

CHAPTER 2

Psychoanalysis—Sigmund Freud

CLASSROOM EXERCISE: DO STUDENTS SUBSCRIBE TO FREUD’S THEORY?

Purpose: To help students identify the extent to which they agree with Freudian presumptions, and to examine the underlying reasons for their beliefs.

Provide copies of Miserandino’s survey in *Teaching of Psychology* as an introduction to Freud’s theory. Students will understand the pervasiveness of Freudian principles in their everyday lives after completing the handout. An ensuing discussion might center on why your students believe as they do. Were some of these statements true in the past but not anymore? Can they identify the Freudian concept in each of the statements?

Miserandino, M. (1994). Freudian principles in everyday life. *Teaching of Psychology*, 21(2), pp. 93-95. Washington, DC: American Psychological Association.

CLASSROOM EXERCISE: ARE SOME DEFENSE MECHANISMS BETTER THAN OTHERS?

Purpose: To facilitate critical thinking about the value of various defense mechanisms.

This exercise can be conducted with students in groups or individually.

Handout 2-2 lists the defense mechanisms defined in the textbook. Ask students to rank-order these from most preferable to least preferable. Discuss both the rankings that students assign and the criteria for these rankings. What makes some defense mechanisms “better” than others? Practical factors? Psychological “maturity”? Benefit for the individual, or for society?

LECTURE/DISCUSSION TOPIC: FREUDIAN VIEWS OF SINGLE-PARENT HOMES

Purpose: To facilitate critical thinking about Freudian theory as applied to contemporary society.

In the culture in which Freud was raised, single-parent homes were far less common than they are in many areas of modern Western culture. How might Freudian theory be revised to better account for the psychological development of children being raised by one parent? To what extent are these revisions dependent upon the gender of the child? The gender of the parent? The presence (and gender, and age) of other family members, such as siblings, aunts, uncles, step-parents, romantic partners of parents, etc.?

LECTURE/DISCUSSION TOPIC: CULTURAL UNIVERSALITY OF FREUDIAN THEORY

Purpose: To facilitate critical thinking about Freudian theory as applied to a broad range of cultures.

Is Freudian theory equally applicable across all cultures? Consider a specific aspect of Freud's theory such as the phallic stage of development (including the Oedipus and Electra complexes). Can students think of particular ethnic or cultural groups in which the constellation of the family, the roles of family members, or other factors may influence the way in which preschool-aged children might experience this period of their lives? If so, how does this influence students' evaluation of Freudian theory?

LECTURE/DISCUSSION TOPIC: ACKNOWLEDGEMENT OF UNCONSCIOUS PROCESSES

Purpose: To enhance students' understanding and critical thinking about the role of unconscious processes in their own lives.

The textbook emphasizes that recent technological advances (e.g., functional MRI) have allowed confirmation of unconscious activity in the mind. Ask students the following questions: To what extent do you believe that recent advanced-technology studies, such as those reported in the text, support Freud's theory of the unconscious? More generally, to what extent do you agree that your own mental processes, and ultimately your behavior, are controlled by unconscious processes? Students will likely offer a range of opinions, with some believing strongly that unconscious processes dominate their mind and behavior, and others believing that unconscious processes have no effect on them. Ask both constituents to offer support for their arguments, and discuss the difficulties in empirically evaluating Freud's theory of the unconscious.

LECTURE/DISCUSSION TOPIC: FREUDIAN SLIPS

Purpose: To enhance students' understanding of Freudian slips.

Discuss with students the textbook's description of Freudian slips. Emphasize that Freudian slips can be behavioral as well as verbal mistakes. Ask students whether they agree with Freud's theory that slips are unconsciously motivated. If they agree, ask if they believe if all slips are motivated this way, or if some might be "random" or "meaningless flukes." If they reply that only some slips reveal unconscious motivation, ask how they can determine which slips do so and which slips do not. Finally, ask students to offer examples of well-known slips that may be familiar to other students in the class via the media (e.g., TV, movies). (Asking for examples from students' own lives might result in an unwillingness to participate, or in too much personal information about some students' lives.) One well-known slip to offer as an example is the episode of the TV show "Friends" in which Ross and Emily are getting married, but at the altar Ross mistakenly replaces Emily's name with Rachel's, ostensibly revealing his true wishes. (For instructors with technologically advanced classrooms, this clip is available on DVD, and may also be available on youtube.com).

LECTURE/DISCUSSION TOPIC: FREUD'S IMPACT ON OTHER THEORISTS

Purpose: To enhance students' understanding of Freud's place in the history of personality theory, and the relationship of his theories to those of others.

This discussion is best conducted near the end of the course rather than during the coverage of Chapter 2. Because Freud's theories were so comprehensive and controversial, and because his theories preceded others chronologically, many of the theories offered by theorists subsequently covered in the textbook reflect reactions to Freud's theories. In fact, it could be argued that many of the theorists in the book (e.g., Adler, Jung, Horney, Erikson, Maslow/Rogers, Skinner) developed their theories as a response to the Freudian theory that dominated at the time. Ask students to cite examples of aspects of other theories that represent reactions to Freud's theories. These reactions can take the form of slight adaptations or complete rejections of Freud's ideas. After students have offered examples, ask them to evaluate Freud's impact on subsequent theories of personality.

LECTURE/DISCUSSION TOPIC: CULTIVATING TRANSFERENCE

Purpose: To enhance students' understanding of the transference process in psychoanalysis and in other relationships.

Pose the following questions to students to discuss individually or in groups:

How, exactly, does transference take place in psychoanalysis? Does it simply "happen," or does the psychoanalyst need to do anything to cultivate it? If, to some extent, it simply "happens," does it also "happen" in other kinds of relationships? Can students think of examples of relationships outside of therapy in which one person's (A) response to the other (B) is based more on A's past significant relationships than the reality of B's personality? (Romantic relationships? Teacher/student relationships? Employee/employer relationships?)

CLASSROOM EXERCISE: PSYCHOANALYSIS VS. LESS COSTLY FORMS OF THERAPY

Purpose: To critically evaluate the comparative worth of psychoanalytic psychotherapy and other forms of psychotherapy for a common problem.

Divide the class into pairs of small groups. Describe to all groups a fictional psychotherapy client whose goal is to stop smoking. In each pair, assign one group the task of constructing an argument favoring psychoanalysis for this client. Assign the other group in each pair the task of constructing an argument against psychoanalysis (and for a less costly form of psychotherapy) for this client. Ask both groups to consider such issues as length of treatment, financial cost, treatment goals, and the likelihood of recurrence of this or similar problems. After their arguments are constructed, allow opposing groups to interact. Have observing groups comment on the debates.

HANDOUT 2-1: RANKING THE DEFENSE MECHANISMS

Instructions: In the blanks preceding each defense mechanism, rank them (1-9) according to how preferable they are relative to each other.

- _____ a. Repression
- _____ b. Denial
- _____ c. Projection
- _____ d. Reaction formation
- _____ e. Regression
- _____ f. Rationalization
- _____ g. Identification
- _____ h. Displacement
- _____ i. Sublimation

Why do some defense mechanisms outrank others? What criteria underlie your rankings?

Testbank

Multiple Choice

- Which of the following is true with regard to Sigmund Freud's personal background?
 - He was Jewish.
 - He was raised by a single parent.
 - He studied cocaine but never used the drug himself.
 - He was born in the United States.

Ans: a Learning Objective: 1 Ref: Sigmund Freud (1956–1939) Type: F
- Dr. Joseph Breuer, a forerunner in the development of psychoanalysis, treated Anna O. by
 - forcing her to admit that she was feigning the illness.
 - discovering the physiological basis of her problem.
 - asking her to verbalize associations under hypnosis.
 - preventing the development of a catharsis.

Ans: c Learning Objective: 1 Ref: The Origins of Psychoanalysis Type: F
- Jennifer knows that she was punished as a child, but she cannot recall why she was punished no matter how much she tries or discusses the matter with other people. According to Freud, Jennifer's inability to remember best illustrates
 - fixation.
 - sublimation.
 - resistance.
 - catharsis.

Ans: c Learning Objective: 1 Ref: The Origins of Psychoanalysis Type: A
- Freud suggested that destructive or socially unacceptable wishes are repressed because they
 - are incompatible with the Oedipal stage.
 - are in conflict with one's self-image.
 - would otherwise find an outlet in hysterical symptoms.
 - are in opposition to the id.

Ans: b Learning Objective: 2 Ref: The Origins of Psychoanalysis Type: F
- Juan is a patient in psychoanalysis. During free association, Juan's psychoanalyst encourages Juan to
 - employ logical thought processes.
 - verbalize whatever comes to mind.
 - employ aesthetic considerations.
 - verbalize socially acceptable thoughts.

Ans: b Learning Objective: 3 Ref: The Origins of Psychoanalysis Type: A
- Freud believed that slips of the tongue
 - stand in the way of recovery.
 - are meaningless.
 - are the result of physiological causes.
 - have more than one determining factor.

Ans: d Learning Objective: 4 Ref: The Origins of Psychoanalysis Type: F

7. Ana wakes up with a vivid memory of a dream. She writes down a summary of the plot of the dream. Later, while reading this summary, she speculates about the meaning that may underlie the dream. The summary she has recorded is best described as _____; the underlying meaning is best described as _____.
- the latent dream; the manifest dream
 - the manifest dream; the latent dream
 - free association; unconscious process
 - psychosexual; conscious
- Ans: b Learning Objective: 4 Ref: The Origins of Psychoanalysis Type: A*
8. Dream work
- refers to the process by which a psychoanalyst interprets a patient's dream.
 - refers to the process by which an individual interprets his or her own dream.
 - occurs when work-related activities are causing significant unconscious anxiety in an individual.
 - refers to the process that converts the latent content of dreams into the manifest dream.
- Ans: d Learning Objective: 4 Ref: The Origins of Psychoanalysis Type: C*
9. The dream we remember in the morning is known as the _____ dream, whereas its underlying meaning is referred to as the _____ dream.
- manifest; latent
 - primary; secondary
 - latent; manifest
 - secondary; primary
- Ans: a Learning Objective: 4 Ref: The Origins of Psychoanalysis Type: F*
10. Sophisticated neuroscientific tools such as the electroencephalogram, which measures electrical activity of the brain, and functional magnetic resonance imaging, which provides pictures of brain activity, have shown us that dreams
- occur in REM sleep only.
 - assist us in destroying painful memories.
 - help us understand our experiences and control our emotions.
 - are completely meaningless and useless.
- Ans: c Learning Objective: 4 Ref: The Origins of Psychoanalysis Type: F*
11. According to Freud, the nature of our repressed wishes is best described as
- manifest.
 - erotic.
 - trivial.
 - immoral.
- Ans: b Learning Objective: 5 Ref: The Dynamics and Development of Personality Type: F*
12. What does the term *libido* refer to?
- Repressed aggressive impulses
 - The energy derived from the sex drive
 - The physical component of sexuality
 - The term for "sexual intercourse" in German
- Ans: b Learning Objective: 5 Ref: The Dynamics and Development of Personality Type: F*

13. Which of the following would appropriately fit the definition of *drive* in Freud's theory?
- a) The envy Lena feels when she looks at Sally's car
 - b) The lust Dennis feels on his wedding night
 - c) The sadness Glenda felt when she lost her dog
 - d) The headache Ron got from straining his vision
- Ans: b Learning Objective: 5 Ref: The Dynamics and Development of Personality Type: A*
14. Freud believed that the primary purpose of sexuality is
- a) to accommodate latent aggression.
 - b) to facilitate interpersonal relations.
 - c) to seek pleasure and reduce tension.
 - d) reproduction.
- Ans: c Learning Objective: 5 Ref: The Dynamics and Development of Personality Type: F*
15. What did Freud mean when he said that children are polymorphous perverse?
- a) That their id is not fully developed, but their superego and ego are fully developed
 - b) That they are more likely than are adults to commit perversions
 - c) That they are uneducated when it comes to societal taboos
 - d) That they find bodily or physical pleasure in many activities that have nothing to do with reproduction
- Ans: d Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: F*
16. What was the seduction theory that Freud eventually abandoned?
- a) The belief that adult neurosis is caused by childhood sexual abuse
 - b) The belief that adult neurosis is the product of childhood sexual fantasies
 - c) The belief that children unknowingly trigger adults' sexual fantasies
 - d) The belief that children view their fathers as the seducers of their mothers
- Ans: a Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: F*
17. Antonio is a boy who, according to Freudian theory, is experiencing the Oedipus complex. Which of the following is most likely to be *true* about Antonio?
- a) He is less than three years old.
 - b) He has a strong desire to have a special relationship with his mother.
 - c) He views his father as an ally or teammate.
 - d) He is in the genital stage of psychosexual development.
- Ans: b Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: A*

18. Which of the following best describes false memories, as discussed by researchers such as Loftus (1993)?
- a) Some memories recalled independently are distorted, but all memories recalled during psychotherapy are factual.
 - b) False memories recalled during psychotherapy can lead to lawsuits against the alleged perpetrators of abuse or incest.
 - c) False memories are factual events that people will purposely distort in order to avoid responsibility.
 - d) False memories are the pleasant memories that psychotherapists “plant” in a patient’s brain during a therapy session to replace the painful memories.

Ans: b Learning Objective: 6 Ref: Thinking Critically: Memories: True or False? Type: C

19. What is the correct ordering of Freud’s psychosexual stages?
- a) oral, anal, genital, phallic, latency
 - b) oral, genital, anal, latency, phallic
 - c) oral, anal, phallic, latency, genital
 - d) oral, phallic, genital, anal, latency

Ans: c Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: F

20. The Oedipus complex is to the Electra complex as _____ is to _____.
- a) castration anxiety; penis envy
 - b) identification; sublimation
 - c) phallic stage; genital stage
 - d) secondary love object; primary love object

Ans: a Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: C

21. Scott is a boy who is experiencing the oral stage of psychosexual development. What age is Scott most likely to be?
- a) Six months
 - b) Two years
 - c) Six years
 - d) Sixteen years

Ans: b Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: A

22. Martina is a girl who is experiencing the Electra complex. Martina is most likely
- a) in preschool.
 - b) in middle school.
 - c) in high school.
 - d) an adult.

Ans: a Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: A

23. Psychic forces develop that inhibit the sexual drive and narrow its direction during which period of development?
- a) Latency
 - b) Phallic
 - c) Anal
 - d) Oral
- Ans: a Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: F*
24. Which of the following occurs during the genital stage?
- a) Sexual energies are focused on reproduction.
 - b) Sexual impulses are inhibited as sexual energy is channeled through other outlets.
 - c) The company of same-sex peers is preferred.
 - d) The sexual drive becomes autoerotic.
- Ans: a Learning Objective: 6 Ref: The Dynamics and Development of Personality Type: F*
25. Samantha is very optimistic and trusting. These characteristics are most likely to result from issues at which stage of Samantha's development?
- a) Oral
 - b) Anal
 - c) Phallic
 - d) Genital
- Ans: a Learning Objective: 7 Ref: The Dynamics and Development of Personality Type: A*
26. Steven is a "neat freak." He maintains very tight control over all aspects of his life. Steven is most likely to be fixated at the _____ stage.
- a) oral
 - b) anal
 - c) phallic
 - d) latency
- Ans: b Learning Objective: 7 Ref: The Dynamics and Development of Personality Type: A*
27. Prototypes of sadistic and masochistic forms of behavior are present during which stage of psychosexual development?
- a) Anal
 - b) Genital
 - c) Oral
 - d) Phallic
- Ans: a Learning Objective: 7 Ref: The Dynamics and Development of Personality Type: F*
28. The structure of personality that represents our basic drives, needs, and wishes is called the
- a) ego.
 - b) id.
 - c) unconscious.
 - d) superego.
- Ans: b Learning Objective: 8 Ref: The Structure of Personality Type: F*

29. Ego is to id as the _____ is to the _____.
- life instinct; death instinct
 - sexuality; morality
 - reality principle; pleasure principle
 - unconscious; conscious
- Ans: c Learning Objective: 8 Ref: The Structure of Personality Type: C*
30. Inez is extremely self-critical and evaluates herself very harshly. According to Freudian theory, it is most likely that her _____ is overdeveloped.
- superego
 - id
 - ego
 - collective unconscious
- Ans: a Learning Objective: 8 Ref: The Structure of Personality Type: A*
31. When Lisa was a child, her parents were negligent when it came to rewarding appropriate behavior and punishing inappropriate behavior. As a result, it is most likely that, as an adult, Lisa would display an _____.
- overdeveloped superego.
 - underdeveloped superego.
 - overdeveloped ego.
 - underdeveloped id.
- Ans: b Learning Objective: 8 Ref: The Structure of Personality Type: A*
32. Which part of the personality is in charge in the well-adjusted adult personality?
- Ego
 - Superego
 - Ego-ideal
 - Id
- Ans: a Learning Objective: 9 Ref: The Structure of Personality Type: F*
33. In Freud's theory, the ego may be described as _____.
- "the beast within."
 - the most primitive part of the personality.
 - "a rider trying to control a wild horse."
 - what we understand to be our parents' moral judgment.
- Ans: c Learning Objective: 9 Ref: The Structure of Personality Type: C*
34. Which of the following is *true* with regard to defense mechanisms?
- Studies of Asian Buddhists living in Thailand show that they use entirely different defense mechanisms from those used by Americans.
 - The component of the psyche from which defense mechanisms develop is the id.
 - Individuals are consciously aware of almost all of the defense mechanisms they develop.
 - Defense mechanisms help the individual cope with anxiety.
- Ans: d Learning Objective: 12 Ref: The Ego's Defense Mechanisms Type: F*
35. What is one characteristic that all defense mechanisms have in common?
- They are difficult to observe in preschool-age children.
 - They are always maladaptive.
 - They always occur on a conscious level.
 - They keep threatening impulses from becoming conscious.
- Ans: d Learning Objective: 12 Ref: The Ego's Defense Mechanisms Type: C*

36. Mark is a twelve-year-old boy who has not experienced bed-wetting problems since he was a preschooler. However, he recently began wetting the bed after he learned that one of his parents had suddenly become seriously ill. Mark's recent bed-wetting is best labeled as which of the following defense mechanisms?
- a) Projection
 - b) Displacement
 - c) Regression
 - d) Repression
- Ans: c Learning Objective: 12 Ref: The Ego's Defense Mechanisms Type: A*
37. Brian, who feels sexual stirrings whenever he looks at his next-door neighbor, has convinced himself that she is actually aroused by him. Brian's belief reflects which of the following defense mechanisms?
- a) Displacement
 - b) Identification
 - c) Projection
 - d) Reaction formation
- Ans: c Learning Objective: 12 Ref: The Ego's Defense Mechanisms Type: A*
38. Cahllil is angry at his mother but, rather than taking his anger out directly on her, he takes it out on his younger sister. Cahllil's behavior exemplifies
- a) displacement.
 - b) projection.
 - c) regression.
 - d) sublimation.
- Ans: a Learning Objective: 12 Ref: The Ego's Defense Mechanisms Type: A*
39. Which defense mechanism did Freud believe was crucial to the development of culture and civilization?
- a) Rationalization
 - b) Reaction formation
 - c) Identification
 - d) Sublimation
- Ans: d Learning Objective: 12 Ref: The Ego's Defense Mechanisms Type: F*
40. When a patient in psychoanalysis reexperiences emotions and conflicts from his or her past but focuses these feelings on the therapist, he or she is said to be experiencing
- a) transference.
 - b) identification.
 - c) free association.
 - d) catharsis.
- Ans: a Learning Objective: 13 Ref: Psychoanalysis Type: F*
41. Michelle is a psychotherapy client who has strong hostility toward her therapist, even though the therapist has done nothing to warrant such feelings. Michelle's reaction exemplifies
- a) positive repression.
 - b) negative repression
 - c) positive transference.
 - d) negative transference.
- Ans: d Learning Objective: 13 Ref: Psychoanalysis Type: A*

42. Which of the following Freudian ideas has been most consistent with research findings?
- The oral and anal personality types
 - The notion that dreams fulfill unconscious wishes
 - The idea that people protect themselves by projecting their own undesirable traits on others
 - The idea that mental disturbance results from conflicting sexual or aggressive wishes
- Ans: a Learning Objective: 14 Ref: Empirical Validation of Psychoanalytic Concepts Type: F*
43. Which of the following Freudian ideas has been found by research to have little basis in fact?
- Depression is aggression turned against the self.
 - Dream symbolism reflects emotional concerns.
 - There is a tendency to repress the memory of negative events.
 - Women have a negative self-image because they lack a penis.
- Ans: d Learning Objective: 14 Ref: Empirical Validation of Psychoanalytic Concepts Type: F*
44. What is the status of the efforts undertaken to define Freud's concepts operationally?
- There have not yet been any efforts to define Freud's concepts operationally.
 - Almost the entire theory has now been validated.
 - So far, only his views on the psychology of females have been affirmed.
 - Researchers have oversimplified or distorted many of the concepts.
- Ans: d Learning Objective: 14 Ref: Empirical Validation of Psychoanalytic Concepts Type: C*
45. Which of the following is *true* with regard to the use of technology (for example, brain scanners and monitors of brain electrical activity) in the recent study of Freud's theories?
- Functional magnetic resonance imaging (fMRI) technology does not confirm the existence of unconscious emotional processes.
 - Researchers have not yet used such technology to study Freud's theories, but they may begin to do so in the next few decades.
 - Functional MRI technology has identified that the lateral prefrontal cortex is without question the sole location for all unconscious activity.
 - Activity in brain regions such as the amygdala and the hippocampus supports the existence of unconscious activity, as suggested by Freud.
- Ans: d Learning Objective: 14 Ref: Empirical Validation of Psychoanalytic Concepts Type: F*
46. The primary purpose of identifying neurological structures associated with Freud's psychoanalytic concepts is to
- apply reductionist methods in order to better understand Freud's theories.
 - determine which of Freud's theories are irrelevant to modern culture.
 - increase the knowledge base of clinicians and enrich clinical applications.
 - identify patients who would not benefit from psychoanalysis.
- Ans: c Learning Objective: 14 Ref: Empirical Validation of Psychoanalytic Concepts Type: F*

Short Answer

- Discuss the conclusions that Freud drew from his early use of the "talking method."

2. Discuss Freud's attitude regarding the relationship between emotion and repression in human life.
3. Describe the technique of free association and explain why psychoanalysts found it beneficial.
4. Explain why Freud considered dreams and slips of the tongue the "royal road" to the unconscious. Explain how they may be analyzed.
5. Explain the difference, according to Freudian theory, between the manifest dream and the latent dream.

6. Describe Freud's psychosexual stages of development. Explain the important events of each stage.
7. Discuss how various adult character traits and disorders reflect the effects of the oral psychosexual stage.
8. Discuss how various adult character traits and disorders reflect the effects of the anal psychosexual stage.
9. Describe the characteristics of the id, ego, and superego.
10. Describe the Oedipus complex and the Electra complex.
11. Distinguish among reality anxiety, neurotic anxiety, and moral anxiety.
12. Describe the function of defense mechanisms. Give examples of at least five defense mechanisms.
13. Describe the process of classical Freudian psychoanalysis.
14. Discuss some efforts to test Freud's concepts empirically.
15. Describe recent research using technology to evaluate the neuroscientific basis of Freud's theories.
16. Besides psychotherapy, in what types of interpersonal relationships is transference evident?
17. What aspects of Freud's theory reflect nineteenth-century science and philosophy and would require revising to remain viable in the twenty-first century?
18. To what extent is classical psychoanalysis viable in contemporary culture, and what is the best way to adapt or change it?
19. How might Freud's developmental theory be revised to address more accurately and fairly the development of girls and women?
20. How might Freud's developmental theory be revised to address more accurately and fairly the development of individuals who are not raised in nuclear, two-parent (so-called traditional) homes?