reality becomes less threatening. By your interpretation, by the kind of response that one gives, when one gets overwhelmed by the feelings of anxiety, painful emotions, ideas, or drive, many times unconsciously certain psychological responses are generated by the ego part and it distorts the reality here and there, a little bit so that the threat level decreases, the intensity decreases. So those are called defense mechanisms.

So, these are unconscious ways of coping with anxiety. When anxiety becomes too overwhelming, the ego aspect of our personality distorts reality in an unconscious fashion. So, there can be many examples of these defense mechanisms. We will be looking at some of these defense mechanisms one by one. At a very broad level, for example, sometimes people refuse to admit some aspects of reality by denying or blocking it from experiencing or accepting it, which may cause anxiety. So many times, when people do something and if they accept the reality of what they are doing, it will create a lot of anxiety. They simply deny it. For example, a smoker may deny that smoking is bad and causes cancer. So unconsciously he may simply deny that smoking causes cancer because if one smokes and also believes that smoking causes cancer this will create a lot of anxiety. People sometimes unconsciously simply find some ways to deny it so that they can keep smoking. That is an example of a defense mechanism. The mind will create certain interpretations, some ways of

responding in such a way that reality is no longer that threatening. You may simply brush it aside by saying that smoking manner doesn't cause cancer or something like that. It is no longer threatening for you because you don't believe that it causes cancer, so you are changing the reality by distorting it. So, that is an example of a defense mechanism.

There are many defense mechanisms that we all use on a daily basis. We will discuss some of these defense mechanisms one by one. So, the idea of a defense mechanism is one of the original contributions of Sigmund Freud. His daughter Anna Freud further elaborated and developed these ideas of defense mechanisms. So let us see some of the defense mechanisms.

So, before we talk about some of the specific defense mechanisms, these are some of the characteristics of defense mechanisms. Freud said that there are five major properties of defense mechanisms. Whenever we use a defense mechanism, it has these characteristics. One is that the defense mechanisms are unconscious mental processes. So, all these defense mechanisms, whenever we use them, are mostly unconscious. So, there is an unconscious aspect to it. Many times, you may not be aware that you are using a defense mechanism simply because many times it is an unconsciously processed thing. So that is one aspect of it.

The second aspect of it is that it helps us to manage instincts and affect. Most of these defense mechanisms, ' purpose is to manage emotions, conflicts and instincts, self-drives, and so on, so that we are able to cope with the anxiety and so on. Their purpose is to manage a lot of these emotions, problems, and anxieties.

These defense mechanisms are discrete from each other. So, there are varieties of defense mechanisms that we will be talking about, and all these defense mechanisms are discrete from each other. Basically, it means they are all different from each other, they have different ways of doing it, and they are not all the same. So, we can have different types of defense mechanisms or different categories of defense mechanisms.

The fourth characteristic is that they are dynamic and reversible. A lot of these defense mechanisms are dynamic in the sense that they keep changing, use one defense mechanism now, and then probably in the next situation you are using some other defense mechanism. So, there is a dynamism. It is not necessarily that all the time people are using one defense mechanism or within the same defense mechanism you may be using sometimes more, sometimes less, and so on. So, in that sense, there is a dynamism involved in it, and reversible. It is not that sometimes people use one defense mechanism, and they may again go back to the behavior which is which are not defensive. So, one can reverse back also to their original patterns of behavior.

So, it is not that once you use a defense mechanism you will be stuck there. One may reverse back also. Sometimes in some situations, people use defense mechanisms, in other situations, they may not use it. In that sense they are reversible.

The fifth characteristic is they can be adaptive as well as pathological. So, some defense mechanisms are helpful in dealing with the problems of life and challenges of life or anxiety situations i.e., to deal with the anxiety situations. In that sense some of these defense mechanisms are adaptive. On the other hand, there can be some defense mechanisms which are pathological means their use may not be adaptive and if you use them too much, it will lead to certain

pathological reaction patterns and so on. So, there can be varieties of defense mechanisms, some could be adaptive, some may be maladaptive, and so on. So, these are some of the characteristics associated with defense mechanisms.

As I already said there are various defense mechanisms that we all use on a daily basis or sometimes. Let us discuss some of these defense mechanisms. One of the defense mechanisms that people use is called repression and suppression. Because these are kind of similar so that is why I club both of them together. Repression is an unconscious removal/ blocking/ forgetting of unpleasant thoughts, impulses, or memories. So, whenever unconsciously we block certain memories or certain information, we block it in the conscious mind so that it does not come into the conscious mind. So, we simply block it because this information or these memories or ideas whenever they come to our conscious mind, it creates anxiety. So unconsciously people block it, and it goes to the unconscious part of the mind.

So, many times there are certain thoughts, certain feelings, certain impulses, and certain memories that are disturbing. So, your mind automatically blocks them, and you are not able to remember them, or you simply forget about them temporarily. The content will be there. It will be in the unconscious part of the mind. So, that process is called repression and a lot of this unconscious mind as we have already discussed in the last lecture, the content of a lot of this unconscious mind is because of this repression. The content increases in the unconscious part of the mind. So, it is an unconscious way of removing, blocking, and forgetting unpleasant thoughts, emotions, and memories. For example, sometimes people are not able to remember traumatic memories that happened in childhood. So that's an example of repression that if something very bad has happened in the past, sometimes people simply are not able to remember it.

So, the mind is blocking it because if you remember it, it will create a lot of disturbances in the mind. It's a protective mechanism in that sense. But that doesn't mean that content will not affect you, indirectly it may affect you. But consciously you may not remember a lot of the details of the traumatic event that has happened either in the past or the childhood and so on. So that happens because of the repression defense mechanism.

Now suppression is another term that is very similar to repression only thing is that it is a conscious process. So, it doesn't come as a very typical case of defense mechanism, but it is very similar because you are trying to protect more in a conscious way. Suppression is very similar to repression, only difference is that in suppression people consciously remove unpleasant feelings, thoughts, and memories out of their awareness.

It is a conscious process of whenever that memories and that thought processes are there, when it comes it disturbs you, so you simply try to block it consciously. In the case of repression, automatically it happens because certain events provoke a lot of anxiety, and the mind automatically blocks it. So that's repression. But sometimes, a lot of content may not be automatically blocked, but you don't want to remember them. You try to block them by either distracting yourself or whatever it is. So, the suppression process may not be all the time because many times the more we try to forget something, the more we remember it and the frequency of those thoughts increases sometimes. So thought suppression may not be successful all the time

because repression is an automatic process, so it does its functions. In case of suppression when you consciously try to block something in order to block and forget something, first you have to remember it. So, the more you try to suppress something, the more you may remember it. Thought suppression may not be a very effective strategy. A lot of research shows that people actually end up remembering more about these things when they try to suppress it. It's a counterproductive or paradoxical phenomenon. So, if you say somebody forgets about it or doesn't remember something, they are more likely to remember it because to forget that they have to remember it first. So, suppression has other dynamics associated with it, but that is also an aspect of defense mechanism we can say.

The next one is denial. The first example that we talked about is an example of denial. So, in the case of denial as a defense mechanism, it is simply refusing to admit or accept a particular aspect of reality. When you simply deny something that it is there because if you accept that it is there, it is very disturbing to you. It causes a lot of anxiety. So sometimes people simply refuse to deny it. Mostly it is an unconscious mechanism. They simply find something to deny it, for some reason. So, people use denial when they are unable to face or accept some aspect of the reality of their lives. For example, a person addicted to drugs may deny that he or she is doing anything wrong. They will simply deny it. They don't see it as a wrong thing. They will see it as a normal thing that they are doing. Or they will think this is something they want to do, and it is fine. So, they will simply deny the negative consequences of it happening and what is going to happen because of that. So, a lot of this information they will simply deny, because if they accept those things they cannot continue taking those drugs and other things. Similar things can happen with smoking and other things also. So many times, people simply deny it. So, it is one way of protecting their anxiety and continuing whatever they want to do. So that is a kind of defense mechanism. So, this is denial.

The next one is regression. So, we use the word regression to mean when something goes back or something goes backward. So that is regression. We say if something goes forward, we call it a progression. If something goes backward it is called regression. So, in regression in some ways, some of the early behavioral patterns which you are doing before or some years back or maybe during your childhood; you go back to those patterns of behavior simply as a way of coping. So that's called regression. What happens here? When people are confronted with stress and anxiety, sometimes people display immature behavior that has relieved anxiety in the past. Here people revert back to the behavior of the earlier developmental stages. So, they go back to the earlier developmental stages like behavior that we showed during childhood and so on. Simply because at that time the situation stimulates a lot of stress and anxiety. The person is not able to deal with the situation. The person will revert back to the behavior of childhood or early developmental stages like the person will start crying out of frustration or start throwing tantrums. A lot of adults do those kinds of behaviors simply as a way of coping with the situation. They are not able to deal with the situation so as a result they revert back to certain earlier patterns of behavior which were mostly during childhood behavior and so on. For example, adults respond to frustrations by crying or throwing tantrums. This is also a way of coping but will come under regression as a defense mechanism. So, this is another example of a defense mechanism.

The next one is rationalization. So, in rationalization, people try to deal with anxiety situations here by giving logical/ rational, socially acceptable reasons for unacceptable behavior or feelings. So, whenever people experience or get involved in certain unacceptable behaviors or they feel certain emotions or some things, some thoughts, or ideas which are unacceptable, mostly in the social context. Because it is unacceptable and people will judge them or they will judge or feel bad about themselves, they will find some logical reasons to justify that. If they are able to justify it, then the anxiety will lower. They will say I am doing it for a reason or the reason for doing this is this, a more acceptable reason they will find out to explain their behavior or whatever they are feeling to themselves. Sometimes we justify ourselves also. For example, people may rationalize their failure by blaming others or outside situations. So sometimes some people fail in a situation which could be a normal thing. But they cannot accept the failure. So, they will find some reasons to justify why they failed, or they will blame it on someone else. So, they will say that I have failed because another person was creating problems or something like that. So, they will find some kind of justification so that it looks like it is not that person's fault. The fault lies somewhere else. So, that is called rationalization. So, it is also a common mechanism that a lot of people use, a lot of human beings use it just to protect their anxiety and so on. So, this is called rationalization.

The next one is intellectualization as a defense mechanism. Here people reduce anxiety by reacting to an event or a situation in a detached, cold way. Whenever a situation is full of emotions or full of anxiety, people simply, use some intellectual reasons. In the case of rationalization, it was justification, in the case of intellectualization people will find some intellectual explanation for things, and as a result, they will deal with the situation in a very detached and cold way so that it affects them less. It helps us to avoid thinking about the emotional aspect of the event by focusing on the intellectual component. People focus on the intellectual part of the event and detach themselves from the emotional part of an event. So that helps them to adapt to the situation or the emotional consequences become less. For example, reacting to the death of a loved one by saying that everybody will die one day and that we cannot control the death. So, a lot of people use this defense mechanism which can be helpful in many situations, particularly in the death of loved ones. So, people keep telling other people who are very emotional at that time and so on or crying; they will give some examples from scriptures and so on that, everybody will have to die one day, or it is not in our control or something. So, the focus will be diverted towards the intellectual part of it. Your emotions become less intense due to some kind of intellectual explanation. So that is called intellectualization where focus is diverted to intellectual aspects and less on the emotional aspects. So that is another type of defense mechanism.

Another example of a defense mechanism is displacement. Here the people take out frustrations, aggressions, and impulses on people or objects that are less threatening. So basically, they displace their anger and frustration from one target to another target, particularly from a threatening target to a less threatening target. So, they displace their frustrations and anger. So, a lot of this displaced anger, and aggression happens in our day-to-day life, which are very common actually. For example, people simply express or take out their anger on spouses that originated after a bad

interaction with the boss. So, they get frustrated while interacting with the boss in the workplace and they come home, and they take out all the frustrations on their children or spouse.

So, the original target was someone else. Now it is displaced to someone else who is less threatening. So, because that person could not express anger and frustration on the boss because the boss is a threatening person. He does not have the power to express that. So, he will come to express those frustrations to someone who does not have that kind of power and is less threatening. So those are called displacement. As a defense, people just try to cope with the situation in an unconscious way.

Another is projection. Projection is a defense mechanism where people attribute their unacceptable characteristics or qualities to another person. So, what happens in projection is that many people themselves have a lot of unacceptable characteristics or qualities that are problematic. And they will simply project those unacceptable qualities to someone else. They will not see that it is within themselves. They will say it is in that person. So that's called projection. So, their unacceptable qualities, and characteristics, they don't accept it is within themselves. They simply project it to someone else. And they will say these qualities are there in that person, not in me. So that's called projections. For example, a person with an adulterous nature may blame his partner for cheating on him. So that cheating characteristic was there in that person. But he will not accept that it is in him. So, he will project it to his partner or whoever is in the relationship and say that person is cheating with me. We will find some reasons. But the problem is within that person. So, he is not looking at or accepting those faults within himself and projecting it to the other person. And saying this quality is not in me, it is in that other person. So that's called projection. You simply project your unacceptable things onto someone else and find some reason, something from the environment to justify that. So that's a projection.

Another is reaction formation. Here the person tries to deal with anxiety by behaving the opposite way of his actual feelings and thinking. So sometimes people try to adapt to a situation or anxiety situation by reacting opposite to their actual feelings. So, whatever they are feeling, they will express it just opposite to their feelings. So that's called reaction formation. So, by using this defense mechanism people hide their true feelings about something by showing exaggerated opposite behavior. So, they try to hide because whatever feelings they have they may feel it is inappropriate, or it is not the right situation to express it. So, they will express the opposite in an exaggerated fashion. So that is called a reaction formation. For example, a person expressing exaggerated sadness or crying over the death of a person who was disliked by him. So, for example, somebody died and that person was not liking that person. So, there was some kind of enemy or whatever the negative relationship with that person. Now because he cannot express that after the death of that person, it will be an inappropriate thing or maybe unacceptable to himself also. So, the person will sometimes use reaction formation as a defense mechanism. So, they will show exaggerated opposite behavior. They do not like that person, but they will show exaggerated crying and sadness and so on as a reaction formation which is also a kind of defense mechanism. So that is another type of defense mechanism.

Sometimes people also use compensation as a defense mechanism. Here people try to compensate for certain lacking within themselves and by doing some other things to compensate for that lacking. So, if you fail in one area of life, other people will try to develop talents in some other areas of life so that this failure doesn't affect them, or they will compensate for those failures. For example, developing talents and skills in sports to overcome weaknesses in academics.

So, some students are not good at academics, but they will compensate for that weakness by becoming a good sportsman or a musician, whatever thing that is possible. So, they will try to shine in some other areas. So that is called compensation which is good in many ways. So, this is a defense mechanism which is good and adaptive, provided that compensation is in the positive direction. People compensate in a negative direction also by doing some negative, let us say you know you start dominating other people to show your superiority. So that kind of compensation is negative.

Sublimation is another positive defense mechanism. It involves expressing unacceptable impulses by converting them into more acceptable forms. So, if somebody has some kind of instincts and urges which are unacceptable to society, they will divert it or mold it, channelize it in a positive direction. So that's called sublimation. For example, a person with a lot of anger or aggression may express his anger or aggression by joining boxing or those kinds of sports. This is one of the most healthy and successful defense mechanisms. People with a lot of anger and aggression, because it is not acceptable if you keep showing your anger and aggression on others all the time. You will end up in a very bad situation in life. So, some people can channelize that anger by let's say joining certain sports where a lot of aggression is required, like boxing and other things. Showing anger in sports is acceptable because that is a part of that sport and so on. So, it is one of the healthiest defense mechanisms and if somebody uses it has a lot of positive consequences.

Now these are some of the examples of defense mechanisms that we all use in various contexts of our lives. Now, are all these defense mechanisms pathological? These defense mechanisms vary in their adaptive, as we have already discussed that some could be more adaptive, and some could be more pathological. They vary in their adaptiveness. However, excessive use of any defense mechanism can be detrimental to our mental health. Because if you see all these defense mechanisms, what you are trying to do? You are trying to distort the reality. So, you are not looking at reality as it is. When we keep distorting realities again and again and again then we may lose touch with reality and that may lead to negative consequences in terms of mental health. So excessive use of any defense mechanism is not right. It can be sometimes, certain defense mechanisms are fine and everybody uses them. But excessive use could be detrimental to our mental health. Some defense mechanisms which are healthy like sublimation and other things are fine. Because that can redirect your lifestyle or life in a positive direction.

Vaillant, one researcher in 1986, proposed a hierarchical structure of defense mechanism.

He proposed that there can be four levels of defense mechanisms. He discussed all defense mechanisms into four levels, whatever we have discussed.

Level 1 is psychotic or pathological defenses. Certain defense mechanisms are very pathological. Using them actually is not good most of the time like denial, and extreme projection. These are

not good. These are pathological defenses. Level 2 is immature defense mechanisms. These are defense mechanisms which may not be very pathological, but they are more immature ways of showing certain behaviors. It includes things like using fantasy, projection, and regression. In regression, we go back to earlier behavior, or this is more like showing immature behavior, and so on. So Level 1 is psychotic pathological defense, and Level 2 is immature defenses. The third level is neurotic defenses which include defenses like displacement, intellectualization, reaction formation, and repression. These are all neurotic types of defense mechanisms. So, this comes from the neurotic patterns of anxiety, too much anxiety, and not being able to deal with anxiety. So, to manage those neurotic patterns people use this defense mechanism. The last one is mature defense means they are more of a healthy, positive kind of defense mechanism which may include things like sublimation; humor which we have not discussed, can also be sometimes used as a defense mechanism; suppression could be a defense in terms of maturity that is it is more of a mature way people try to consciously generalize their thoughts and so on. In terms of impact, it may not be all the time successful, and so on. So, among all these defense mechanisms, defense mechanisms like sublimations are more healthy and mature defense mechanisms.

Now we will talk a little bit about the development of personality as proposed by Sigmund Freud. Now Sigmund Freud said that as the child grows, there are certain stages that the child passes through which are part of his psychosexual stages of development, what he called or proposed as a name. So, this psychosexual stage of development is kind of the most controversial part of his theory and was not very well accepted by people. But anyway, we will discuss this part and then we will see some of these things.

So, this developmental stage is one of the foundations of Freudian psychoanalysis and one of the main premises of this theory is that you know that adult personality is formed as a result of childhood experiences. So, childhood experiences were given a lot of importance in psychoanalysis and according to Freud, adult personality is basically a reflection of childhood experiences. So, childhood experiences shape what kind of person you will become in the adult. So, a lot of importance was given to childhood experiences.

So, Freud described personality as developing through five distinct stages which he outlined as the psychosexual stage of development. He said there are five important stages that a child goes through after birth, which he called a psychosexual stage of development. These stages are called psychosexual stages of development because he was more concerned with the development of sexual drives, and how it manifests in the different stages of life. So, that is why he called it. When we talk about sexuality from the Freudian perspective, it is more of a general life instinct in that term it is described. So, it is used in a broader framework. How those instincts are expressed in the different stages of life, from that perspective he talked about the development of personality. What he said is that at each stage, libido or life energy or the life instincts that we talked about are invested in a single part of the body known as the erogenous zone. So, he said as the child grows, this life instinct, or the libido part or energy that we have, gets fixated on or it gets manifested into certain parts of the body which he called an erogenous zone. And it changes from one stage to another stage. So, these areas of the body selected at any stage are supposedly determined by the

child's biological development. His theory was very closely connected with the biological development as well. So according to Freud, the erogenous zone at any given time is the area most sensitive to stimulation or pleasure, the focus of pleasure and the source of gratification. So, at different stages, different body parts become the source of those erogenous zones and so on of the body.

Accordingly, he divided different stages of development. Freud emphasized biological factors as the primary influence in this development. So, biology was an important part of this development stage. So much of what Freud hypothesized about this development is controversial as I already said this part was much more controversial because many other theories did not accept this part of his theory. So anyway, let us see what he said.

So, this is summarized, so I will start by talking about it first. The first one is the oral stage. So, this is from birth to 18 months. This is the stage where a child when takes birth till 18 months, the child is in the oral stage of personality development. So, in this stage what is the erogenous zone, or the pleasure zone is the mouth. So, Freud identified the oral stage as the crucial phase in human development. The mouth is the primary source of pleasure during this stage. After birth, the child takes all the pleasures because at that time the instinct of life is expressed in terms of feeding and that kind of thing. So, this whole oral zone becomes the erogenous zone for the child at that stage. So, at the early oral stage mostly from birth to a few months, the infants are primarily focused on feeding, sucking, and swelling. Pleasure is derived from the act of taking the nourishment. Taking food is itself the main part of this stage. Later stage, till 18 months, as the child develops teeth the focus shifts from taking to biting and devouring. Oral pleasures include biting and devouring. So, this is the stage where mostly the focus is on the oral zones in terms of feeding and swallowing and those kinds of activities. What are the possible consequences if there is an imbalance in this stage of life according to Freud? Or the child is not able to fully gratify itself from the oral zone in this stage, what are the possible consequences? So, there are two possibilities. One is called an oral incorporative personality. One possibility is that this stage could lead to this kind of personality in adulthood. Early lack of gratification in the early stage of the oral stage i.e., if the child is not able to gratify its requirement it may result in excessive dependency on adulthood. The person may become a very dependent type of person in adulthood. Seeking oral satisfaction through other activities because the child was not able to satisfy its oral gratification at that stage. This lack of gratification gets expressed in adult time in some other activities like eating or drinking too much, smoking, and kissing, those kinds of activities could get expressed in the adult period. Symbolic oral incorporative activities such as collecting things, being a good listener, and being gullible; all these also have symbolic characteristics that could also develop in the case of oral incorporative personality, it may happen at the adult stage if there is some kind of lack of gratification in the early oral stage.

Oral sadistic personality is another possibility. In the last part of the oral stage, if there is a lack of gratification may lead to aggressive behavior in adulthood, engaging in oral activities like gum chewing, nail-biting, overeating, symbolic biting behavior such as sarcasm, cynicism, ridiculing other people, and so on. So those kinds of possibilities in terms of personality development could

be there if there is a lack of gratification in the later oral stage. So, he said lack of gratification in every stage will have certain consequences in adulthood.

Next is the anal stage which comes from 1 to 3 years of age. Here the anus or the buttock becomes the erogenous zone according to Freud. Here key developmental task is bowel and sphincter control after weaning or stopping the feeding. Children focus on toilet training and learning when and where to relieve themselves. This stage involves adhering to societal expectations often enforced by the parents. So here focus comes from the mouth to the anal stage, and it may also be associated with the toilet training of the child and so on. There might be certain impacts of parental control and monitoring, how a child reacts to parental control during this toilet training can influence some of the aspects of the adult personality according to Freud. Like it can also lead to certain types of personality. One is called an anal-expulsive personality. Here the gratification is through feces expulsion, defying control by relieving themselves freely. So, adult traits which get expressed in this kind of personality are they may become very self-confident, uninhibited, non-conventional, and resistant to authority. Those characteristics could be expressed in the anal-expulsive personality if it gets expressed in childhood. Some physical behavior includes possible lack of sphincter or bowel control and bed wetting. Symbolic behaviors may include being overly generous, giving things away, highly creative. Some of these possibilities are there if an anal-expulsive personality develops which may have a sudden impact in the later stages of adult development. There is also the possibility of an anal-retentive personality. Withholding bowel movement as a form of control. So that is the reaction where adult traits may include things like rigid, compulsive, adhering to expectations, stubbornness, perfectionism, and so on. Physical behaviors may include potential issues like constipation. Symbolic behaviors may include stinginess, highly organized, and so on. So that is also another possibility. Modern understanding, mostly as we understand from different fields, recognizes that bowel and bladder problems in adults are physical disorders, and they are not linked to any kind of childhood fixation and so on. That is why I say a lot of these concepts of stages of development of Freud's theory have been criticized particularly in the context of other theories and so on.

The third stage is called the Phallic stage which is from three to five years. The child enters the phallic stage. According to Freud, the erogenous zone is the genitals. Here focus is, during this stage children become aware of the anatomical differences between sexes and experience what is called as Oedipus complex by the boys and the Electra complex by the girls. During this stage, slowly the erogenous zone gets transferred into the genitals and the child becomes more conscious of the gender differences between the boys and girls. According to Freud, boys develop an unconscious desire for their mother and feel jealous or threatened by their father, which Freud called an Oedipus complex. Girls experience an unconscious desire for the father and feel jealous of their mother, which is called an Electra complex according to Freud.

This stage is also marked by the development of the superego which internalizes societal and moral rules. So, this particular stage was very controversial as lots of people criticized for looking too much at aspects of sexuality in the child and so on. This stage was also very controversial from his theoretical perspective. Fixation according in this stage according to Freud is if there is an

unresolved Oedipus or Electra complex, it could lead to personality problems in adulthood. For example, an unresolved Oedipus complex might manifest in difficulty forming healthy relationships with women and so on and vice versa. So healthy relationship with the opposite sex could come from those unresolved complexes from this phallic stage. This is perhaps the most controversial stage of Freud's psychosexual development as we said and not accepted by a lot of people because there is no empirical evidence for such things. Because his theory comes from his interaction with the patients and mostly comes from his ideas or whatever pre-ideas he had about human personality and so on.

The fourth stage is the latency stage from the fifth year until puberty, the child enters the latency stage. This stage is traditionally viewed as a time for relatively calm from psychosexual development. So, mostly this stage is a relatively calm and peaceful period in terms of psychosexual development. Freud believed that id impulses and activity in erogenous zones take a backseat. In this stage, there is no specific part of the body which is an erogenous zone according to Freud. According to his theory, children manage these urges through sublimation, channeling their sexual and aggressive urges into socially acceptable activities like schoolwork, sports, friendships, and so on. So here it is more of a productive activity that the child engages in this stage.

The fifth one is the genital stage which is the final phase according to this particular perspective which starts in puberty. During this stage, the body undergoes physiological maturations and barring certain fixations from the earlier stages. Generally, if there is no fixation according to Freudian theories in the earlier stages individuals can typically lead normal lives. Freud posited that conflicts during these periods were less intense compared to the earlier stages. So generally, in this stage, mostly after puberty, one enters this stage and if there is not any fixation in the earlier stages, the person will lead a healthy life in terms of mental, and psychological qualities and so on. Typically, we live from a psychological perspective and a normal healthy life. Generally, there are fewer conflicts in this stage. According to him certain conflicts and resolutions could also come here. So, adolescents must adhere to societal norms and taboos regarding sexual expression. However, conflict is mitigated through sublimation where pressing sexual energy finds expression in socially acceptable outlets. Adolescents can also partially satisfy those sexual urges through pursuit appropriate by society. Later they may also find fulfillment through committed adult relationships, particularly with individuals of the opposite sex. So mostly in the initial stage of puberty, those instincts, sexual instincts, and other things could be expressed in terms of productive activities and later maybe in the relationship with the opposite sex and so on. Not much he said about this stage, so that is the genital stage according to him. Certain aspects of genital personality could also develop out of this stage where here individual can derive satisfaction in both love and work. Work serves as an acceptable channel for sublimating id impulses so when you channelize your whole energy into whatever work you are doing that is also an expression of your instinct in a productive way. Freud emphasized the significance of early childhood experiences in shaping adult personality. So, if you see most of his focus was on early childhood, and what is happening in early childhood will lead to certain consequences if not satisfied or gratified at those stages. So

early childhood experiences he gave a lot of emphasis. According to him, the first five years are very important in terms of development.

His theory pays less attention to later childhood and adolescence with minimum concern for adulthood personality. So, he was more focused on childhood experiences if you see all the stages. He did not talk beyond puberty and so on.

Now what are the criticisms of psychoanalysis as a theory? Obviously, this theory had a lot of impact and a lot of understanding of human personality, in terms of popularity. It was a very popular theory and it was a grand theory in terms of concepts and complexities and so on. However, this theory has been criticized for a lot of ideas that were proposed in the theory. One is excessive complexity. Any theory that becomes too complex in terms of explanation is not considered a theory that can apply to diverse things. Particularly the psychosexual stages of development were criticized by people for excessive complexity and explanations which doesn't have any theoretical validity from different sources. Occam's Razor, a concept in science, basically suggests that the simplest explanation is the often best explanation. In the case of Freudian psychoanalysis, there is no such simple explanation. Most of the explanations are too complex. So that is one of the problems with this theory.

Second, this theory was developed out of the case study method. The problem is that in science, the data has to be verifiable by others also, which was not possible in the case of Freudian theory. That is science the data must be made public and verified by other people. The basis of one's conclusions must be laid out so that other scientists can evaluate it. That is where the thing in academic circle people publish their findings and results. But in the case of Freudian theory, no such thing is available because he developed his theory out of the case study method.

Now case study information is very sensitive information particularly if somebody is a patient. And most of these are patients who came to him, and he was treating them. All this information is very sensitive and from an ethical perspective, one cannot make it public. So, all this data is not available for verification. So, theorizing is based on analyst introspections and on insight drawn from single therapeutic cases which are often confidential in the case of patients. By definition, he cannot make it public because this is confidential information given by the patients. So, one cannot verify whether whatever he is saying is, it is just his projection or it is actually what is verifiable from the subjects or not. Freud himself complained that proof of his theory lay in the details of case studies which he could not reveal because of the need to protect patients' privacy. The fact that this case study method is uncheckable means that it may be biased. So there is a possibility that it is biased. It is his own ideas that he is projecting. So there is no way to know about it. So that is another problem with the theory.

The next problem is a lot of definitions and ideas are very vague in terms of how they are defined in the Freudian theory. In the typical scientific paradigm, all the definition has to be operationally defined. What is the operational definition? A scientific concept should be defined in terms of procedures and operations by which it can be identified and measured. If you cannot very clearly define a term and how it can be measured in science, then there is a problem. Then this is not a concrete idea. Psychoanalysis uses a lot of terms that cannot be operationally defined.

For example, psychoanalytic theory rarely uses an operational definition. For example, things like psychic energy. It is a real case where a bright student once asked what unit it was measured in. But there are no units. It is not entirely clear what Freud meant by the term. Was he being literal? Was he just intended to use energy as a metaphor? The question arises such as how much psychic energy, what percentages need to be left behind at the oral stage to develop oral character, and so on. So, a lot of these ideas have a lot of subjectivity involved in it. So that is another issue with this particular theory. Psychoanalytic theory also does not even come close to providing any specific answer to a lot of these questions that are asked by scientific paradigms.

Fourth is untestable as I also am connected to the other ideas that a lot of these ideas are untestable. You cannot simply test it out. These are like you know somebody says something and there is no way to test them out. A fundamental criterion for a scientific theory is that it should be disconfirmable. We should be able to verify it or disconfirm it if you find it false. It should predict a set of observations or results that if found would prove the theory false. That is one of the hallmarks of science from let us say religion on other concepts which are not testable. So untestability is another problem where a lot of these ideas cannot be tested out.

Fifth sexism is another problem with the theory of Freudians where a lot of people criticize his theory. Even a lot of modern writers who are very sympathetic to Freud also acknowledge that there is a gender problem or sexism problem in his theory. Freud considers the male as a norm in his theory and bases all his ideas primarily on the male perspective. And when he addresses female psychology, he views it as a deviation from the male model. So, his norm is a male model and whenever he explains female dynamics, then he explains it from the perspective of the male, how it is deviated from the male. So that is another criticism that people say about this theory. So according to Freud, the side effects of being female include having less self-esteem, less creativity less moral fiber, and so on. So, the idea was there was some kind of gender bias was involved in his theory. In his writing, it was kind of clear. Freud posited that much of the female's life is centered on her struggle to accept the tragedy of not being male.

So that was some of the ideas that he had. This perspective reflects a sexist bias which was evident in a lot of ideas that he expressed.

So, despite all these problems, why should we study Freudian theory? So according to Funder in 2015, despite all these acknowledged problems, there is no doubt that this theory has a lot of problems. Still, Freudian theory got a lot of attention and popularity because of certain reasons.

Freudian psychoanalytic tradition emphasized ideas that were not emphasized in any other theories and were ignored by many other theories. Whether those explanations are correct or not at least he attempted to focus on so many aspects of human behavior that were never discussed or ignored by other theories. He, for example, correctly identified that people have conflicting motives which can lead to confusion and anxiety. So, he talked about a lot of these motives which could be unconscious. He also talked about the unconscious aspect of the mind which was not emphasized by any other theories. So, a lot of these ideas are very new and they had a lot of impact on our understanding of human behavior.

Freud also recognized the powerful influence of sex and aggression in psychological life. These were not focused or discussed by any other theories. So, some of the basic ideas gave a lot of insights about human behavior.

Additionally, he highlighted the significant impact of childhood experiences on adult personality. So this idea that childhood behavior and experience could influence your adult personality is also another important contribution of Freud. Although whatever specific dynamics he said may not be true and may not be verifiable, childhood experience overall whatever experiences a child goes through, can have a lot of deeper impact on the mind of a child and it can shape adult personality. This is also another thing that we can understand or get from Freud's theory.

Psychoanalytic theories are rich with insights and other areas of psychologists often neglected in the world. Because of some of these very deep insights and some newer understanding that this perspective gives it becomes important to understand some of the ideas of Freud. Funder, for example, one of the psychologists said psychoanalysis is important because of its contribution to psychotherapy. Another thing is that in psychotherapy psychoanalysis plays a very important role in terms of understanding the unconscious mind and its conflicts and how it impacts human behavior. So, psychotherapy had a lot of impact, a lot of this whole talk therapy, a lot of contribution came from psychoanalysis.

And it affected popular culture, the increasing amount of research it has generated, and all these things. We cannot neglect those aspects. Not everything about this theory may not be accepted by people.

Now at the end, we will be talking very briefly about Neo-Freudians. Freud had many disciples who themselves were intellectual giants. Like here you can see the names of four individuals. Alfred Adler, Eric Erikson, Carl Jung, Karen Horney. All these were very intellectual giants. They were all once initially they were disciple of Freud.

But they later separated from Freud because they did not agree with some of the ideas. As we have already discussed some of the ideas were not accepted by a lot of people. This includes all the people who initially were under Freud's guidance and then they later separated themselves and they themselves gave big theories and popular theories themselves. This group of people is called Neo-Freudians.

So, they were some of the basic principles of the Freudian theory they accepted but then they kind of added many things and deleted a few things and they developed their own theories. These are the theories that extended and developed Freudian theory. They are called Neo-Freudians. This includes a lot of people named like Anna Freud who was the daughter of Freud, Carl Jung, Alfred Adler, Eric Erikson, Karen Horney, and so on. There are so many big giants, they themselves were celebrated personalities and a lot of them were actually the disciples of Freud himself. But they later separated from Freud and developed their own theories. Figures like Erikson, Jung, and Adler were recognized as major intellectuals of the 20th century. And obviously, now all of them actually died. So that was a kind of golden era of Neo-Freudianism. Most Neo-Freudians employed almost similar research methods as Freud like case studies.

They treated patients, introspected, read extensively the history and literature, and formulated conclusions based on this activity. In terms of methodology, they were not again much different from Freud. But they did not accept everything that Freud said. They added a few more things or they kind of you know modified a few concepts. Some of the common themes that all these Neo-Freudians accept are like you know they emphasize less on human sexuality.

Freud was giving too much emphasis on human sexuality in terms of shaping personality. All these neo-Freudians did not focus that much on sexuality. They said that neo-Freudians viewed sex as less important than what Freud did. They reinterpreted libido as a general motivation towards life and creativity. They did not specifically look at only sexuality but expressed libido more as general motivation towards life and creativity.

This shift is seen by some as modern reinterpretation while others see it as correcting Freud's error. Freud's certain problematic aspects deviated from those aspects. Freud's strong emphasis on sexuality even in children has always been controversial and unsettling, prompting later theorists to downplay its role. So, a lot of these psychosexual developmental stages and ideas were not accepted by many of these neo-Freudians. Less emphasis on the unconscious, obviously they accepted there is an unconscious part of the human mind, but they did not emphasize that everything is determined by the unconscious mind and mental processes.

Modern ego psychologists focus on processes driving perceptual and conscious comprehension of reality. They also focus on conscious comprehension and so on. Obviously, the unconscious mind is also accepted.

Neo-Freudians put less emphasis on instinctual drives and mental life is a source of psychological difficulties, focusing instantly on interpersonal relations. A lot of these Neo-Freudians gave importance to the interpersonal relationship, and how people relate with other people, which Freud was not focusing on because he was focusing more on inner conflicts than how it expresses.

These neo-Freudians also a lot of them also included relationships with other people in society and so on as a part of that explanation of human behavior. Freud was notably uninterested in the daily lives of patients, preferring to explain only childhood relationships. In contrast, modern therapists and neo-Freudians like Adler and Erikson emphasize significance due to interactions and social relationships with psychological health and behavior. A lot of these other theories like object relation theories believe that people replay key relationship patterns throughout their lives, highlighting the importance of interpersonal dynamics. Relationships were given a lot of importance by these Neo-Freudians.

These are some of the characteristics of Neo-Freudians and there are many theories that are included under Neo-Freudians like Carl Jung's theory, and Adler's theory. They are big theories in themselves. However, in this particular course, we will not focus on specific details of each of these Neo-Freudians. The idea was to understand the basic idea of psychoanalysis more focusing on Freud's theory. Other theories were derived from Freud's theory, and they had many unique aspects because we need to cover many other things. We will not focus specifically on Neo-Freudian specific theories. With this, I stop here, and this was in a nutshell about Freud's theory of psychoanalysis. So, with this, I stop here. Thank you.

