

I have found Freud and Erikson theories of social and emotional development very interesting. These theories give details and enlighten us about stages of social interactions, behaviors, and emotional development. I think human being is entitled to go through stages of development and changes of behavior. Below, I will discuss the impacts of these theories and change of behaviors in our lives.

Freud theory teaches us about the study of mind and inspiration of human behaviors. Freud talks about the effects of social behaviors shame, anxiety, aggression and cruelty being parts of our lives today. These behaviors have effects or influence our social relationships that tell us what we ought to think and how we ought to behave. Also Freud developed a personality model into three elements id, the ego and the superego that describe various behaviors that drives and motivate us.. He believes that conscious and unconscious are parts of our personalities that guide and transform individuals' behaviors. The idea of the unconscious and the elements of personality have often led us to wonder about our own motivations for our behavior.

1. **Id-** refers to the raw, unorganized, inherited part of the personality. Its main goal is to reduce tension created by our primitive drives which are related to hunger, sex, aggression and irrational desire. The id operates according to the pleasure principle, in which its goal is immediate gratification and reduction of tension. In most people, reality prevents the id's instant demands from being fulfilled.
2. **Ego-** is the safeguard between the id and the world's realities. The ego operates on the reality principle. In this principle, instinctual energy is restrained in order to maintain the safety of the individual and help integrate the person into society. The ego makes the decisions, controls actions and allows for a higher capability of problem solving. The ego

is responsible for the higher cognitive functions such as intelligence, thoughtfulness and learning.

- 3. Superego-** is the final element of Freud's model of personality. It is similar to the id in that it is somewhat unrealistic. The superego represents the rights and wrongs of the society as handed down to an individual over their lifetime and is made of the conscience and the ego-ideal. The conscience prevents us from doing morally bad things. The ego-ideal motivates us to do what is morally proper. The superego helps to control the id's impulses, making them less selfish and more morally correct. It is essentially the individual's conscience. The superego judges whether an action is right or wrong. The id seeks pleasure, the ego tests reality, and the superego strives for perfection.

The most compelling criticisms of Freudian personality point out that this theory is created upon a lack of scientific data. There are no physical parts of a person's brain that represent these three elements of personality. Freud based his theory on a wealth of individual assessments, but no actual concrete data. Another criticism is that we can often explain behavior after the fact using Freudian concepts, but we can rarely predict behavior. Despite the criticisms of the theory, Freudian personality has had an enormous impact on the field of human being.

Erikson theory talks about the change of attitudes through stages of development from childbirth to late adulthood. It explains challenges that we face in each stage of development. Erikson believes there are eight stages. Through these stages every individual should know how to resolve find ways to solve problems in a positive or negative. Erikson theory covers all stages of development from birth through old age. Below are the stages of development;

1. Hope - Basic Trust vs. Mistrust- this earliest stage. In this stage the parents are reliable to believe that their child is able to learn and has good understanding of the world as he grows up.
2. Will - Autonomy vs. Shame and Doubt. In this stage the child needs to learn to explore the world. A child may develop certain attitudes depend how on what the parent wants him/her to grow respectfully.
3. Purpose - Initiative vs. Guilt- In this stage the child may plan to do his/her own things. She/he wants to go his/her own way to make his or her own choices. If the parent choose for the child may not function well.
4. Competence - Industry vs. Inferiority - Around age 6 to puberty. Child comparing self-worth to others (such as in a classroom environment). The child can recognize major disparities in personal abilities relative to other children. Erikson places some emphasis on the teacher, who should ensure that children do not feel inferior.
5. Fidelity - Identity vs. Role Confusion - Teenager. Questioning of self. Who am I, how do I fit in? Where am I going in life? Erikson believes that if the parents allow the child to explore, they will conclude their own identity. However, if the parents continually push him/her to conform to their views, the teen will face identity confusion.
6. Love (in intimate relationships, work and family) - Intimacy vs. Isolation - Young adult. Who do I want to be with or date, what am I going to do with my life? Will I settle down? This stage has begun to last longer as young adults choose to stay in school and not settle.
7. Caring - Generatively vs. Stagnation - the Mid-life crisis. Measure accomplishments/failures. Am I satisfied or not? The need to assist the younger

generation. Stagnation is the feeling of not having done anything to help the next generation.

8. **Wisdom - Ego Integrity vs. Despair - old age.** Some handle death well. Some can be bitter, unhappy, and/or dissatisfied with what they have accomplished or failed to accomplish within their life time. They reflect on the past, and either concludes at satisfaction or despair.

Week 2.3 Written Assignment

Below I have chosen to talk about 3 events.

1. **Bob gets a promotion.** This event would be described as Freud's theory of social behavior. Bob deserved jobs' promotion because his hard working and being employee to fill his duties as required by the organization. His good attendance justified an activeness and willingness to his dedication of performing well.
2. **Julie wins a swimming contest.** This event falls under Erikson theory of social behaviors and physical development where the child learns how to swim and is able to win the contest. At this stage the child is capable to support and able to her herself
3. **Peter starts walking and talking.** This stage of social behavior and physical development fall under Erickson's theory of behavior and social development. It's occurs between at birth time through 1 year old. At this stage the child learn how to manage and able to support him and her to reach the world.