**NEO-FREUDIANS**

**Harry Stack Sullivan**

Harry Stack Sullivan was born in 1894 and died in 1949. He was born in United States, Washington D.C., worked there. He was a physician by training and later became a psychiatrist. Sullivan is considered one of the prominent Neo-Freudians because of the similarities between his and Sigmund Freud’s theories.

Sullivan was impressed by Freud and Ruth Benedict, the anthropologist, so his point of view reflects these influences. He put forward the view that a baby feels euphoria because his mother feeds and protects him, and the baby wants that state to last for the longer time. The mother may convey insecurity by empathy in him if she is tense herself. So a person’s psyche is the result of interpersonal relationships, the beginning of which is the relationship of an infant and a mother. Sullivan says that because of interpersonal relationships, the concept of self develops. He defined three types of self:

* “Good me”
* “Bad me”
* “Not me”

The good me is everything we like about ourselves. It represents the part of us we share with others and that we often choose to focus on, because it doesn’t produce anxiety. The bad me represents those aspects of the self that are considered negative and are therefore hidden from others and possibly even from the self. The anxiety that we feel is often a result of recognition of the bad part of ourselves, such as when we recall an embarrassing moment or experience guilt from a past action.

The final part of us, called the not-me, represents all those things that are so anxiety provoking that we can not even consider them a part of us. Doing so would definitely create anxiety which we spend our lives trying to avoid. The not-me is kept out of awareness by pushing it deep into the unconscious.

He put forward the view that because of our interpersonal relationships we come to have three types of experiences:

* Prototaxic experience
* Parataxic experience
* Syntaxic experience

Prototaxic Experience refers to the first kind of experience the infant has and the order or arrangement in which it occurs. Parataxic experiences are felt as concomitant, not recognized as connected in an orderly way. The child cannot yet relate them to one another or make logical distinctions among them. What is experienced is assumed to be the 'natural' way of such occurrences, without reflection and comparison. Since no connections or relations are established, there is no logical movement of 'thought' from one idea to the next. The parataxic mode is not a step by step process. Experience is undergone as momentary, unconnected states of being.

The child gradually learns the 'consensually validated' meaning of language - in the widest sense of language. These meanings have been acquired from group activities, interpersonal activities, and social experience. Consensually validated symbol activity involves an appeal to principles which are accepted as true by the hearer. And when this happens, the youngster has acquired or learned the syntaxes mode of experience.

Sullivan stated that there are about seven stages of human development:

1. Infancy

From birth to about age one, the child begins the process of developing, but Sullivan did not emphasize as much on the younger years as Freud did.

1. The childhood period

This is from infancy to 8 years. In this the child needs supervision, guidance is dependant. The development of speech and improved communication is the key in this stage.

1. The juvenile era

The main focus as a juvenile is the need for playmates and the beginning of healthy socialization 4. Pre-adolescence; 8 to 12 years

During this stage, the child's ability to form a close relationship with a peer is the major focus. This relationship will later assist the child feeling worthy and likable. Without this ability, forming the intimate relationships in late adolescence and adulthood will be difficult.

1. Early adolescence

This is from 13 to 18 years and this is when peers and teachers influence him. The onset of puberty changes this need for friendship to a need for sexual expression. Self worth will often become synonymous with sexual attractiveness and acceptance by opposite sex peers.

1. Adolescence

Stresses and storms of sexuality begin to dominate in this period. The need for friendship and need for sexual expression get combined during late adolescence. In this stage a long term relationship becomes the primary focus. Conflicts between parental control and self-expression are commonplace.

1. Maturity

This is when a person becomes a responsible citizen. The struggles of adulthood include financial security, career, and family. With success during previous stages, especially those in the adolescent years, adult relationships and much needed socialization become easier to attain. Without a solid background, interpersonal conflicts that result in anxiety become more commonplace.

Sullivan’s therapy mainly related to schizophrenia and he discovered that interview was an important tool of psychotherapy. He used empathy as another tool of psychotherapy.

**Karen Horney**

Karen Horney was born in 1885 and died in 1952. She was an American psychoanalyst and is classified as a Neo-Freudian. Horney was a pioneering theorist in personality, psychoanalysis, and feminine psychology.

She got training in psychoanalysis and practiced it for a number of years; in 1937 she broke off from the orthodox system and established her own theory and practiced it.

She disagreed with Freud on his emphasis on sexuality as the main driving force of human behaviour. She put forward the view that parental roles can produce basic anxiety in a child and that is one of the main driving forces in a person. The child sees the world as hostile, and he feels helpless. Childhood’s basic anxiety appears in later adult life, turning a person into a neurotic. As a result of anxiety the child becomes aggressive to overcome helplessness and anxiety. His reactions to anxiety and aggression may take the form of:

o Disguised hostility o Temper tantrums o Withdrawal

She calls these reactions neurotic trends. Disguised hostility is the first neurotic trend. Most children facing parental indifference use this strategy. They often have a fear of helplessness and abandonment, or what Horney referred to as basic anxiety.

Horney's second neurotic trend is aggression, also called the moving-against solution. Here, children's first reaction to parental indifference is anger, or basic hostility.

The final neurotic trend is withdrawal, often labeled the moving-away-from or resigning solution. When neither aggression nor disguised hostility eliminates the parental indifference, Horney recognized that children attempt to solve the problem by becoming self- sufficient. This represents the neurotic trend of withdrawal.

**NEO-FREUDIANS**

**Karen Horney**

She was an American psychoanalyst and is classified as a Neo-Freudian. Horney was a pioneering theorist in personality, psychoanalysis, and feminine psychology.

Karen Horney offered a list of ten neurotic needs which are:

1. Need for approval
2. Need for domination
3. Confine life
4. Independence
5. Perfection
6. Power
7. Exploiting others
8. Prestige
9. Ambition
10. Admiration

These needs lead to neurotic trends.

Neurotic trends appear as three kinds in social dealing: **i. Movement towards**

Some children who feel a great deal of anxiety and helplessness move toward people in order to seek help and acceptance. They are striving to feel worthy and can believe the only way to gain this, through the acceptance of others. These people have an intense need to be liked, involved, to be important, and appreciated. So they will often fall in love quickly or feel an artificial but very strong attachment to people, even they may not know well. Their attempts to make that person love them create a clinginess and neediness and it often results in the other person leaving the relationship. **ii. Movement away**

The final possible consequence of a neurotic household is a personality style filled with a social behaviour and an almost indifferent to others. If they don't get involved with others, they can't be injured by them. While it protects them from emotional pain of relationships, it also keeps away all positive aspects of relationships. It leaves them feeling alone and empty.

**iii. Movement against**

Another way to deal with insecurities and anxiety is to try to force your power onto others in hopes of feeling good about yourself. Those with this personality style come across as bossy, demanding, selfish, and even cruel. Once again, relationships appear doomed from the beginning.

The idealized image of the self is an attempt by a person to integrate his personality. Horney distinguishes between situational neurosis and character neurosis. Her method of treatment was to discover the neurotic needs, the movement away, movement towards, and movement against plus bring it to the attention of the person.

**Erich Fromm**

Erich Fromm is another psychoanalyst who was trained in classical Freudian mode but later developed his own theory and system. Born in 1900 and died in 1980, he worked and practiced in Chicago and New York, U.S.A. In his famous book “Escape from Freedom” written in 1941 he proclaimed his break from Freud and classical psychoanalysis.

Fromm asserted in the book that man has become free, but he longs to become dependent, and longs to belong; this is man’s dilemma. It means that although man has become free, he has experienced freedom from the terms/requisites of the society, yet the internal desire to be affiliated with someone still exists. In other words, man wants to be related to a group which becomes his identity. This forms the basis of a society. Further, this craving to belong may also be to have affection from someone.

Fromm said that this need for freedom and dependence creates orientations. Orientations are relatively prominent forms in which we spend our energy. He identified five orientations: **i. Receptive orientation**

Receptive orientation is represented in a submissive and meek attitude. This means that man tends to accept what is being enforced upon him in order to satisfy his desire to belong to someone or some group.

1. **Exploitative orientation**

Exploitative orientation means to be aggressive and using others for own purposes. This orientation entails that a person makes use of others for achieving his personal motives, which may not be in other person’s interest.

1. **Hoarding orientation**

Hoarding orientation is represented in distrust for others and rigidity shown by a person. In other words, a person who feels that he cannot trust others tends to keep everything with himself. He also becomes rigid in his approach not letting anything change his dispositions.

1. **Marketing orientation**

Marketing orientation is represented when the person adopts socially approved ways of behaviour and dealing with others and sells himself. In other words the person behaves in a manner which is liked by others. Therefore, he markets himself in front of others. **v. Productive Orientation**

Productive orientation is the healthy way of life. This is the way of life where the individual realizes his full potential.

The first four are neurotic orientations. In later life Fromm became more of a social philosopher than a psychoanalyst and wrote and delivered lectures on his view of psychology and society.

**ERIKSON and MORENO**

**Erik Erikson**

Erik Erikson was born in 1902 and he died in 1994. His contribution to psychology particularly relates to how he portrayed the psychological development of a person. Erikson was not formally educated like the vast majority of his psychodynamic colleagues. Although his parents pushed him for medical school, Erikson saw himself as an artist and spent his youth wandering through Europe living the artist's life. Later impressed with the psychoanalytical school, he started developing his own theories of personality development.

He was influenced by Freud’s description of psycho-sexual development but he thought that the development of a person should be viewed as psychosocial development rather than psycho-sexual development. This means that the development of a person is greatly influenced by the social environment in which he lives rather than the influence of sexual development from which he goes through.

Erikson further asserted that the development of a person continues throughout his life. In other words, whatever the stage of life is, may be infancy or adulthood, a person goes through series of changes caused by the environment. He thought that each developmental stage requires a person to make new adjustments and develop new patterns of social interaction.

According to Erikson, in this developmental journey a person passes through eight stages.

The eight stages are:

**i. Trust vs. Mistrust**

In first year of life, the child is suspicious, fearful. From birth to one year, children begin to learn the ability to trust others based upon the consistency of their caregiver(s). If trust develops successfully, the child gains confidence and security in the world around him and is able to feel secure even when threatened. Unsuccessful completion of this stage can result in an inability to trust, and therefore a sense of fear about the inconsistent world. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them. **ii. Autonomy vs. Shame and Doubt**.

From the age of one to three years, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their own abilities. **iii. Initiative vs. Guilt**

About age three to six, children assert themselves more frequently. They begin to plan activities, make up games, and initiate activities with others. If this opportunity is given, children develop a sense of initiative and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is suppressed, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will therefore remain followers, lacking in self-initiative.

**iv. Industry vs. Inferiority**

From six years to puberty, children begin to develop a sense of pride in their accomplishments. They initiate projects, see them through the view of completion, and feel good about what they have achieved. During this time, teachers play an increased role in the child’s development. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, and is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore he may not reach his potential. **v. Identity vs. Role Confusion**

During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. This sense of ‘who they are’ can be hindered, which results in a sense of confusion about themselves and their role in the world.

1. **Intimacy vs. Isolation**

Going through the young adulthood we begin to share ourselves more intimately with others. We explore relationships leading toward longer commitments with someone other than a family member. Successful completion can lead to comfortable relationships, a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

1. **Generativity vs. Self absorption**

During middle adulthood, we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture. We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive.

1. **Integrity vs. Despair**

As we grow older and become senior citizens, we tend to slow down our productivity, and explore life as a retired person. It is the time when we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. If we see our lives as unproductive, we feel guilt about our pasts, or feel that we did not accomplish our life goals; we become dissatisfied with life and develop despair often leading to depression and hopelessness.

The first four stages relate to development of the child and the last four with development of the adult. Erikson believed that depending upon each stage of development a person must be viewed and understood differently

**J.L. Moreno**

Dr. Jacob Levy Moreno was born on [18 May](http://en.wikipedia.org/wiki/May_18) [1889](http://en.wikipedia.org/wiki/1889) and he died on [14 May](http://en.wikipedia.org/wiki/May_14) [1974.](http://en.wikipedia.org/wiki/1974) He was a leading [psychiatrist,](http://en.wikipedia.org/wiki/Psychiatrist) theorist and educator. He is the founder of [Psychodrama,](http://en.wikipedia.org/wiki/Psychodrama) Sociometry and one of the pioneers of [Group Psychotherapy.](http://en.wikipedia.org/wiki/Group_therapy) He studied [medicine,](http://en.wikipedia.org/wiki/Medicine) [mathematics,](http://en.wikipedia.org/wiki/Mathematics) and [philosophy](http://en.wikipedia.org/wiki/Philosophy) at the [University of Vienna,](http://en.wikipedia.org/wiki/University_of_Vienna) becoming an [M.D.](http://en.wikipedia.org/wiki/M.D.) in [1917.](http://en.wikipedia.org/wiki/1917)

He was inspired by Freud but severely criticized his theory and method, because he thought Freud gave so much emphasis on individual’s life and ignored group influences on him. He also thought that Freud ignored behavior and concentrated on thoughts. He was of the view that mental disease was due to lack of spontaneity. And that the mental disease was a reflection of man’s social and familial relationships. He thought it could be relieved/cured by increasing spontaneity in a person and by providing a person an opportunity where he could relive his familial and social situation.

Moreno developed the technique of “Psychodrama” to achieve those two purposes. Psychodrama consists of:

**Stage**

It is the setup in which the analysis is performed.

**A director**

The psychiatrist acts as the director who conducts the drama.

**Protagonist**

The protagonist is the central character around which the drama revolves.

**Audience**

Audiences are the people who witness the drama.

**Role playing**

Role playing refers to the performance of various acts in the drama.

**Role reversal**

Role reversal refers to the exchange of roles between characters of the play. Each character plays the role of another so that he may get familiar with the intricacies of the other role.

All of the techniques and processes of psychodrama demand creativity from the protagonist. Creativity increases spontaneity leading to mental health. Moreno also developed a number of techniques to measure group phenomena. This he called “Sociometry.” Group phenomenon or sociometry refers to the behavior of individual in group situations and overall behavior of the group. Sociometry had very profound effect on such modern subjects as Organizational Behavior and Human Resource Management.