Personality Theories - Development Growth and Diversity 5th edition Allen Test Bank

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Instructor's Manual and Test Bank

for

Personality Theories
Development, Growth, and Diversity

Fifth Edition

Bem P. Allen
Western Illinois University



Boston New York San Francisco
Mexico City Montreal Toronto London Madrid Munich Paris
Hong Kong Singapore Tokyo Cape Town Sydney

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Preface

This manual accompanying *Personality Theories: Development, Growth, and Diversity* is designed to help college and university teachers go beyond the usual lecture so that classroom experiences are interactive and cooperative in nature. As a member of a major higher-education teachers' organization I have come to realize that modern, post-secondary teachers are recognizing the need to do more than simply lecture to students. Higher education teachers recognize that, while their skills as expert lecturers are frequently needed, they have other roles to play as well. Today's college instructor is taking the responsibility to communicate the newest findings in his or her field, information that is so new it could not be included in the text. Contemporary teachers also understand that it is frequently necessary to cover extra-text material in class and to give a different slant to certain text material, because its essential nature is such that full appreciation requires multiple perspectives. Most of all, today's post-secondary teachers are realizing that students must become involved with the course material and participate in the educational enterprise by teaching each other, if they are to fully integrate the material in a way that will have an impact on them lasting beyond the end of the semester. That is why special procedures that will draw students into classroom involvement are becoming highly valued by modern instructors.

The contents of this manual provide some of those special procedures by fully exploiting exercises and sources of classroom discussion found in the text. But there is more. Each manual chapter begins with a *Chapter Outline* that instructors can use to help organize classroom activities. *Objectives* follow for teachers who wish to provide students with a bit more structure in approaching course materials.

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Like the chapter outlines, the objectives are reasonably short so that they could be written into the course syllabus, made into transparencies, or copied and distributed to students.

Classroom Discussion: Beyond the Text and the Lecture items are next. Each discussion item provides a detailed guide to full exploitation of an issue raised in or implied by the text. Some items relate to critical thinking questions or running comparison segments. By use of this manual section, you can bring course material to life in class, thereby infecting students with the kind of intellectual enthusiasm that will promote lasting learning. Further, discussion items can be altered or expanded to touch on issues raised in lectures. These discussion items can take from minutes of class time to entire class periods, depending on the item and how instructors approach it.

Next are the *Classroom Exercises*: *Practical Applications.* They are designed to make classroom activities out of the individual exercises in the text's boxes, but now also include exercises not found in the text. Many of these are personality tests that will provide individual students with personal insight, and will be edifying to the class as a whole when group results are reported in class. These practical, hands-on exercises will aid students in learning more about individual differences and about personality testing. Classroom analyses of test scores will help students interpret their individual scores. Opportunities to learn more about experimentation are also included. Many exercises can be geared to take part or all of a class period.

Discussion items and some exercises have a special feature that compensates for the lack of attention to multicultural issues that characterized many theorists. Most of the theorists covered in the text are deceased and some of those who are still alive formed their basic ideas years ago, before the change in the populations of North America, Australia, and Europe made multicultural considerations critically important. Classroom activities provided by this manual come from my experience as a multicultural teacher and give instructors the opportunity to celebrate our diversity and our many cultures. Several of these activities take

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remote implications and subtle nuances of theories and turn them into classroom interactions that will create better understanding of diverse cultures.

Two other manual sections are for instructor and student support. *Suggested Readings for Lecture Support* selects for instructors the two most helpful readings for vitalizing and expanding lectures. Readings are in accessible books, magazines, and journals and are chosen, in part, for their clarity. Individual readings are accompanied by statements indicating why they are useful. Each will aid instructors in efforts to go beyond the text.

Suggested readings for students is a selection of two short, clear, enjoyable, and interesting articles, many from popular sources, that will help interested students expand their education. Each includes a statement telling instructors why students will benefit from reading the article.

A case history of a young Latino named Estella Monroe supplements the text and is printed here in its entirety. A picture of her life is painted on a sufficiently broad canvas to allow each theorist a chance to "analyze" her. The case includes the hypothetical analyses of the various theorists and a summary of their concepts used in analyses. You may introduce Estella to the class early in the semester and have students speculate on how each theorist would analyze her personality as each is covered or wait until the end of the semester and entertain speculations about the projected analyses of all the theorists at once.

This edition includes an on-line student guide. Students can access it at my Web site which also contains others links: http://www.wiu.edu/users/mfbpa/bemjr.html. The guide contains hints at where to focus study efforts, practice multiple choice items and links to relevant web sites.

These suggestions for using the manual chapter sections and the Estella Monroe chapter are just that, suggestions. Any of the activities can be changed to fit your own personal orientation. Your own creativity is more important than any suggestions I might make. You may want to use manual

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activity write-ups as stimuli to help you conjure up your own activities.

Adopters of *Personality Theories* are encouraged to use the activities included in this manual for the sake of enriching classroom experiences. Those who do use the activities should feel free to contact the text author with reports of particularly interesting experiences or problems. Write Bem Allen, WIU, 110, Macomb, IL 61455, or use e-mail: b-allen@wiu.edu . That you are happy with the text and this manual means a great deal to me. I'll help you in any way I can.

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Preface: Multiple Choice Test Item Bank

Not long ago I presided over a workshop on writing effective multiple choice items. Among the themes that emerged from the workshop was the necessity and the difficulty of writing plausible incorrect alternatives for items. It requires a great deal of thought and work, but it can be done if a simple rule of reiterative learning is followed: both within and between theories, ideas of theorists are compared and contrasted, so that differences and similarities are discerned. Each alternative for an item is either a correct statement about whatever theorist is featured in the main body of the item, a statement about the theorist that is incorrect or not consistent with the main body, or a statement about another theorist. A constraint on this method is that there must be clearly only one correct alternative among those offered to students for consideration. There are, by the way, four alternatives per item. "All of the above," "none of the above," and "both a and b" are never used. These devices lower the number of legitimate alternatives and confuse students. Finally, while "which one of the following is not [something or other]" is not used, for some items students are asked to pick out an alternative that is an exception in some way. Use of these items allows the presentation of correct information in more than one alternative and requires students to discriminate between correct and incorrect information. Items of this sort are phrased (for example) "All except one of the following are among Freud's psychosexual stages. Which is *NOT* among Freud's psychosexual stages?" (note that "not" is emphasized). In this way, students are told exactly what the question requires, and are reminded twice that an exception is sought, rather than being confronted with a single un-emphasized "not."

Testing should be a learning experience, not just an opportunity to evaluate students. Typical multiple choice tests usually include only one bit of correct information per item: the single correct alternative. In contrast, this file includes many items that contain correct information in the main body of the question as well as in more than one alternative. Throughout the test bank, students are reminded

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of differences and similarities among theories, because alternatives of a question addressing one theory may contain several correct statements about other theories. Again, this is a reiterative learning approach. However, even when several theories are mentioned in an item, students can still respond correctly if they possess information concerning the theory featured in the main body of the item, but not the others mentioned. Just the same, it will be easier for students, and more edifying, if they can remember how other theorists' ideas contrast with the idea that is the focus of the item.

Another property of these items is that they are relatively free of cues allowing students to respond on the basis of other than knowledge of text materials. I have, for example, been careful to avoid revealing information in one item that will give away the answer to another item, over-use a given alternative ("c"), and making the correct alternative typically the longest one. Also, except for rare attempts at humor (it keeps students awake during tests), I have tried to make all alternatives serious candidates for selection by students.

Items left over from the earlier editions have been "battle tested." Left-over items that have proven good discriminators between students who did well and students who did poorly on tests were retained. Other left-over items were rewritten to eliminate problems and still others were deemed inadequate and dropped. Lessons learned from the earlier files were applied to this file.

This edition’s test item bank includes an “Extra Items” section. Thus, there are now 100 or more items covering each theorist-chapter. The new items are added at the end of the main item file. A chapter's new items cover issues found in all parts of the chapter (i.e., these item sections are comprehensive). Because they span whole chapters, new items can be used for make-up and final exams, preserving the other items for during-the-semester-tests. By the way, new items tend to cover broader, more global issues, rather than specific concepts. They fit the "critical thinking" mold better than typical multiple choice items.

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Preface

A computerized version of this test bank is available that will allow you to choose exactly the items you wish to use and print them out (contact your Allyn and Bacon representative). Alternatively, if you wish to copy items from this manual, I've made it as easy for you as I possibly could. Each item is labeled in the right margin with the chapter designation and the item number (e.g., 12.23, for chapter 12, item number 23). These numbers will not mean anything to students, and will not give away answers (answers are separately listed at the end of each file).Thus, you can copy whole pages (items are *NOT* split across pages), cut and paste if need be, and renumber to the left of each item. For the most part, the item order in the test bank mirrors the order that the corresponding material appears in the text.

There are now a total of more than 1800 items, plenty for as many as ten tests and a final (consistent with my belief that tests are a learning experience, I have given up to ten tests per class during most of my career). If you give ten 50 item tests and a 50 item final, you will use only about one-third of the file. Obviously, you have a large number of items to choose from so that you will be able to select only items with which you feel comfortable. To put it another way, if you do not like some items in the file, forget them; there are plenty more to choose from.

I expect that this test bank will help you teach students about theories of personality and provide you with a accurate evaluation of their knowledge. If you have any comments about it, or the text, please write or email me at Western Illinois University, Psychology 110, Macomb, IL 61455; b-allen@wiu.edu. More generally, please consider steering your students to my web page, which they can find at (www.) wiu.edu/users/mfbpa/bemjr.html. There they will find links to everything they may want to know about personality or about psychology. One of the links is to a free student guide. BPA

Appendix: Film-Video List

Edifying and enjoyable videos or films featuring the major personality theorists and their ideas are difficult to find. Most of them were deceased before cameras that record video

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were readily available. While all of them lived into the motion picture era, few were professionally filmed. Nevertheless, because I collect ads for videos and films, and have made good use of some leads and my long distance telephone service, I have been able to locate several excellent media presentations for your possible use. There are enough so that you can feature two or three videos/films per section of the course (unit covering some number of chapters), even if you divide the course into several sections. Each selected video/film is briefly described in the appendix and an address where you can contact the distributor is provided. Where possible, a toll free telephone number is also included.

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Chapter 1

Introduction

Chapter Outline

Preliminary Definition of Personality

IMPLICATIONS AND CAUTIONS

Methods of Studying Personality

THE CASE STUDY METHOD

THE CORRELATIONAL METHOD

THE EXPERIMENTAL METHOD

Personality Tests: Personologists' Tools

RELIABILITY AND VALIDITY

PROJECTIVE AND OBJECTIVE TESTS

Testing and Theorizing About Personality in a World of Human Diversity

A Final Word About "Science"

Chapter Sections

INTRODUCTORY STATEMENT

THE PERSON: BIOGRAPHIES

VIEW OF THE PERSON: GENERAL PHILOSOPHICAL ORIENTATION

BASIC CONCEPTS: THE HEART AND SOUL OF A THEORY

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EVALUATION: PLACING A THEORY IN PERSPECTIVE

Occasional Sections

Conclusion Section

E-mail Interaction (Section)

Summary Points

Essay/Critical Thinking Questions

E-mail Interaction

Objectives

1. Understand the preliminary definition of personality.

2. Be able to compare and contrast the three methods of studying personality and know the value of case histories.

3. Know the difference between reliability and validity and between projective and objective tests.

4. Be able to discuss the advantages and limitations of the scientific approach.

5. Know the rationale for the various chapter sections including those on diversity.

Classroom Discussion: Beyond the Text and the Lecture

1. There is no better way to start a personality theories class than to consider the question, "What is personality?" Have students offer popular definitions of personality and their own personal definitions. Ask them to relate their definitions to the preliminary definition. It will also be interesting to examine popular notions of personality, such as what is meant by "She has a good personality." What do people mean when they say that someone has a "disturbed" (or sick) personality? Can personalities be immature and

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mature? Simple and complex? Is personality mostly conscious or mostly unconscious (whatever students choose, ask them to provide experiential evidence to support their positions). To end the discussion, ask students to pose important questions about personality that may be answered during the semester.

2. Discuss some correlations: a positive correlation between head size and the climate/geographical region in which people are born and reared (the hotter the region, the bigger the head size); a positive relationship between being female and doing well in elementary school that turns to a negative relationship by high school; a positive correlation between physiological arousal and task performance that turns negative when arousal rises above a moderately high level; a positive correlation between how long one can resist an eyeblink and how much pain one can tolerate; and others you undoubtedly can concoct. Have students attempt to explain these correlations. Do they imply causation? Are they merely happenstance? Are there "third variables" that may explain these relationships?

3. What is diversity and why do we study it? To answer the first part of the question, have students turn to the Introductory chapter of the text and discuss the definition of diversity found there. To help answer the second part of the question--both parts will be more fully answered as students read the text--try the "Who in the world is here?" exercise. Ask each student to indicate her or his ethnic background. Most students will know whether they are of Native American, Mexican, German, English, Italian, African, Chinese, Indian (or other) heritage, or, more likely, a combination of the several heritages. This exercise has two main pedagogical strengths: (1) students will become aware of their ethnicity and, thus, be primed for discussions on diversity; and (2) students will be covertly told that everyone is a part of diversity (one of two primary principles of diversity; the other being no group has sole rights to the label "oppressed"). You can expand this discussion by asking students to identify their major sources of identity, which would include gender and sexual orientation, as well as ethnicity and anything else they may wish to mention.

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You can also have them go to my web page (see Preface) and, under the link "Multicultural" lookup their own ethnic group(s).

Classroom Exercises: Practical Applications

1. An exercise used in class for years is a favorite of students. I first ask students to pick a public figure with whom all students will be familiar. Examples used in recent years are Homer Simpson (no kidding), Michael Jackson, Ozzie Osborne, and Oprah whose personality is now sketched in Chapter 1.

Next, invite students to select, one at a time, behavioral dimensions along which to place behaviors of the chosen public figure. For example, "responsibleness" might be selected and Ozzie placed at the first scale point near the "irresponsible" end of a seven point scale. "Self-centered/other-centered" might be selected next, and so forth until the public figure's behavior is located on about six dimensions. Align each successive dimension on the blackboard under the preceding one (I do it with MS Word and a computer projector). Stress that for each dimension, the figure's behavior is placed to one extreme or the other only if she or he shows consistent behavior on the dimension. Also, remind students that only when a person displays consistent behavior assigned to a point near one end or the other of a dimension can that person be said to have the trait corresponding to the point (Ozzie would have the trait "highly irresponsible").

Finally, draw a line from the selected point on the top most dimension to the point on the next lowest dimension, and so forth until a line connecting all selected dimensional points has been completed. This is the "personality profile" line for the public figure and is a graphic representation of that person's personality. Stress that no person's personality is so simple as to be specifiable on such a small number of

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dimensions; simplification is necessary in a classroom demonstration.

Point out to students that many people in the room share a given trait with the public figure, but, given enough dimensions, no two people would have exactly the same personality profile. This reminder should lead students to discuss the uniqueness of each individual's personality.

2. Develop a personality test in class. First, have students select a trait or type for assessment. For example, "shyness" might be selected. Then have students propose items for their "shyness" scale. "I rarely look people in the eye" scored on a seven point agree-disagree scale, would be an example. After, say, twenty or thirty items have been selected, discuss with students how the validity of the new scale might be established (does it correlate well with existing shyness scales?; does it discriminate well between people nominated by peers as especially shy versus nominees who are especially outgoing?). How would reliability be established (e.g., administer the scale to the same people twice and correlate across administrations)? When I carried out this exercise a number of years ago, the students' scale, composed during a single class session, showed high reliability and was embarrassingly, highly related to established scales.

Suggested Readings for Lecture Support

Perry, W., Sprock, J., Schaible, D., McDougall, A., Minassian, A., Jenkins, M., & Braff, D. Amphetamine on Rorschach measures in normal subjects. *Journal of Personality Assessment*, 1995, 64, 456-465.

This is the article used in the text to demonstrate experimental procedures. By consulting it, you could provide more detail than could be included in the text and, thereby, help students develop a better grasp of how to do an experiment.

Allen, B. P. *Coping with Life in the 21st Century*. New York: Writer's Club Press, 2001.

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The first chapter of this book debunks "common sense." Because students may use common sense to understand personality, they may need the information in this brief section. It also contains a discussion of "good" and "bad" critics of research.

Suggested Readings for the Student

Zhang, J. & Norvilitis, J. M. (2002). Measuring Chinese psychological well-being with Western developed instruments. Journal of Personality Assessment, 79, 492-511.

This interesting article compares Chinese with American students in terms of gender differences and the tendency to respond in a social desirable way.

Lesko, W. A. *Readings in social psychology: General, classic, and contemporary selections (2nd Ed.).* Boston: Allyn & Bacon, 1994.

The introductory section of this recent book contains three papers that deal with issues related to science and the use of statistics. One is about lying with statistics, a second concerns the "science" in social science, and the third relates to bias in the subject samples typically employed by psychological researchers.

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Chapter 2

The Psychoanalytic Legacy: Sigmund Freud

Chapter Outline

Freud, the Person

Freud's View of the Person

Basic Concepts: Freud

PERSONALITY STRUCTURE: THREE INTERACTING

SYSTEMS

FIVE STAGES OF PERSONALITY DEVELOPMENT

A BASIC DIVERSITY ISSUE: FREUD'S VIEW OF FEMALES

Evaluation

CONTRIBUTIONS

SUPPORTING EVIDENCE: OLDER AND MORE CURRENT

LIMITATIONS

CONCLUSION

Summary Points

Essay/Critical Thinking Questions

Email Interaction

Objectives

1. Know the evolution of Freud's thought and the reasons he became one of the greats of the twentieth century.

2. Become familiar with Freud's personality structures.

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3. List and discuss Freud's five stages of personality development and be familiar with his famous case histories.

4. Be able to discuss Freud's theoretical notions about females and the apparent emotions behind them.

5. Understand the basic criticisms of Freud's theory and therapy, including the controversies surrounding his famous case histories.

Classroom Discussion: Beyond the Text and the Lecture

1. Freud was shaped by the era during which his ideas took shape, the Victorian Period. Describe that epoch briefly for students: the time of British Queen Victoria was marked by sexual repression, as illustrated by euphemistic language such as "limb" for "leg" because the latter was too risqué. Ask students how that time differs from now. Probe to get them to see that sexual problems would have been prominent then, relative to now. But are sexual problems of no importance now? What is the difference between the handling of such problems then and now? Perhaps this discussion will give students a taste of the criticism that Freudian theory is out-of-date.

2. Students will have fun and inform themselves by considering Freud's oral-aggressive and oral receptive types. Have them look up the text descriptions of these types and come up with illustrations of people they have known who fit these profiles (caution them not to use names or refer to anyone who other class members are likely to know, except public figures or fictional people, such as TV characters). An exploration of anal-retentive and anal-expulsive types could be even more interesting. Bring up the Odd Couple TV series that most students have probably seen in re-runs and the recent sequel to the original movie. How do these types, in the extreme, become significant "pains in the backside" for many of us. Such topics as "put-down artists," gullibility, compulsive neatness and orderliness, and extreme messiness and disorderliness should come up. Get ready for laughter and chagrin.

3. Over the years, I've found that women students can get pretty upset with Freud. He seems "to get" females coming and going: identify and become feminine, that is what you're

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supposed to do, but then you take on neurotic traits; identify less completely, become relatively masculine, adopt high achievement orientation, succeed, than be accused of "pursuing masculine power." What do the women in your class think about Freud's view of females? Maybe you can find some students who will defend Freud and some who will oppose him (the latter may be males). A lively discussion will ensue (I know; I've tried it).

Classroom Exercises: Practical Applications

1. Would some male student be willing to play Sigmund Freud and some female student be willing to play Phyllis Freud? If so, have them train themselves in the orientation of these two "theorists." Then have them field questions from other students about their "theories." It should be amusing and should allow students to etch Freud's masculine perspective in bold relief, as it would surely appear when seen in contrast to Phyllis' feminine perspective.

2. After students have read Freud's famous cases (Box 2.2), but before they have a chance to read "revisiting Freud's famous cases" (Box 2.4), have them attempt to critique Freud's interpretations of those cases (you will probably have to tell them to read only through the discussion of psychosexual stages). You may have to give them some hints, such as "What evidence do you think that Freud had to support his interpretations?" or, more specifically, "How could Freud be sure that Anna O was cured by psychoanalysis?" In general, try to get students to indicate what kind of evidence would be sufficient to support Freud's interpretations. If they can, it may become evident to them that Freud did not have the requisite evidence.

3. Analyze some dreams in class. Ask students to provide some concocted dreams or "dreams of a friend" (it may be best to discourage students from presenting their own real dreams; the public analysis may be embarrassing). You may wish to add dreams that you have read about or that have been related to you by people you know. After a dream has been described, have students suggest which Freudian notions are hidden in the dream in symbolic form. You may wish to have students look at Table 2.3 for some guidance, but they should not be limited to just the Freudian dream symbols. Do the symbols in a given dream have universal meaning--the same for all people--or are they peculiar to the

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particular person who had the dream? Lively debates should occur.

Suggested Readings for Lecture Support

MacMillan, M. *Freud Evaluated*. London: MIT Press, 1997.

Here is the most thorough examination of Freud and his ideas ever done. Freud's supporters should read it in order to counter the attacks on Freud. Those who have doubts about Freud will resonate to it.

Esterson, A. *Seductive mirage: An exploration of the work of Sigmund Freud.* New York: Open Court, 1993.

Esterson's book raises some powerful questions about Freud and his theory. By taking a good look at each of them, you can present students with much richer detail on the controversies surrounding Freud than was possible in the text.

Suggested Readings for the Student

Freud, S. *Three case histories.* New York: Collier, 1963.
Freud is not a light read for anybody, but if there are any of his works that can be handled with relative ease by students, it is his description of three of his most famous cases.

Maltz, R. (2002). Genesis of a femme and her Desire: Finding Mommy and Daddy in butch/femme. Journal of Lesbian Studies, 6(2), 61-71.

This little known case of a "homosexual woman" should be fascinating to students. It is true, but has the flavor of a soap opera.

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Chapter 3

Personality's Ancestral Foundation: Carl Jung

Chapter Outline

- Jung: The Person
- Jung's View of the Person
- Basic Concepts: Jung
  - CONSCIOUSNESS AND UNCONSCIOUSNESS
  - ARCHETYPES
  - DREAMS AS MESSAGES FROM A WISE UNCONSCIOUS
  - PERSONALITY TYPOLOGY
  - PERSONALITY DEVELOPMENT
- Evaluation
  - CONTRIBUTIONS
  - LIMITATIONS
- Conclusion
- Summary Points
- Running Comparison
- Essay/Critical Thinking Questions
- Email Interaction

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Objectives

1. Learn how mystical experiences and contact with Freud laid an early foundation for Jung's unconventional ideas.

2. Be able to compare the personal unconscious and collective unconscious with Freud's conception of the unconscious and to outline the central role of archetypes.

3. Understand the nature of archetypes and be able to describe archetypes that are central to Jung's theory. Also consider the Japanese archetypes (Table 3.1).

4. Become familiar with Jung's typology--the combination of introversion/extraversion and the four psychological functions--and his notions about personality development.

5. Understand the Myers Briggs Type Indicator (MBTI) functions (Box 3.3). Know the problems with Jung's central notions (especially the case of the Sun Phallus man) and the lasting contributions attributed to him.

Classroom Discussion: Beyond the Text and the Lecture

1. You are likely to have several students who are big horror movie fans. They may be willing--perhaps for "extra credit"--to rent some of their favorite movies and scan them so that they can locate clips for in-class viewing that illustrate various Jungian archetypes. Alternatively, you could assign students one or more of the movies listed in the text, have them rent the movies and scan them for clips that illustrate archetypes. Still another possibility is to devote a class period to showing a movie that you know to be rich with Jungian archetypical imagery.

2. A contrast of Little Hans and Little Anna will be enjoyable and educational for students. First, have students provide details of the two cases, one at a time, without any analysis. Recording key events on the board may be helpful. Next, analyze each case as it was originally done. Finally, switch analyses: do Little Anna according to Freud and Little Hans

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according to Jung. If the students do not mention it, point out how Freud dwelled on sexual interpretations and Jung avoided them.

3. What personas do students have? Have individual students indicate what masks they put on periodically. As each student speaks, list their personas on the blackboard. After all those who wish to speak have done so, tally the personas to see which are most popular, then discuss why the most popular ones are so frequently donned. Finally, initiate a discussion on how and why a person may become one of his or her personas (the professor, her text; the tenor, his voice).

Classroom Exercises: Practical Applications

1. The exercise defined in Box 3.3 could be carried out in class. Have students, by reference to the text, come up with descriptions of people who would fit each of the possible combinations of introversion/extraversion with the several psychological functions. Write these combinations on the blackboard, along with students' consensus description of each combination. Then have each student tell why she or he fits best into one of the eight categories (in a large class you may want to take a random sample of students for the purpose of reporting reasons for self-classification, followed by a tally of the number of students falling into each of the categories). For a more structured exercise, go through my web site, to the "Personality" link, to the "Personality Tests" link (Keirsey Temperament Sorter). You could take the MBTI yourself and discuss the print-out with the class or have some students take it and bring their print-outs to class for discussion (your counseling department will have it). I have participated in an exercise employing those materials and find that participants are quite taken with the uniqueness of each person.

2. Extraversion/introversion is Jung's best known concept and central to his theory. It is also a notion with which students are likely to be familiar. Lead them in writing a set of personality test items that would differentiate between

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Jung introverts and extraverts. Each proposed item could be rated on a seven-point true-of-me/not-true-of-me scale:

"I prefer to be alone with my thoughts most of the time."

true of me __ __ __ __ __ __ __ not true of me

After there has been general agreement on a set of items, have students discuss the picture of the introvert and extravert that is reflected in the items. Is this portrait true to Jung's concepts? Is it more a picture of popular notions about the personality dichotomy than a rendering of Jung's ideas? Revision may result from this discussion. Should more involvement be desired, have the items typed into a questionnaire, duplicated, and given to students. They will be intrigued by knowledge of how they scored on their own scale.

3. Lead students in a search for additional archetypes, beyond the ones mentioned in the text. There are a number of universal experiences for which archetypes could be conceived. Is there an archetype for God? For heaven? For hell? For war? For death? For sickness? For joy? For hatred? For friendship? For romantic love? You can think of other possibilities. The point is to have students contemplate experiences that have been common to humans since they emerged from Africa. Coming up with symbols for the archetypes they select should be interesting to students. Clasped hands for friendship? A skull for death? A heart for romantic love? This may be an exercise that you may want to outline in class one day and carry out on another day, so that students have time to think and to browse through books and magazines.

Suggested Readings for Lecture Support

Don, N. W. “The Rhine-Jung letters: Distinguishing parapsychological from synchronistic events”: Comments. *Journal of Parapsychology*, 1999, 63,184-185.

Jung's parapsychology is compared with that of parapsychology guru, J. B. Rhine.

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Chapter 3

Noll, R. *The Jung cult: Origins of a charismatic movement.* Princeton, N J: Princeton University Press, 1994.

Noll's powerful book can inspire a serious consideration of Jungian theory, just as early criticisms of Freud put a hole in the Freudian dam that is now threatening to become a gaping orifice. You can also pick up much interesting information from this book that will fascinate students; for example, Noll covers many little known facts about Jung's childhood.

Suggested Readings for the Student

Jung, C. G. *Flying saucers, a modern myth of things seen in the skies*. (R.F.C. Hull, Trans.) Princeton, New Jersey: Princeton University Press, 1978.

Students are fascinated by the possibility of life on another planet. In fact, as Carl Sagan likes to say, odds are there is intelligent life out there. Jung's theorizing about the meaning of sightings will be interesting to students.

Iaccino, J. F. *Psychological Reflections on cinematic terror: Jungian archetypes in horror films.* London: Praeger, 1994.

Young Carl Jung regularly accompanied family in the pursuit of spiritism—the belief that all organisms can't be reduced to physical matter—telepathy, clairvoyance, and dreams and visions that predict the future. Many students are fascinated by, or may believe in, these spiritual and parapsychological phenomena.

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Chapter 4

Overcoming Inferiority and Striving for Superiority: Alfred Adler

Chapter Outline

Adler, The Person

Adler's View of the Person

Basic Concepts: Adler

DEVELOPING SOCIAL FEELING: SOCIETY, WORK, AND LOVE

STYLE OF LIFE

FUTURE GOALS VERSUS PAST EVENTS

OVERCOMING INFERIORITY

STRIVING FOR SUPERIORITY AND THE SUPERIORITY COMPLEX

FAMILY INFLUENCES ON PERSONALITY

DEVELOPMENT

Evaluation

CONTRIBUTIONS

LIMITATIONS

Conclusion

Summary Points

Running Comparison

Essay/Critical Thinking Questions

Email Interaction

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Chapter 4

Objectives

1. Know the events in Adler's early life that not only shaped his personality but also his theory.

2. Be able to state in detail the meanings of Adler's central ideas, social interest and style of life.

3. Understand the relationship between Adler's notions about inferiority, superiority, and compensation.

4. Understand what early recollections really mean, in contrast to mere memories.

5. Consider the controversies surrounding Adler's "birth order." What is the current status of birth order and Adlerianism.

Classroom Discussion: Beyond the Text and the Lecture

1. In many ways, Adler became the mirror image of Freud. A discussion of how the two differed can sharpen students' conceptions of both. Point out that, whereas Jung greatly deemphasized sexualism, Adler virtually eliminated that pillar of Freud's thought altogether. What broad form of motivation did Adler substitute? How did the two see childhood problems differently?

A good topic to get into in this context is sibling rivalry. You could explore how Adler's birth order and "parental over-indulgence" (see Box 4.2) notions relate to sibling rivalry. How would spoiled and neglected siblings get along? Also, have students compare Adler's ideas on this topic with those of the evolutionary theorist (see box 4.3).

2. Discuss the relevance of the Frankenstein story, preferably before the students have had a chance to read about it, and the Adlerian analysis of it. First, you may want class members to provide each other with accurate details of the story. They may want to talk about how Shelley's story differs from the Hollywood versions. Perhaps you could get one class member to read the story early in the semester so that she or he can serve as the "resident expert." You could assume that role if no student wants it. Once the facts are sorted out, you can proceed with an Adlerian analysis.

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Emphasize Frankenstein's early life and contrast it with his life away from home. Highlight the reasons he created the monster, the monster's own needs and strivings, and the relationship between the two beings. This discussion can be a way to make Adler's point of view come alive.

3. Discuss birth order experiences. Every class member has thought about the impact of the presence or absence of siblings, and, if they have siblings, each has considered her or his position among siblings. After years of talking about birth order with students, I find that many take this Adlerian idea very seriously, maybe too seriously. Almost without fail, at least a few students will come up to talk with me after a discussion of birth order. They tend to be either disturbed about their birth position or blithely confident that it has shaped their personalities.

Perhaps you should begin with testimonials from students concerning their birth positions and what impact, if any, they feel it has had on their lives. Of course, only-children and last-borns should have their say as well. Are they spoiled? Are first-borns higher in achievement motivation? Are later-borns more adventurous and higher in risk taking? Note where gender differences between a student and her or his siblings makes a difference. Inquire about the significance of spacing of children. If, for example, a person's only sibling is ten years older, is that person equivalent to a first-born? Consider discussing the study of birth order longitudinally and contextually versus studying it cross-sectionally and universally.

Classroom Exercises: Practical Applications

1. Do an Early Recollections (ERs) exercise. In class, have students first conjure up an ER and anonymously record a brief summary of it on notebook paper. Then ask students to indicate whether they would allow their responses to be read in class. A simple "yes" or "no" recorded in the upper right-hand corner of response-sheets would be sufficient.

Let me suggest that you not read example responses without examining them first. Take them home and screen them. Find the most interesting ones, and from that pool, select those that could be read without revealing the identity of the writer. Also, eliminate those that might generate embarrassment either in the writer or in other class members. The remaining set should be fascinating and edifying.

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It is important to bring out the relevance of the ERs to the current styles of life of students. What can you assume about the goals and direction of movement of a student based on her or his summary? How does a student's ER relate to the three great problems of life, society, work and love? In general, indicate how an ER is more relevant to "now" than to the time the event in the recollection occurred.

2. Develop a scale to measure Social Interest. The text, at the beginning of the Basic Concepts section, provides information concerning what issues should be assessed. Capacity to develop and maintain friendships is very important to Social Interest. One scale item might be "How many close friends do you have, people to whom you can and do bare your soul?"

--	--	--	--	--	--	--
1	2	3	4	5	6	7
none to 1	2-3	4-5	6-8	9-10	11	12 or more

Another item might assess length of friendship relationships: "On average, how long, in months, have your friendships lasted?" The scale would be similar to that above, but varying between three months and 60 months in intervals that increase in length as above.

Another set of items would assess cooperative spirit. A sample is: "What percentage of the time do you use 'we' instead of 'I' or 'me' in reference to activities that you share with others?" followed by a seven point scale with percentages varying from 15 to 90 (or other set).

In a similar manner, guide students in selecting items relating to work (time invested in work, involvement in work, cooperative spirit shown during work) and love (concern for partner relative to self, time spent meeting partner's needs, dedication to child-rearing). After the scale is completed, you may or may not want to run-off a formal questionnaire and administer it to students. Most of the educational benefits will derive from constructing the scale. Students should come away from that task with a deeper and more lasting understanding of Social Interest.

3. Design a program for losing weight using Carlson's neo-Adlerian methods that are covered in the text under "Adlerian therapy." A first step would be to elicit ERs from the client. Knowing what kind

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of person is seeking help seems essential. Because Adlerian therapy is flexible and eclectic, methods used to facilitate successful dieting would be different for different clients.

Bearing that caveat in mind, the students might be asked to suggest what first step should the client be encouraged to take. If they need help, perhaps you could suggest that the client might write down reasons for dieting and keep them available for handy reference when the urge to eat between meals becomes strong. What else could the client do to avoid eating other than low-fat, sugar-free, low-calorie foods only at meal times. A suggestion from Carlson's case history is to avoid places where snacking often occurs. Better still, where possible, instruct the client to keep snacks out of his or her living space. Also useful to the client may be relaxation procedures, instructions on more effective use of social support ("Tell friends what you are trying to accomplish and talk to them often about it."), and periodic self-efficacy checks ("On a 100 point percentage-scale, what is the likelihood that you will be able to avoid eating candy today?").

Because students may take this exercise personally, you may want to remind them that they should suggest that "the client" initiate an exercise program. Also, you may be wise to indicate that, if dieting is to have a chance to succeed in the long run, "the client" should resign herself or himself to a life-time of healthy eating and exercising.

Suggested Readings for Lecture Support

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? Psychological Science in the Public Interest, 4, 1-44.

This is the most current and comprehensive article on self-esteem that I've seen in the literature. Baumeister and colleagues explode the myths about "high self-esteem" and find that there are two kinds of "high self-esteem."

Allen, B. P. *Coping With Life In The 21st Century*. New York: Writers' Club Press, 2001

This text contains a chapter on friendship that could spur a strong discussion of this aspect of social interest. It's chapter on romantic love is also applicable. Both strongly take gender into account.

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Chapter 4

Suggested Readings for the Student

Shelley, M. W. *Frankenstein: A modern Prometheus.* New York: Dell, 1965.

Students will enjoy learning the truth about the Frankenstein monster. Knowing something about Adlerian analysis will make the reading even better. Shelley's book is now also on audio tape. Suggest to students that they check at local video/audio tape rental stores.

Sulloway, F. J. *Born to Rebel: Birth Order, family Dynamics, and Creative Lives.* N. Y., N. Y.: Vintage Books, 1997.

Here's the latest on birth order, a subject that fascinates students.

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Chapter 5

Moving Toward, Away From, and Against Others: Karen Horney

Chapter Outline

Horney, The Person

Horney's View of the Person

Basic Concepts: Horney

BASIC ANXIETY: INFANTILE HELPLESSNESS IN A PARENTAL WORLD

COPING BY WAY OF TEN NEUROTIC NEEDS

MOVING TOWARD, AGAINST, AND AWAY FROM PEOPLE

DEVELOPING AN IDEALIZED VERSUS A REAL IMAGE OF SELF

A BASIC DIVERSITY ISSUE: THE PSYCHOLOGY OF WOMEN

Evaluation

CONTRIBUTIONS

LIMITATIONS

Conclusion

Summary Points

Running Comparison

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Chapter 5
Essay/Critical Thinking Questions

Email Interaction

Objectives

1. Learn how Karen Horney's struggles to be "ahead of her time" shaped her personality and created early emotional difficulties.

2. Be able to outline Horney's disagreements with Freud, particularly those relating to his treatment of women.

3. Become familiar with Horney's basic anxiety, neurotic needs, and basic orientations to people as well as the extreme personality manifestations associated with them. Indicate how controllers fit into this framework.

4. Understand Horney's "self" and the concepts surrounding it, including those, such as compartmentalization and cynicism, relating to problems of self-conception. Contrast her view of jealousy with that of the evolutionary theorists. Track the changes in support for the latter's view.

5. Appreciate Horney's contributions to the modern understanding of jealousy, her pioneering work in the psychology of women, and her novel therapeutic technique, self-analysis.

Classroom Discussion: Beyond the Text and the Lecture

1. This is a good place for a thorough-going discussion of the psychology of women and Freud's treatment of females. Horney believed that Freud's theory, written by a man for men, was often inappropriately applied to women. Induce the students to indicate points of contention between Freud and Horney: on penis envy; on women's alleged biological deficiency; on "Mother's" responsibility for that deficiency; on competitiveness among women; on women's "frigidity"; on women's alleged submissiveness and masochism; and on Freud's Oedipus complex and his neglect of culture.

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What do these objections to psychoanalysis imply about her conception of women? In what ways do men drive women to despair and neurosis? How should women cope with their oppressive condition (hint: how did Horney deal with men's attempts to dominant her?). In short, although Horney never fully developed her psychology of women, help students trace where she was headed with this unique perspective.

2. The "tyranny of the shoulds" is one of Horney's most creative and useful ideas. It predates Albert Ellis' "musturbation" and related ideas. Students will profit from considering their own tyrannies.

To initially take the discussion out of the potentially embarrassing domain of personal reflection, adopt a general orientation: talk about the "shoulds" that are prominent parts of students' cultures. Here is an opportunity to point out differences in the dictates of the different cultures represented in your class.

Have students list these "shoulds" (perhaps you will want to write them on the blackboard). Do more of them apply to women than to men? Are many of them quite illogical, even ridiculous? After this thawing of the ice, you could heat up the discussion further by suggesting that some students may want to indicate which "shoulds" are particularly problematic for them. A productive way to end the session is to elicit suggestions as to how the chains of these tyrannies might be broken.

3. To better understand Horney's extreme manifestations of her movement orientations--self-effacing, expansive, and resigned--students could conjure up some examples from their experience and report them to the rest of the class. First, of course, remind students that they should not mention any names or provide other identifying information. A good rule is limiting selections to some examples from among people who students knew in the distance past. Most students will have known self-effacing people: individuals who would humiliate themselves endlessly in order to give "all the credit" to a person in their lives they could not stand

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to lose. They will have also known (probably several) "controllers." Finally, some of them are likely to have known one of those volatile individuals who is obsessed with *not* being controlled and with "calling their own shots."

Classroom Exercises: Practical Applications

1. Have students do a "What's Your Orientation?" exercise. Ask them to pick the four entries best from Table 5.1 that fit them. Make it forced choice: they must choose 4, not less or more. If three of their choices fit one of the orientations, they may cautiously consider that orientation to be their own. Ask them to give you their choices on notebook paper, sans names. You could tally their choices on the blackboard, but you may want to take them home and think about them so that you can be maximally sensitive to students' feelings. In any case, are any of the ten neurotic needs chosen by at least a simple majority? If not, is any one clearly chosen more than the others? Do the three most chosen needs fit one of the orientation patterns? If so, what accounts for this group orientation? Is it that the respondents are college students? Predominantly female (or male)? Mostly young (older) people? A lively discussion should follow.

2. Have the students each choose an attachment style from the three listed in Box 5.3. Urge them to write down their choice so that you can be reasonably sure that they have actually made a selection. You may not, however, want to collect them. If you do collect choices, I suggest that anonymity be preserved. To replicate Shaver's research, tally the number of choices of each of the three styles.

Next, consider the implications of each style for adult interpersonal relations, perhaps emphasizing romantic relations. What parental practices contribute to developing the secure style and each of the two insecure styles? Is there hope for adults who seem locked into one of the insecure styles? Addressing these three points will generate a spirited discussion.

3. Have the students complete the Jealousy Scale in Box 5.3. I find that students are more fascinated with this scale

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than any other I have ever used in class, and I've administered many. Have each student calculate his or her individual score. If you want to calculate a class average (median for small classes), have them pass in their scores on an otherwise blank sheet.

Elicit comments from students concerning the experience of completing the scale. Did any items make them uncomfortable? Were any particularly true of individual class members? Any particularly false? Do any items reflect something in addition to or instead of jealousy? Which items best fit Horney's ideas about jealousy? By having students indicate both their scores on the scale and their chosen styles on the blank sheet, you could look at the relationship between the two responses. However, students can do the correlation individually by looking at their own chosen styles in relation to their scores on the scale, as indicated in the Box.

There is one problem with trying to relate style choices with Jealousy Scale responses: discussion of the Jealousy Scale responses in relation to attachment styles may take up much of the class period.

Suggested Readings for Lecture Support

Quinn, S. *A mind of her own: The life of Karen Horney.* New York: Addison-Wesley Publishing Co., 1988.

Horney, K. *Self analysis.* New York: Norton, 1942.

Horney, K. *The unknown Karen Horney: Essays on gender, culture, and psychoanalysis*. New Haven, CT: Yale University Press, 2000.

Horney, K. *Feminine Psychology.* New York: Norton, 1967.

Browsing through any or all of these books, written for popular consumption, would provide you with additional information that would be edifying and enjoyable to students.

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Harris, C. R. (2004). The evolution of jealousy. American Scientist, 92, 62-71

This nicely written article summarizes the evidence for and against evolutionary theory in regard to jealousy. Harris has swung the pendulum away from evolutionary theory toward it's rivals.

Suggested Readings for the Student

Horney, K. *The adolescent diaries of Karen Horney.* New York: Basic Books, 1980.

Seldom has a famous figure in psychology bared her or his soul as completely as has Horney in this delightful, little book. If your students are like most, either still in or just out of their teens, they will be especially enthralled by this book.

Horney, K. *Self analysis.* New York: Norton, 1942.

The case of Clair is summarized in the text, but space limitations forced exclusion of the rich detail contained in this book. *Self-analysis* also includes other case histories that will be easy and provocative reading for students.

Buss, D. M., Larsen, R., Westen, D. & Semmelroth, J. Sex differences in jealousy: Evolution, physiology, and psychology. *Psychological Science*, 1992, 3, 251-255.

Psychological Science is known for its short, pithy, and easy to read articles. This one will intrigue students, who tend to be fascinated with gender differences in jealousy orientation.

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Chapter 6

Personality From the Interpersonal Perspective: Harry Stack Sullivan

Chapter Outline

Sullivan, The Person

Sullivan's View of the Person

SIGNIFICANT OTHERS AND THE SELF

A NEED FOR TENDERNESS

Basic Concepts: Sullivan

EMPATHY, ANXIETY, AND SECURITY

THREE MODES OF EXPERIENCE AND SIX STAGES OF DEVELOPMENT

Evaluation

CONTRIBUTIONS

LIMITATIONS

Conclusion

Summary Points

Running Comparison

Essay/Critical Thinking Questions

Email Interaction

Objectives

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Chapter 6

1. Appreciate how Sullivan's early experiences shaped the direction his career-path took and his philosophical orientation evolved. Consider why Sullivan was a remarkable example of human diversity.

2. Understand the interpersonal nature of Sullivan's theory and the importance of the relationship between significant others and the self.

3. Learn the relationship between cognitive development (prototaxic, parataxic, and syntaxic) and emotional development (the evolution of interpersonal security during the six stages of development).

4. Become familiar with how anxiety plays a role in the learning process and in psychotherapy (psychiatric interview and therapy).

5. Know why Sullivan's training and personal problems gave him a fresh, objective point of view and, at the same time, limited his perspectives.

Classroom Discussion: Beyond the Text and the Lecture

1. "Be a good mother" is a social demand that plagues every adult woman who has children (see Box 6.2). First, you may want to examine the expectation of mothers in general. Are they reasonable? Are they as numerous and intense as those made on fathers? Can they ever be fully met? You may also want to examine differences in the demands made on mothers as a function of culture or ethnicity. Of course, you do not want to call on African-American, Latina, or other ethnic group members of the class to "represent their group" in expressing opinions on this matter. You may, however, have the courage to bring up stereotypes of "the Jewish mother," the mother's alleged control of family affairs in the African-American community, or the Mexican-American mother's alleged propensity to have many children and to invest her life solely in them.

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Next, if class-time is not exhausted, ask students about how any mother could go wrong through over-use of forbidding gestures and through promoting the "bad mother" personification in her children. How can a mother, instead, promote interpersonal security and satisfy her children's need for tenderness? End on a positive note: help students draw some conclusions concerning what kind of mother would be a reasonable and non-suffocating primary parent who is encouraged to fulfill many other roles as well.

2. "Why is physical contact with a mothering one so important to all primates, including humans?" is probably a question requiring the wisdom of Solomon to answer, but at least you could address the manifestations of receiving or not receiving satisfaction of the need for contact.

A *Primetime* (ABC, June 3, 1993) segment featuring a special program for severely abused children reminded me of the power of positive contact with a mothering one and the fact that the person providing contact need not be the biological mother. For these children, forbidding gestures assumed a highly concrete and monstrous form (one child was tied to the top of the family auto which then was driven at high speed; another was sexual bait to attract boyfriends for her mother). It seemed that nothing would work to save these children who were so violent that one repeatedly attempted to burn everything down and another tried several times to kill its siblings. Yet, being constantly held and even bottle-fed by adult men and women brought most of these terribly disturbed children to normalcy.

Relaying these experiences to students can inspire them to look for other manifestations of need for contact. You may also pose several questions that will get students thinking about the importance of contact. Is it true that the best part of sex for women is being held? [As you may recall from the text, Philip Shaver thinks that women who feel this way may be people who are anxious ambivalent types.] Maybe it is more true for men! Will a waiter or waitress who touches a customer collect bigger tips than one who doesn't? (Yes they

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will, according to social psychological research). Is someone's willingness to touch you a sign that you are accepted? Is refusal to touch someone a sign of rejection? [Culture may be a factor: The apparent Korean custom to avoid touching a stranger, even when returning change from a grocery sale, caused a rift between Korean and African-American people in Chicago.] Can people become satiated regarding the touches of a particular person? (Couples do a lot of touching early in courtship but not so much later.) Hopefully students can come away from this discussion with an appreciation of how crucial is positive contact with a mothering one and how the need for contact carries over into adult life.

3. Sullivan was alleged to be schizophrenic. He was, of course, definitely a creative thinker. Is there a connection? As you know, there may be. A few minutes of browsing through abnormal psychology texts will turn up examples of art by psychotic artists. Must one be a little bit crazy to see what others cannot see, to conceive of notions that are beyond others, to penetrate the veil that enshrouds understanding of the human condition? Notice that many of the best comics are somewhat disturbed (e.g., Richard Pryor, Woody Allen, Jonathan Winters). A sixth sense with regard to human foibles may be the forte of the great comic.

Bringing up these points should elicit similar ones from students. You can lead them to the realization that being a little "crazy" brings with it an unusual perspective.

Classroom Exercises: Practical Applications

1. Do a personification exercise in the classroom context. Here are some examples of choices from which students may choose: good me, bad me, shy me, mischievous me, altruistic me, not me, worthless me, martyred me, maybe me. You and the students can add more. You may want to tally responses on the board: Students will likely be interested in which choices they share with other students. However, the greatest degree of involvement may come from having students indicate why they chose given

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alternative personifications. What experiences correspond to a choice?

2. The learning processes exercise in Box 6.3 will likely be intriguing and informative for students. Each student can complete the exercise by simply following instructions (you need not do more than say "do it"). As usual, you can tally results, but anonymity is essential. You may need to take the task home, because showing sensitivity to students feelings may require some contemplation of results.

Perhaps the safest way to elicit anecdotes concerning why students assigned high percentages to given categories of learning processes is to have students write down their stories anonymously. By being cautious you can get students to indicate reasons for their responses that will not reveal too much about themselves, more than they want to disclose. Perhaps you can suggest that student testimonials in class avoid reference to intimate relations, including relations with parents. For example, you would want to avoid testimonials like "I learned not to spy on my parents when they were undressed, because they whipped me with a belt once when I did it' (learn by anxiety process). Examples relating to elementary school experiences will be adequate and will likely avoid embarrassment.

Additional thought provoking questions include: "How many of you assigned at least 40% of your points to just one of the four categories?"; "How many of you had more points in one of the two classes of processes than in the other?" and "How many of you had just as many points in one of the positive categories as in one of the negative categories."

3. There is an exercise that would serve as a stimulating companion to discussion question number 3. You could do what a colleagues required of his students: each student had to complete a drawing as would a person with some kind of psychiatric disorder. It may be necessary that you preface this exercise with a brief description of some of the better known disorders. An alternative is to have students read an

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introductory psychology book-chapter on abnormal psychology. Of course, if your students are upper-level, this step will not be necessary.

Have the students do the pictures at their leisure and submit them to you before the Sullivan chapter is considered so that you will have time to inspect them before they are discussed in class. My colleague displayed his class' pictures in the halls of the psychology building where they were generally admired. Some of them were very interesting, probably much more interesting than would have been the case had they used their own "normal" perspective. A discussion of these pictures in class could form the basis for an understanding of "craziness and creativity."

Suggested Readings for Lecture Support

Sullivan, H. S. *The Interpersonal theory of psychiatry.* (H. S. Perry and M. L. Gawel, Eds.) New York: Norton, 1953.

This edited work is probably the best and most complete consideration of Sullivan's theory. You probably will not want to read it all--it is relatively short, but quite dense--but you may want to consult it to get a flavor of Sullivan's orientation and to scan it for examples to use in class.

Mullahy, P. *Oedipus, myth and complex.* New York: Grove Press, 1948.

Here is Sullivan clarified...and you, like me, may need clarification. Mullahy is the most accomplished interpreter of Sullivan.

Suggested Readings for the Student

Bower, B. Moods and the Muse: A new study reappraises the link between creativity and mental Illness. *Science News,* 1995, 147 (June, 17), 378-380.

This interesting piece examines the whole matter of madness and creativity. Although it turns out to be more complex than was originally assumed, this nicely written

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Sullivan article makes the whole thing understandable and fascinating.

Kochanska, G. (2002). Mutually responsive orientation between mothers and their young children: A context for the early development of conscience. Current Directions in Psychological Science, 11, 191-195.

Students are likely to be intrigued by Box 6.2 which describes “The Good Mother.” This short and well-written article will give them some concrete information regarding the development of the MRO orientation, which creates the kind of mother-child relationship most parents want with their children.

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Chapter 7

The Seasons of Our Lives: Erikson

Chapter Outline

Erikson, the Person

Erikson's View of the Person

FREUDIAN?

ON THE TASKS AND POLARITIES OF LIFE

Basic Concepts: Erikson

INFANCY: TRUST AND DISTRUST

EARLY CHILDHOOD: AUTONOMY VERSUS SHAME AND DOUBT

PLAY AGE: INITIATIVE VERSUS GUILT

SCHOOL AGE: INDUSTRY VERSUS INFERIORITY

ADOLESCENCE: IDENTITY VERSUS IDENTITY CONFUSION

YOUNG ADULTHOOD: INTIMACY VERSUS ISOLATION

MIDDLE ADULTHOOD: PRODUCTIVITY VERSUS FUTILITY

MATURE ADULTHOOD: GENERATIVITY VERSUS STAGNATION

OLD AGE: INTEGRITY VERSUS DESPAIR

Theoretical and Empirical Support for Erikson's point of view

LEVINSON: THE MIDLIFE CRISIS

SHEEHY: WOMEN ARE DIFFERENT

EMPIRICAL SUPPORT: RESEARCH CONFIRMING ERIKSON'S VIEW

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Evaluation

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Conclusions

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Essay/Critical Thinking Questions

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Objectives

1. Learn how Erikson overcame an early identity crisis and lack of academic credentials to serve in the Freudian camp and rise all the way to a professorship at Harvard.

2. Become familiar with Erikson's evolving view of women, his notions relating to sources of identity, his ideas about the psychosocial orientation and epigenesis, and his concept of "the favorable ratio."

3. Be able to outline Erikson's stages of development, including the polarities of each and the strengths associated with each.

4. Appreciate Levinson's and Sheehy's extrapolations from Erikson's theory regarding the "mid-life crisis."

5. Know the history of support for Erikson's theory, his lasting, general contributions and problems with his point of view, especially regarding the logic of his concepts.

Classroom Discussion: Beyond the Text and the Lecture

1. Erikson makes an interesting assertion as a part of his description of girls at the play age. Girls at this age are

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supposedly concerned about "being attractive." Students will find it interesting to consider just how early in life females find themselves facing pressures to be pretty or beautiful. A recent TV essay concerning a certain ethnic group living in a virtually impenetrable compound showed girls as young as six years of age parading before a large audience dressed like adult women, complete with make-up. The alleged reason for this "style show" was to give adult members of families in the audience a chance to barter for the girls as mates for their boys (or men!). Needless to say, this discussion could get into "lookism," the word lovers of politically correct language sometimes use in reference to discrimination against women (and men) who do not "look good." Students may wish to get into how the pressure to "look good" affects and restricts women. Are men also subject to this kind of pressure (the research literature says, "yes")? Given they are, is the pressure on men as great as that exerted on women (the research literature suggests that pressure on men is not as great)?

2. Having students consider what their life-tasks are now and what they will become in one year, five years, ten years, and twenty years from now could be a source of insight for them. People in general, and perhaps young people in particular, tend not to project very far into the future. Imagining what life will be like ten years down the road can be scary. Yet to do so is to help ensure a better future. I once knew a student majoring in hotel management who predicted (correctly) that he would be a hotel restaurant manager within five years of having graduated and a hotel manager within ten years (he didn't get back to me on the ten year prediction).

In looking at life's task, you may even want students to be retrospective. Can they remember what it was like to be a pre-schooler, an elementary school child? You could have them cast their life tasks of the past, present, and future in Eriksonian terms. In any case, encourage students to refer to Erikson's ideas in discussing their life-tasks and, with regard to the future, ask them to take some risks. Urge them to think of their future lives as rather completely different from life now, perhaps even unpleasant at times. End with students conjuring up optimistic and productive futures that

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fit a more mature perspective than the one that guides them now.

3. "What is love?" is too tough a question to ask, even if "love" is confined to romantic love. It is, however, more feasible to ask the Eriksonian question, "How can you fuse your identity to someone else's without losing it?"

You may want to begin by asking students what it feels like to be "in love," romantically speaking. With enough testimonials, some relatively concrete conceptions of identity fusion will likely emerge. Does fusion with another threaten one's own unique and separate identity? Perhaps the analogy of the salad bowl as opposed to the melting pot, often used in the multicultural context, will be useful here. [Mixed paint, stew pot, and jazz band--doing your own thing while playing with others--are also useful metaphors.] In appropriate and healthy fusion, integration occurs, not assimilation. One meshes with another, like the cogs of a wheel with the gears that give it motion. One does not dissolve into another. Still, fusion with another is tricky business. Perhaps we lose a bit of ourselves whenever we give our hearts to another. Have students realize that one takes identity risks when she of he commits to another human being, but the chances one takes are well worth it.

Classroom Exercises: Practical Applications

1. Examining one's sources of identity may be a troubling task, but it will be enlightening. Have student's do the exercise in Box 7.2. This time, tallying responses for the class as a whole may not be fruitful. Instead, have volunteers tell why a particular source of identity was ranked high or low. Were there any important sources of identity left out (you could preface the whole exercise by telling students to add missing sources, *before* doing the ranking)? For example, heterosexual versus homosexual?

Some students may protest that it is not possible to decide between, for example, being male and being Mexican-American. You may find that some students adamantly refuse to place gender near the top of their ranking. If so,

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find a student who does place gender at the top and ask for his or her rationale. Students may be denying the truth if they give gender a low rank. If you dare, you might want to ask a student who ranked gender below the top, "would you give up being male (female) in order to retain the identity you have ranked at the top?" [A recent speaker at my university has his students imagine that they awaken one morning to find that they have become the other gender. Some just can not do it.] You may want to end with a discussion of how rankings may change over students' lives. In any case, be cautious. Dealing in identities can be explosive.

2. Resolution of identity crises at the various stages can be made more real. Have students look at previous and present stages--hopefully you will have at least some middle-aged people in class--and judge the degree to which they have resolved crises and attained strengths. To avoid disturbing conclusions individuals may make about themselves, provide them with the following caveats: (1) no one can reasonably conclude that they *absolutely* have or have not resolved the crises associated with given stages; strengths are also attained as a matter of degree; and (3) failures that may be perceived at the present time, whether regarding resolution or attaining strengths, do not mean that success in the future is unobtainable. End by asking students what they can do to deal with unresolved crises and unattained strengths.

3. Construct a scale for measuring the polarities of Erikson's stages by simply making the two extremes at each stage the anchors for seven point scales. An example would be

Initiative is acting on one's desires, urges, and potentials and *guilt* is the harness that restrains pursuit of desires, urges, and potential; the exercise of an overzealous conscious. Indicate toward which of these extremes do you fall?

initiative 7 6 5 4 3 2 1 guilt

A third of the class could give the scale to older people--middle-aged and up--a third could give it to teens and young adults and a third to children. Each student could give the

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scale to just one person of the age-group to which he or she is assigned. The higher the stage with which a scale is associated, the lower children should score. Conversely, the higher the stages, the higher older subjects should score, at least for the polarities of the highest stages. You could do the analysis informally by just having students report the age of the her or his respondent and that person's score, or more formally computing average scores on the different polarities for the different age groups. Results should generate some faith, and some reservations, regarding Erikson's theory.

Suggested Readings for Lecture Support

Erikson, E. Life cycle. In D. Sills (Ed.), *International Encyclopedia of the Social Sciences.* New York: MacMillan & Free Press, 1968b, Vol. 9, Pp. 286-292.

Erikson has laid down his most basic ideas in these few pages.

Mashek, D. J., Aron, A., & Boncimino, M. (2003). Confusions of self with close others. Personality and Social Psychology Bulletin, 29, 382-392.

This very interesting article shows that identity confusions can take the form of confusing our characteristics with those of others who are close to us.

Suggested Readings for the Student

Woodward, K.L. An identity of wisdom. *Newsweek*, 1994 (May 23), 56.

This tribute to Erikson also traces the roots of his life and his thinking. It is readable, enjoyable, and informative.

Hall, E. A conversation with Erik Erikson. *Psychology Today,* June, 1983.

An easy to understand interview of Erikson.

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Chapter 8

The Sociopsychological Approach to Personality:

Erich Fromm

Chapter Outline

Fromm, the Person

Fromm's View of the Person

Basic Concepts: Fromm

EXISTENTIAL NEEDS

INDIVIDUAL AND SOCIAL CHARACTER

Evaluation

CONTRIBUTIONS

LIMITATIONS

Conclusions

Summary Points

Running Comparison

Essay/Critical Thinking Questions

Email Interaction

Objectives

1. Learn how Fromm's early experiences with religion, political ideology, and war shaped his thinking.

2. Understand Fromm's socialist leanings, humanistic orientation, and existential needs.

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3. Appreciate Fromm's notions about personality, individual character and social character.

4. Be able to define Fromm's social character types and to name historical figures and societies that fit the types.

5. Know why Fromm has had relatively little impact on modern personality research.

Classroom Discussion: Beyond the Text and the Lecture

1. Here is a topic that students will find fascinating, but may be risky business for you, depending on the degree of openness that characterizes your university. Fromm was a life-time socialist. Some of his concepts were clearly socialist, even communistic (e.g., humanistic communitarian socialism).

You may want to begin the discussion by asking students, "What is socialism?" There are few good examples of successful socialistic societies around, some say none, but Sweden, and perhaps the Netherlands, and maybe even Britain and France might be mentioned to help anchor students' thoughts. Students may confuse socialism with its more specific variety, communism. You may need to help them with the difference.

If socialism worked like its advocates believe it could, what kind of society would result from its operation? What kinds of individuals (Fromm's types) might be over-represented in such a society? Would Fromm's existential needs be better met in a socialist society?

Later students will learn how B. F. Skinner's hypothetical Walden II was translated into a real-life society (actually a commune). Could some of Fromm's ideas be instituted in a socialist society, or are they too vague and ill defined (again, humanistic communitarian socialism may be an example of conceptual ambiguity)? You may want to close with a debate on whether or not Fromm was naive.

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2. The necrophilous type is one of Fromm's most unique ideas. Students, who probably have seen every relevant film from the *Lord of the Rings: Return of the King* with its army of dead soldiers to the slasher videos, will be curious about this type. You may want to begin by asking students to define the type so that everyone starts with the same understanding of Fromm's macabre notion (you will probably have to intervene to make their understanding accurate).

Are there everyday people, as opposed to public figures who are at least somewhat necrophilous? How about morticians? How about physicians who spend their careers doing autopsies (the physicians on the TV series *Crossing Jordan*)? Students may know people who are preoccupied with death, and not because they are suicidal (warn students not to provide names or other sources of identification). Perhaps these people talk about death excessively. What has created their fascination? As to suicidal tendency, does it or can it relate to necrophilous orientation?

Bringing up additional historical figures may add to the discussion. How about General George Patton who seemed to be really alive only when in combat (one of his favorite admonitions to soldiers was something like "Your job is to kill the poor SOB on the other side before he kills you." Is this characteristic of other military figures? How about General Douglas MacArthur? A relevant movie is *The War Lover* starring Steve McQueen. You could end with a consideration of what contributes to the creation of people who are absorbed by the processes of death and decay. Is it childhood experiences (having to kiss a dead grandparent goodbye?). Or perhaps it is the ultimate power trip: serial killers may be the exemplary necrophilous characters.

3. Few classic personality theorists had truly multicultural experiences. Jung visited native-American tribes, and so did Maslow and Erikson. However, Fromm immersed himself in another culture. He lived for years in the Mexico City area and studied local cultures. Thus, consideration of his chapter is an appropriate occasion to entertain the relationship

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Fromm between culture and personality, especially since his character types are culturally based.

Are there any such things as national characters, personalities that have a stronger presence in certain societies rather than others? The text is somewhat pessimistic about this possibility, but Fromm believed in it and so did Raymond Cattell. It will be interesting and enjoyable for students to discuss how people who partake of different cultures seem to have different personalities. Of course, you don't want to call on ethnic members of your class to give testimonials. However, by beginning with stereotypes like the stoic British, the sexy French, and the hot tempered Italians, you may stimulate Hispanic and African-American (and other) students to discuss how they may see some participants in their culture to be different from Fromm's mostly European based types. These generalizations could well be highly intriguing to students, but, of course, you may want to remind them that no two participants in any culture are totally alike. Further, although some personality types may be over-represented in a given society (Germany: Authoritarians?), there is great diversity within any society. Finally, show students how these generalization may be more a matter of stereotyping than accurate depiction of reality.

Classroom Exercises: Practical Applications

1. Box 8.1 is a straightforward need questionnaire with easy to follow instructions. Have students complete the box in class (if some have already done it, they won't have to sit idly by for long; it is a short exercise). After students have drawn their profile lines, have them put a thin piece of paper over the line and trace it. Passing in these copies will give you the opportunity to show that no two profiles are the same: search through the stack of copies and pick out the few that seem most similar; you can hold them up to show that even the most similar are not identical. Hold up also some that are very different.

Some students may want to indicate why they are high or low on certain needs, but caution them to not be more self-

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disclosing than their comfort level would dictate. You could end the discussion by asking if the measure is meaningful to students. One index of meaningfulness is whether or not students tended to score themselves to the extremes of the scales. There may be a few or several need scales upon which extreme scoring tended to occur. If so, point them out to students.

2. Students find it interesting to choose the social character type that best fits their society (Table 8.1). Given a good consensus, you can have students discuss why the type chosen by most class members fits their society. If there is not a good consensus, ask students who differ from the majority why they have made the choices they reported. Fitting types to other societies should also be informative. Perhaps some students in class will not identify with the culture that most students call their own, very likely the culture of mainstream United States society. These students may be non-white, ethnic group members. It will be edifying to have them talk about their cultures. They indicate why some types, other than the ones seen to fit the mainstream United States culture, seem to them a better fit to their cultures.

3. There is much talk, especially among drug and alcoholic abuse counselors, about "enablers," people who unwittingly support substance abuse in a loved one. In effect, substance abusers and their enablers constitute a special kind of symbiotic relationship. One person needs her or his substance of choice and the other needs to keep the peace and avoid the reality that his or her loved one is addicted. Abusers are often "blamers" and enablers are frequently people who are all too willing to accept blame. Perhaps the class could construct a test to discriminate enablers from others. Scales could be in the usual seven point scale format used in previous test construction exercises. Anchors for scales could be simply "agree" and "disagree."

Example items are "Do you feel guilty when someone you love doesn't get what she or he wants?"; "Do you find yourself continually serving someone you love?"; "Are you

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always trying to keep the peace around your house?"; "Do you continually worry that someone close to you will become upset?" and "Do you have trouble saying no to someone you love?" each rated on the agree-disagree scale.

Students who have lived in households with substance abusers will probably want to take the lead in constructing the "enabler" measure. Perhaps you will want to let them do just that. They are as near to "expert" on the matter as anyone.

Suggested Readings for Lecture Support

Weiner, E., J. (2003). Paths from Erich Fromm: Thinking about authority pedagogically. Journal of Educational Thought, 37, 59-75.

This contemporary essay on Fromm's view of authority shows how his theory has been extended by modern thinkers.

May R. The emergence of existential psychology. In Rollo May (Ed.), *Existential Psychology* (pp. 1-48). New York: Random House, 1969a.

If you are interested in existentialism, you will enjoy this book. More importantly, it will help you present the existential position to students.

Suggested Readings for the Student

Fromm, E. *The art of loving.* New York: Harper & Brothers, 1956.

Fromm's book on love is probably his most popular. It is about learning to love in the most general sense of the word. Students will find it moving and enriching.

Fromm, E. On the sources of human destructiveness. In L. Ng. (Ed.). *Alternatives to violence.* New York: Time-Life Books, 1968, 11-17.

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Chapter 8

Here is a short paper outlining Fromm's thinking on violence. It shows why he was a pioneer in the modern movement to end war and other forms of human destructiveness.

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Chapter 9

Every Person is to be Prized: Carl Rogers

Chapter Outline

Rogers, the Person

Rogers' View of the Person

Basic Concepts: Rogers

ACTUALIZATION: GENERAL AND SPECIFIC

THE IMPORTANCE OF THE SELF

PERSONALITY DEVELOPMENT: SOME FAVORABLE CONDITIONS

PROCEDURES FOR CHANGING PERSONALITY: CLIENT-CENTERED THERAPY

Evaluation

GENERAL CONTRIBUTIONS

CARING ABOUT THE PERSON IN HUMAN RELATION-SHIPS

ROGERS' SCIENTIFIC CONTRIBUTIONS

LIMITATIONS

Conclusion

Summary Points

Running Comparison

Essay/Critical Thinking Questions

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Chapter 9
Email Interaction

Objectives

1. Learn how Rogers' fundamentalistic religious background, early interest in agricultural science, time in a seminary, and exposure to Freud's methods, to the medical model, to culturally diverse clients and to cooperative graduate students shaped his therapeutic style and humanistic thinking.

2. Appreciate how Rogers' exposure to existentialism and phenomenology influenced his humanistic and organismic orientation.

3. Be able to define and relate Roger's other notions to his ideas of actualization and the self.

4. Explore Rogers' thoughts on congruence and incongruence, denial and distortion as well as how Adler and Rank may have influenced Roger's client centered therapy that is characterized by empathy and unconditional positive regard.

5. Know how Rogers' pioneered a scientific orientation to therapeutic effectiveness, the research that has confirmed some of his ideas, the virtues of his techniques that some people view as weaknesses, and attacks on him as a person and theorist.

Classroom Discussion: Beyond the Text and the Lecture

1. Here is a good place for reiteration. You could assign a student to lead a discussion on each of the following issues related to ideas Rogers shared with other theorists. Rogers' view is an interesting contrast to that of Freud, and shares some aspects with the positions of Jung, Rank, and Adler. He shared with Jung the belief in the importance in a cooperative relationship between client and therapist. Rogers, in consistency with Jung, was concerned about "being with" the client, not in "building an equal relationship"

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Rogers (it is hard to imagine the somewhat aristocratic Jung being equal with clients; but he was a mutual participant with clients). The two shared ideas about false fronts: the persona and the facade. "Self-actualization" has some of the same flavor as "individuation." In fact, if students see these coincidences of thought, you could help them get into the similarities *and* the differences among and between corresponding concepts.

Except for agreement on the observation that people erect defenses to protect the vulnerable underbellies of their psyches, Freud and Rogers' had little in common. Rogers would have nothing to do with Freud's need to guide clients into the "discovery" of traumas rooted in the past. Rogers was present oriented and preferred to have the client call the shots during therapy. Rogers' rejection of the medical model was, in effect, a rejection of Freud. Aside from these points about time perspectives, control in therapy, and assumptions about "causes and "cures," one could add that the expression of an "ideal self" was central to Rogers' thinking, but probably would have been written off as fantasizing by Freud.

Rogers' learned to eschew exhaustive testing and lengthy case histories. Instead, like Adler, Rogers' would be pretty quick about getting down to business with clients. Both would be direct and straightforward with clients. Neither would be deceptive or evasive with individuals in therapy. Like Jung, both were more willing to use whatever works to make things better for the client, a philosophical orientation they shared with Gordon Allport.

Of course, Rogers' shared some ideas with other theorists. Like Sullivan, he referred to empathy. Like Fromm, he was a humanist. Like Rank, he emphasized the client's immediate emotional experience. There are other parallels that students may see, or to which a discussion may lead them. Recalling previously considered information is an effective aid to their retention processes.

2. Rogers was among the few psychotherapists to work with significant numbers of clients who did not belong to his own

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cultural group. These are the times when people of color are increasing their proportional representation in the United States and other populations, while "whites" are declining proportionately. Accordingly it is crucial to contemplate the potential importance of ethnic mismatches between clients and therapists.

Rogers was among the first to recognize that a mismatch places limits on the therapist's ability to empathize. Would it be appropriate for a European-American therapist to suggest to an Arab women that she is being too deferential to the men in her life, as therapists of some schools of psychotherapy might do? Would it be good practice for a European-American therapist to show surprise and disapproval when told by a client of Japanese heritage that naughty children should be put out of the house? What if an African-American client told a European-American therapist that two people yelling at each other is a good sign, because verbal abuse is done in lieu of physical attack? How would a devout Catholic from the Philippines react to a therapist's suggestion that it is all right that a close relative is homosexual? Perhaps students of various religious and ethnic backgrounds could come up with examples of potential cultural conflicts arising in the therapist's office. If so it may become evident that it is ideal, if not always practical, that clients and therapists be of the same background. Recognition of the mismatch problem is a reason that some states are mandating that people who do therapy or counseling receive some multicultural training.

3. Are people good and worthy or loathsome and not to be trusted? This, of course, is a question that cannot be answered in any absolute sense. In fact, few of the theorists covered in the text would probably care to attempt an answer. Yet, there has been quite a transition from Freud, in the initial theorist chapter, to Rogers, in this chapter. While Freud might have declined to answer the question, it is implicit in his theory that humans are frail and unable to exercise much control over their impulses. To lesser degrees, some of the theorists covered shared this point of view with Freud.

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Rogers

Perhaps the easiest way to consider the ominous question posed above is to have students review the previously covered theories and decide which were closest to the optimistic and which to the pessimistic end of the human worthiness continuum. Freud could be the standard against which the other theorists would be measured, because his pessimism is hard to deny. Certainly, Horney and Sullivan are candidates for placement toward the pessimistic end. How about Adler and his notions of ingrained inferiority? And Erikson: each stage has its negative pole (e.g., basic mistrust, shame and doubt, inferiority, stagnation)? Is Fromm a candidate for pessimistic because of his emphasis on ideas like the necrophilous and the marketing types? Would Jung be exempted? A thorough discussion at this point in the course could provide students with a useful continuum upon which theorists might be placed for the purpose of differentiating among them.

Classroom Exercises: Practical Applications

1. Have students carry out the simple exercise in Box 9.2. If they have already done it, have them repeat it. After the actual and ideals lists of self-descripters have been completed, have students comment on what they have produced. I have tried this exercise many times. It is one of the most effective that I have used.

Some students will not want to read either of their lists, much less both, thereby allowing others to see that they are not what they would like to be (in practice, I have not often found this to be a problem). However, you may want to prime them with some non-threatening questions, rather than have them immediately reveal what they have recorded. They will likely be willing to indicate the degree to which there is a discrepancy between their two lists. You could ask how many had identical lists (few if any will answer in the affirmative). Then, ask how many had a discrepancy of one word (four words matched across the two lists and one did not). Then ask for discrepancies of two, and so forth. Inquire of students with large discrepancies as to whether they are experiencing a change in their life situations (perhaps they are just out of high school or have just

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transferred). At this point students should began to open up and talk. If not, you may want to directly indicate that discrepancies are the rule, not the exception. You could do so by creating your own list and pointing to discrepancies on it. I read my own list to students frequently. In any case, talking about the discrepancies should help students realize that the self is continually evolving. The contemporary, actual-self is sure to change and the ideal self is likely to change as well.

2. Creativity was a big concern of Rogers and of other theorists also. A creativity exercise in class would give students a flavor of creativity's essence, an outcome that would be difficult to accomplish by just defining "creativity" or giving a few examples of it.

One simple creativity task is to complete sentences with unique endings. Samples include the following: "The rat jumped onto the _____." ; "After getting a note from Bob, Kara was feeling pretty _____."; "Posed on the edge of _____ _____, Jack began to think of _____."; "It was as big as an elephant and as _____...."

Another is "Tell a story that integrates two unusual objects of beings." Example object pairs are the following: fox and bat; baseball and flower; darkness and color; map and gun; ox and rabbit; artist and wrestler; weasel and worm.

Another creativity exercise is one that I use in my sensation and perception class to help students understand the Gestalt law of good continuation. Doing this exercise will prime students for the consideration of Gestalt principles in the Maslow chapter. On the board, draw three horizontal lines about an inch or two apart. Cross them in their middle with a single vertical line. The law of good continuation dictates that people will tend to see three horizontal lines with a vertical line superimposed on them. But there are other ways to divide this whole into parts. One could mentally cut the vertical line midway between the topmost and middle horizontal line and midway between the center and lower horizontal line. The result is three crosses. One could also cut the lines in the same way, then detach each

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right-most section of the three horizontal lines. The result is perplexing, but interesting. There are other intriguing possibilities for students to derive.

3. Try a little Rogerian therapy in class. You will need a very open student to play the role of client. Perhaps you had better be the therapist, unless there is someone in the class who you know well enough to trust. In any case, have your "client" repeatedly ask for the therapist's advice and suggestions.

What do students think of the Rogerian orientation: Merely reflect emotions, reiterate clients' comments and refuse to offer advice? Is it frustrating (client Gloria in the *Three Psychotherapists* film expressed considerable frustration at Rogers' refusal to offer advice or suggestions)? Discussion can center on whether the Rogerian approach would be effective with all kinds of clients.

Suggested Readings for Lecture Support

Evans, R. I. *Carl Rogers, the man and his ideas.* New York: E. P. Dutton, 1975.

Here is an efficient way to get a feel for Carl Rogers the person. He is candid and thoughtful in this interview.

DeCarvalho, R. J. Otto Rank, The Rankian circle in Philadelphia, and the origins of Carl Rogers' person-centered psychotherapy. *History of Psychology*, 1999, 2, 132-148.

This is about mysterious, former Freudian Rank and how he influenced Rogers: Important facts that are little known.

Suggested Readings for the Student

Rogers, C.R. & Malcolm, D. The potential contribution of the behavioral scientist to world peace. *Counseling and Values,* 1987, 32, 10-11.

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Chapter 9

Students will be pleased to know that people are not helpless in the face of seemingly uncontrollable world conflicts.

Wichman, S. A. & Campbell, C. (2003a). The coconstruction of congruency: Investigating the conceptual metaphors of Carl Rogers and Gloria. Counselor Education and & Supervision, 43, 15-24.

Wichman, S. A. & Campbell, C. (2003b). An analysis of how Carl Rogers enacted client-centered conversation with Gloria. Journal of Counseling & Development, 81, 178-184.

These two articles are about illustrations of how the famous case of Gloria clarifies Roger's concepts and introduces new concepts. This is not a research article; rather it is a series of quotes of Gloria that are especially meaningful.

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Chapter 10

Becoming All That One Can Be: Abraham Maslow

Chapter Outline

Maslow, The Person

Maslow's View of the Person

THE EVOLUTION OF A THEORIST

THE GESTALT INFLUENCE

THE EXISTENTIAL INFLUENCE

MOTIVATION

Basic Concepts: Maslow

FIVE BASIC HUMAN NEEDS

HUMAN NATURE IS BORN, NOT MADE

SELF-ACTUALIZING PERSONS: SUPERIOR PERSONALITIES

NEEDS AND VALUES BEYOND THE PALE AND EXPERIENCES FROM THE MOUNTAIN TOP

Evaluation

CONTRIBUTIONS

SUPPORTING EVIDENCE

LIMITATIONS

Conclusions

Summary Points

Running Comparison

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Chapter 10
Essay/Critical Thinking Questions

Email Interaction

Objectives

1. Learn whether Maslow's rather miserable childhood, his experiences with anti-Semitism, and despair over his appearance affected his later thinking.

2. Appreciate how Maslow's early exposure to Gestalt psychology and his early career as a "monkey" psychologist influenced his later theorizing.

3. Know Maslow's hierarchy of needs, including relations among needs at different levels.

4. Explore Maslow's unique ideas, such as meta-needs, peak experiences, and eupsychia.

5. Be able to describe the research that supports Maslow's ideas, as well as the ambiguities and limitations of his thinking and serious questions about his most basic contributions.

Classroom Discussion: Beyond the Text and the Lecture

1. While Gordon Allport may have had the warmest and most care-free childhood among the theorists covered in the text, Maslow's childhood was arguably the most miserable. He claimed that his mother was cruel to him, his father taunted him about his alleged "ugliness," and at least one of his teachers was anti-Semitic. Is he living proof that people can overcome difficult childhoods?

First, have students recall all the elements of Maslow's perceived childhood, teen, and young adulthood torments. Then, perhaps you will want to turn to how his reactions to these traumas shaped his personality. A helpful concept to guide this discussion is "resilience," the idea that some people who are subject to early difficulty use their troubling

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Maslow experiences as lessons on how to roll with life's punches and on how to accept frustrations and setbacks as challenges (this a topic that comes up again in the Bandura chapter). President Bill Clinton may be a case in point as he was reared without his real father under circumstances that were considerably less than affluent. He came to be known as "Come-back Bill" in view of the fact that he once lost his Governorship, but won it back, suffered early Presidential campaign losses due to an alleged affair, but won anyway, and survived impeachment.

Does Maslow fit the resilient mold? Some students may think so, in that he became a famous psychologist despite having had, at best, an up and down college career that followed a troubled childhood. Have students consider the other side as well. It seems that Maslow never completely got over his early insecurities. He was not able, for example, to function well as a therapy-group leader. He never did forgive his mother. Further, the ill health that led to his relatively early death may have been in part a result to the trying times of his youth. You may want to end with a mixed conclusion: Maslow became remarkably functional in view of his stressful formative years, but he retained some scars from the battles of his youth.

2. "Quotas" are an explosive issue. One of Bill Clinton's nominees was withdrawn from consideration because she became known as the "Quota Queen." An examination of the anti-Semitic quotas of Maslow's time may serve to remind us that quotas are still around. Now, unlike in Maslow's time, there may be quotas that favor "minorities" and women in some spheres of public life, but, just as in Maslow's time, exclusionary quotas are thriving and may be more than compensating for any "favored status quotas" now in effect. Today it may be not so much "non-white people need not apply" as it is "non-white people are accepted here...in small numbers."

Here is a real example to illustrate the problem. White folks come to inquire about a vacant apartment and notice that the apartment owner is talking to an African-American man. When the owner finishes the conversation and gets around

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to them, he whispers, "Come on in here where we can talk...I don't want him to hear." The owner indicates that the African-American was told there were no vacancies. His "justification" for this lie is "I already have some blacks here." He then proceeds to offer an apartment to the European-Americans. Ethnic minorities in the class may assure other class members that this actual event is not an isolated incident. Perhaps they can offer other relevant examples, such as some in the realm of employment. For example, a person of color applies for a job. Some time after being turned down it is discovered that the employer already had the one or two people of color he needed to evade charges of discrimination while keeping the work-force mostly white. At this point the discussion is likely to grow its own legs, so you will not have to carry it any further (ending it may be the problem). This is a hot topic: handle with asbestos gloves.

3. What would a society be like that fosters self-actualization? First, a discussion on the characteristics of self-actualizers is needed. After students seem to have a grasp of what self-actualizers are like, you may want them to mention some public figures, other than those listed in the text, who fit the consensus "self-actualizer."

Next have them indicate what kind of society would promote self-actualizing (it is, of course, assumed that more people could be self-actualizers if conditions supported self-actualizing to the maximum degree). Would it have an autocratic government? Would quality education be available to everyone? Would wealth be distributed more evenly than in the societies of today? Would religion be strongly represented in the society? Would the arts replace sports as the most valued pursuit? These and other similar questions will get students going. You may want to end with a consideration of how likely it is that such a society could be arranged.

Classroom Exercises: Practical Applications

1. Do the exercise described in Box 10.1 as a classroom activity. This exercise could be done with the behaviors listed in Box 10.1, or with some of these behaviors and

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additional behaviors suggested by the students. For example, "I voted today." "I had sex last night."; "I worked in the garden all day." "I spent the afternoon grooming myself."

To look at intra-individual differences, have individual students each indicate three or four reasons why they would perform one of the behaviors. To make Maslow's point, these reasons should *not* be mutually-exclusive, alternative reasons. Rather they should be compatible reasons that work in concert to produce the behavior. You could do this one behavior at a time until all behaviors have been covered.

There is another point to be made. Different people perform the same behavior for different reasons. For a consideration of inter-individual differences, have students, one at a time, provide *a* reason why they would perform one of the behaviors. Repeating this procedure for each behavior should make it clear that a given behavior is emitted for different reasons by different people.

2. To institute a “Where am I on Maslow’s hierarchy” exercise, have students write paragraphs anonymously indicating whether they are at the belongingness and love or esteem level (or other, though they are unlikely to be below or above these levels). After they have completed the paragraphs, have them indicate whether or not they would be willing to have their paragraphs read in class. Take these writings home. There you will have time to choose examples of functioning at different levels of the hierarchy that are clear, meaningful, and devoid of information tending to reveal the identity of the student writers. Reading these in class should provide students with relevant examples of functioning at different levels.

3. Assume that self-actualization is not an all-or-none phenomenon. First, hold a brief discussion concerning "What is a self-actualized person like?" Write the class-generated criteria for being self-actualized on the board. Second, have students, as a group, produce a list of about twenty public figures, each well known to class members. Then have them mediate until they reach consensus on which one of the figures most clearly fits the class-generated criteria for being

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self-actualized. Using the same mediation process have the class decide on the next most actualized public figure, and so forth, until all figures have been ranked. The exercise can end with a group discussion of why the most actualized figures were given the highest ranks (and, perhaps, why those ranked low received that dubious distinction).

Suggested Readings for Lecture Support

Kiel, J. M. Reshaping Maslow's hierarchy of needs to reflect today's educational and managerial philosophies. *Journal of Instructional Psychology*, 1999, 26, 167-168.

Joan Kiel proposes a very interesting alteration of Maslow's Hierarchy.

Maslow, B. G. (Ed.) *Abraham H. Maslow: A memorial volume.* Monterey, California: Brooks/Cole, 1972.

This final tribute to Maslow captures the warmth and the creativity of a person whose ideas are destined to live on.

Suggested Readings for the Student

Maslow, A. H. Lessons from the peak experiences. *Journal of Humanistic Psychology,* 1962, 2, 9-18.

Students are likely to be intrigued by peak experiences. Here they can get the flavor of these rare occurrences.

Harper, F. D., Harper, J. A., & Stills, A. B. (2003). Counseling children in crisis based on Maslow's hierarchy of basic needs. *International Journal for the Advancement of Counseling,* 25, 10-15.

Children immersed in war, natural disaster, abuse and other severe calamities are bolstered by getting in touch with their basic needs through use of Maslow's hierarchy of needs.

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Chapter 11

Marching To A Different Drummer: George Kelly

Chapter Outline

- Kelly, The Person
- Kelly's View Of The Person
- Basic Concepts: Kelly
  - PERSONALITY AS A SYSTEM OF CONSTRUCTS
  - RELATIONS AMONG CONSTRUCTS
- Personality Development
  - PREDICTABILITY
  - DEPENDENCY CONSTRUCTS
  - ROLE PLAYING
  - CHOICES: THE C-P-C CYCLE
- Evaluation
  - CONTRIBUTIONS: SUPPORTING EVIDENCE AND PRACTICAL APPLICATIONS
  - LIMITATIONS
- Conclusions
- Summary Points
- Running Comparison
- Essay/Critical Thinking Questions
- Email Interaction

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Chapter 11

Objectives

1. Learn how Kelly's background was unusual relative to that of other theorists and how that history generated his hard-nosed, scientific orientation.

2. Appreciate Kelly's cognitive approach and his different orientation to time.

3. Know Kelly's central notion, the construct, and the concepts that relate to it.

4. Understand Kelly's ideas about personality development, choices, and the cognitive complexity-simplicity position derived from his theory.

5. Be able to indicate how the Role Construct Repertory (REP) test is administered and its results are interpreted, how Kelly's theory has made contributions to business psychology and other fields, how fixed role therapy is conducted, and how limitations of Kelly's approach are traced to the notion of bipolarity and to his personality.

Classroom Discussion: Beyond the Text and the Lecture

1. Go over the use of the scientific method applied a personal problem. The starting point should probably be a student-chosen scenario involving a young adult with a problem. For example, John is having trouble sleeping. He thinks that anxiety over tests is the culprit. How can he test his hypothesis? In this hypothetical case, what "test runs" would be appropriate, what controls would have to be instituted, what data would be collected, what inferences would be made from the data, and what conclusions would be stated?

Given the person in the scenario has posed a correct hypothesis, the class can consider what to do to deal with the person's problem. As an example, suppose that John is correct. A diary he kept confirmed that his sleepless nights tend to be nights before tests; this information controls for

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extraneous variables, such as loud noise from next door. Assume further that an examination of the diary reveals that obsessive thoughts about the next day's test is the reason John cannot sleep. A corrective step might be to suggest that John avoid studying just before bedtime on nights before tests. Instead he should occupy his mind by reading a novel until he falls asleep from eye fatigue and self-imposed immobility.

2. How was predictability provided students when they were children? Begin this discussion by having students recall childhood situations in which certain modes of behavior brought predictable results. As in the text, many of these examples may revolve around parental responses to "naughty" behavior. If so, encourage students to recall positive behaviors that generated predictable outcomes. For example, bringing home a good report card consistently yielded a trip to the ice cream shop.

Now have students consider predictability in their current circumstances. Do they sometimes find themselves performing socially undesirable behaviors just so they can experience the comfort of predictable outcomes (e.g., tell a friend that she or he "looks ill today," because it consistently offends that person as indicated by an icy stare)? What do they do that leads to comfortingly predictable outcomes. To end the discussion, you may want to examine individual differences in need for predictability. Ask students what level of predictability currently characterizes their lives. For students whose level of predictability is high or low, the question becomes, "How do you *feel* about your level of predictability?" Some students may report regularly experiencing high predictability and leave the impression that an obsession with predictability makes them consistently upset. Others may generally experience low predictability and find that condition to be interesting and challenging. Predictability may be generally important for children, but its value may vary among adults.

3. Examine the degree to which students are characterized by guilt, in Kelly's sense of the word: the perception of being dislodged from some role that is important for relating to

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significant others. The roles we play are vis-à-vis some other person. In all cases of role playing, an individual playing a certain role has to meet the other person's expectations for that role. Have students come up with examples from their own experience of cases where role expectations for a relationship change. A prime example is role-expectation changes in the course a marriage. Initially in a marriage a husband may expect his wife to "take care of things at home," including childrearing. Further, he may accurately see her expectations of him as being the bread winner and taking care of external affairs, such as investment of family funds. However, as the children enter school, she begins to see her role differently. Now she wants to share in "winning the bread," and wants to play a part in external affairs. In turn, her expectations of her husband change. She wants him to participate more in home affairs, most especially, child-rearing. Failing to fully appreciate these changes, he may continue to meet old role expectation, thereby experiencing a sense of futility and a feeling of "being dislodged from an important role."

Classroom Exercises: Practical Applications

1. Have students do the exercise in Box 11.3, completion of the REP test. Ask them to note how long it takes to finish the exercise. After students have done the exercise, have them share feelings experienced during completion of the task. Was it easy to do or difficult (they may use time to completion as an index of difficulty: the longer the time, the greater the difficulty)? Students should tell why they found the task easy or difficult. Was it hard because choosing people to fit the roles was difficult? Was choosing two people who were alike in some way and different from the other person the source of the perceived difficulty? Maybe the task was easy because it was self-evident how two of each three persons were seen as alike and different from the third.

Now have students look at the set of constructs that supposedly represent the way each sees his or her world. According to a student's intuitions, does the set for that student seem to encompass the ways he or she sees the world? Students may want to comment on which construct

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