

*Sigmund Freud*

*Eric Erikson*

---

—

# Syllabus –

(12-14)

- 
- 1 : . Piaget
  - 2 : Kohlberg Gilligan
  - 3 : Freud & Erikson
  - 4 : Bruner & Skinner
  - 5 : - By stander effect,  
Solomon Asch, Stanley Milgram, Hannah Arendt
  - 6 : :
  - 7 : : . Star Trek:  
Kobayashi Marou.

# *(The story so far...)*



■ *Piaget:*



■ *Kohlberg:*



■ *Gilligan:*

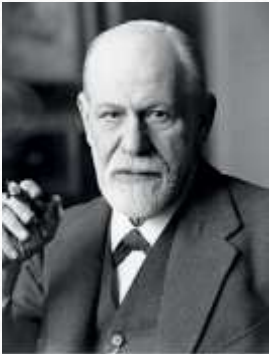


■ *Vygotsky:*

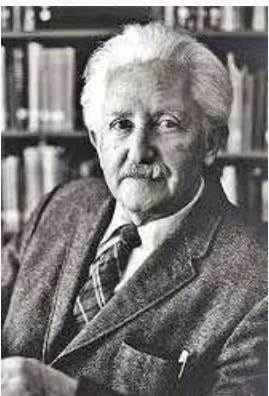
( )  
( ).  
( ).  
( )  
( - )  
( - - )  
( )  
( )

# *Sigmund Freud & Erik Erikson*

---



■ *Sigmund Freud* ( )



■ *Erik Erikson* ( )

*Sigmund Freud (1856-1939)*

- 1856 .
- 1860 , *Freud*
- 1882 , *Martha Bernayes.*
- , *Anna Freud*
- 1890 ,
- *Freud*
- *Charcot, «*
- »
- . *Freud*
- *Joseph Breuer,*
- «*Anna O*»
- ,
- 23 , 1939,

:

---

1.

2.

3.

( )

:

1.

. 2.

3.

\_\_\_\_\_

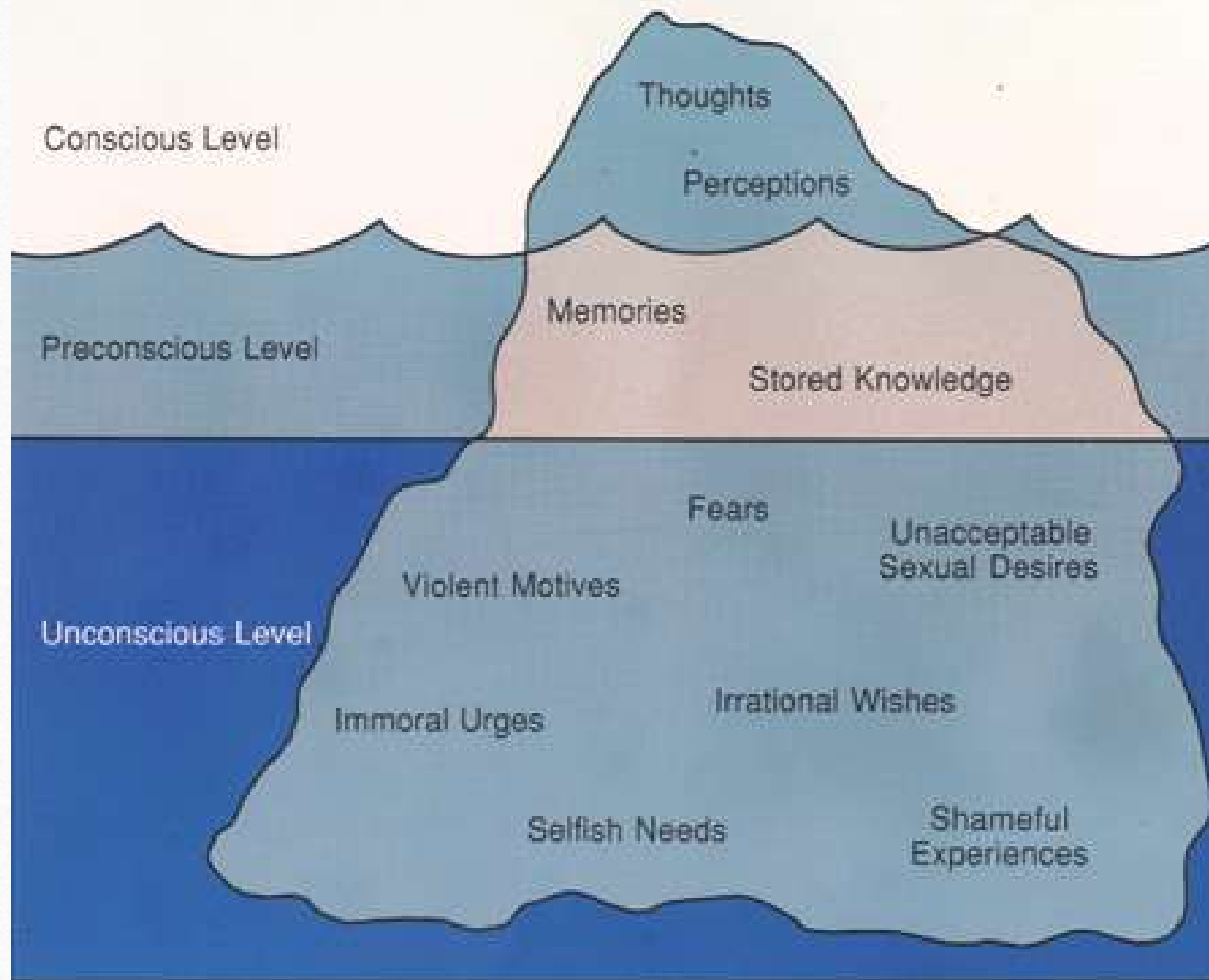
- 
- 
- 

\_\_\_\_\_

- ,
- “ ”
- “ ”,

\_\_\_\_\_

- :
- / ( , ) , ,
- , . . : ( , ) , ,





( ) :

1. (*id*)

2. (*ego*)

3. (*superego*)

,

.



( ) :

1. (id)

2. (ego)

3. (superego)

,

.



( / )

...



...

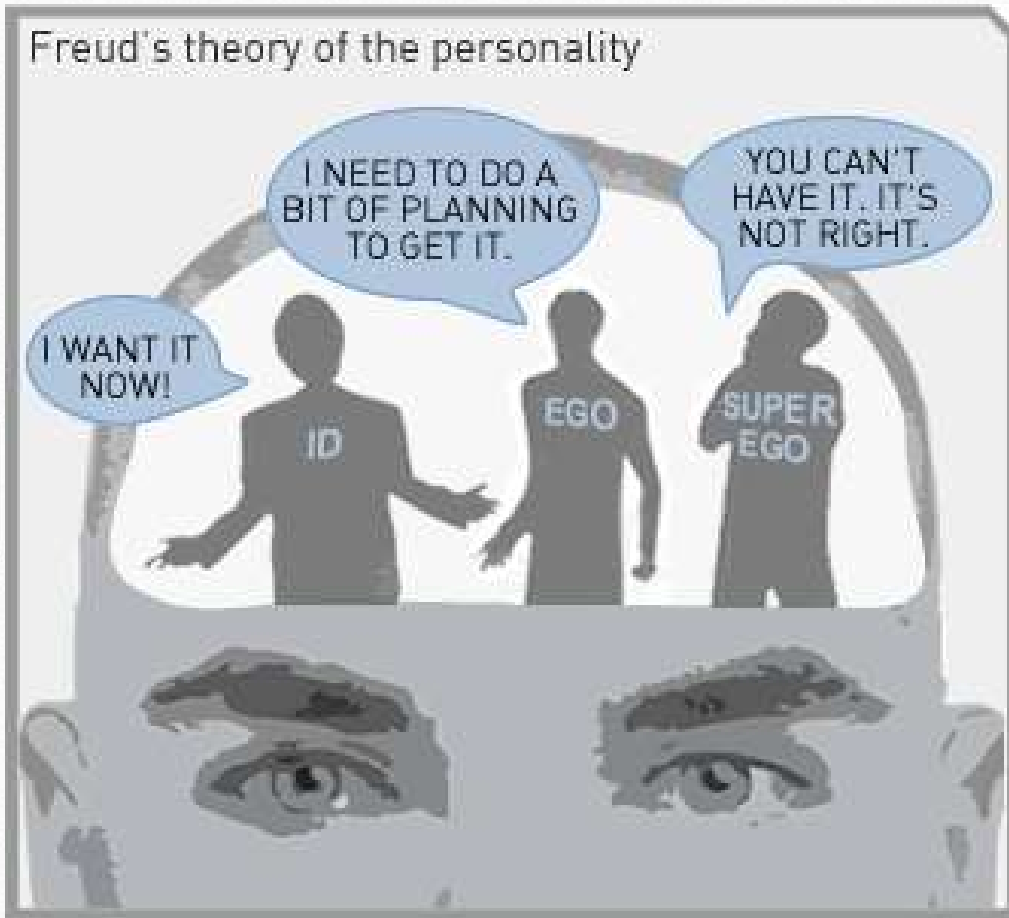
“ ”

“ ” ( )

“ ”



Freud's theory of the personality

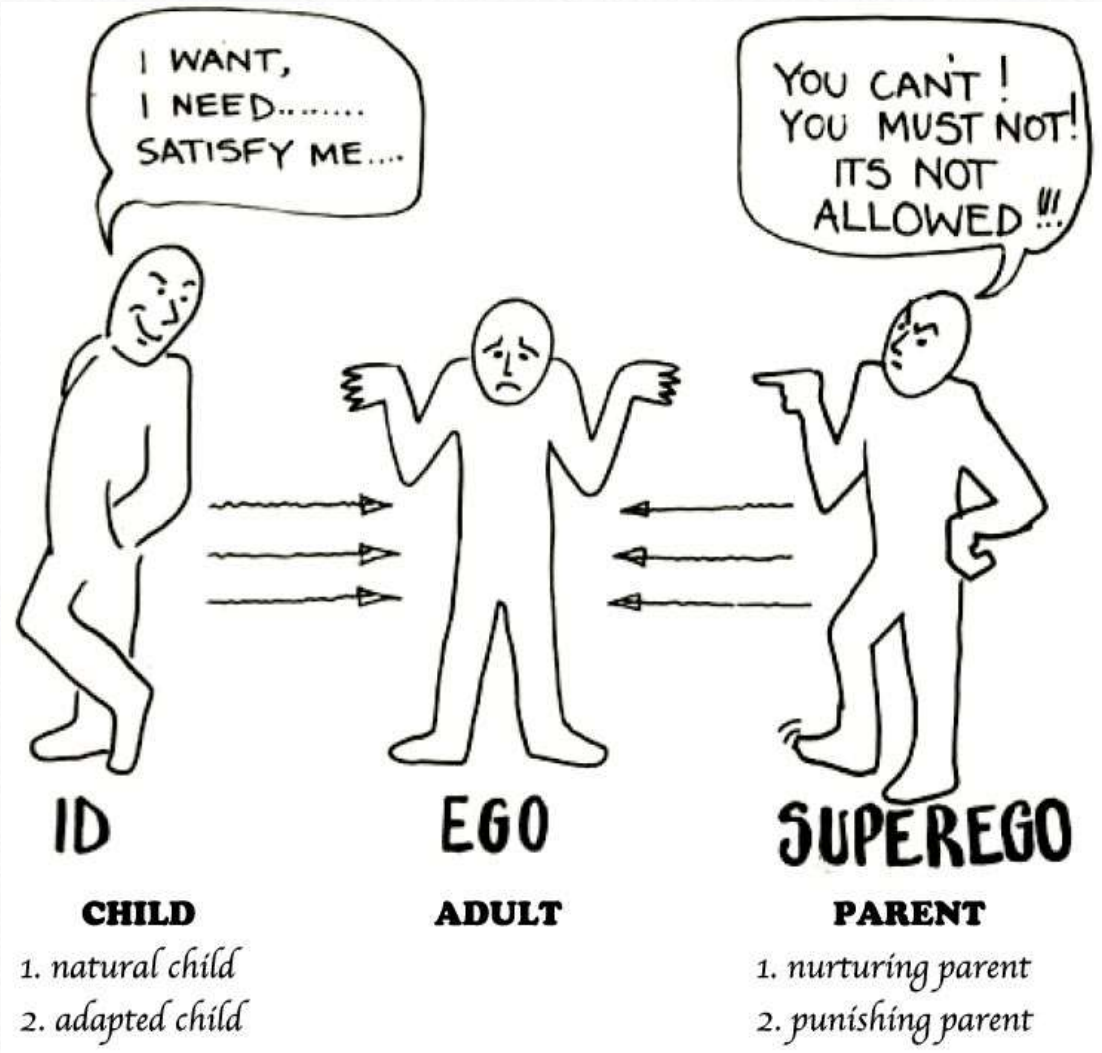


(id)

- ( )
- ( )
- ( )
- ( )
- ( )

(ego)

- ( )
- ( )
- ( )
- ( )
- ( )



(superego)

( )

)

(

:

:

/

**The Id**  
"I want chocolate"

**The Ego**

**The Super-ego**  
"You're on a diet"

Eat a small bar of chocolate

**Dynamic equilibrium**  
Exams are approaching. Should you .....

**Do no revision and socialise**

**Do nothing but revision, having no rest or relaxation**

**Revise with a realistic revision timetable**



**Id:**  
Instincts



**Ego:**  
Reality



**Superego:**  
Morality

=

=

> =

> =

---

*Freud:*

- 
- , *Freud,*
- , ( )
- : ( , )





.

1. ( 1 ):



: ( . . , , )



2. ( 2 3 ):



:



“

”

3.

3 7 ):



:

.

:

.



( )

( ):



,

(..),

,



,

“ ”

;





:

,

.

.

,

,

,

.

,

,

.

,

.

,

,

.

,

,

(

)

,

(

.

).

,

,

.

:

.

(

)

.

.

,

.

4.

(7 11 ):



5.

(12 ):



)

,

,

,

“

”

.

.

,

,

.

,

,

,

(

*(gender / moral development)*



:



«

»

,

(

)



:

(

)



,

( )



. :

1.

2.

( . )- .

( ' )

3.

( - )

, . (= « »).

4.

( ( , , . ) , ) (= ) .



( )

❖ ,

❖ ,

1. ( )

2. / ,

3. *Captain Fantastic*

( ):

❖ ( )

❖ “ ”

❖ “ ”

❖ “ ”

❖ “ ”

❖ *T* : (1) , (2) , (3) “ ”

❖ “ ”

❖ “ ”

❖ “ ”

❖ “ ”

❖ “ ”

❖ “ ”

(Freud, 1927)– ,





:

*Freud*

“

”,

( . , , )

,

,

,

( . ,

,

/

,

)

-

■ Freud penis envy (

)

■ ,

■ -

/

■ 1930-1940: Karen Horney Clara Thompson →

■ ,

/

■ .

Erik Eriksson,

(penis envy)–

» (womb envy)

*(1/4)*

•

-

-

,

.

•

.

•

,

.

•

/

/

.

,

.

*(2/4)*

---

•

•

•

•

•

,

,

.

.

.

.

,

,

-

,

.

(3/4)

---

•

,

“

”.

-

•

.

,

,

,

*superegos*

.

(4/4)

- 
- *Gilligan (1982:7)      Freud: Having tied the formation of the superego or conscience to castration anxiety, Freud considered women to be deprived by nature of the impetus for a clear-cut Oedipal resolution. Consequently, women's superego – the heir to the Oedipus complex – was compromised: it was never “so inexorable, so impersonal, so independent of its emotional origins as we require it to be in men.” From this observation of difference, that “for women the level of what is ethically normal is different from what it is in men,” Freud concluded that women “show less sense of justice than men, that they are less ready to submit to the great exigencies of life, that they are more often influenced in their judgments by feelings of affection and hostility” (quotes are from Freud, 1925/1961, pp. 257-258, emphasis added).*

(1)

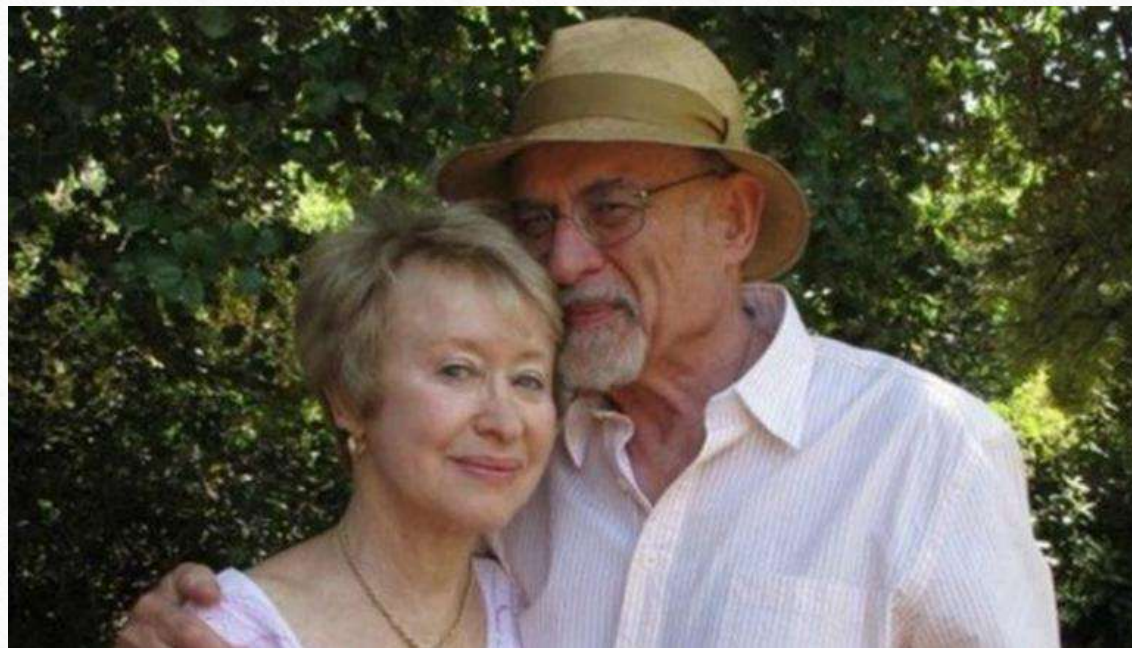


MARILYN YALOM

Η ΙΣΤΟΡΙΑ  
ΤΟΥ ΓΥΝΑΙΚΕΙΟΥ ΣΤΗΘΟΥΣ

ΜΕΤΑΦΡΑΣΗ ΕΥΗΣ ΚΑΛΔΟΥΧΟΥ

ΕΚΔΟΣΕΙΣ ΑΓΡΑ



∴ «

»

.



(2)

- *video clip*  
*Tame Impala* :  
*The less I know*

*(sublimation)*



# *Erik Erikson -*

---

- *15/6/1902 – 12/5/1994*

- ,

- 

- *Identity crisis ( )*

- .

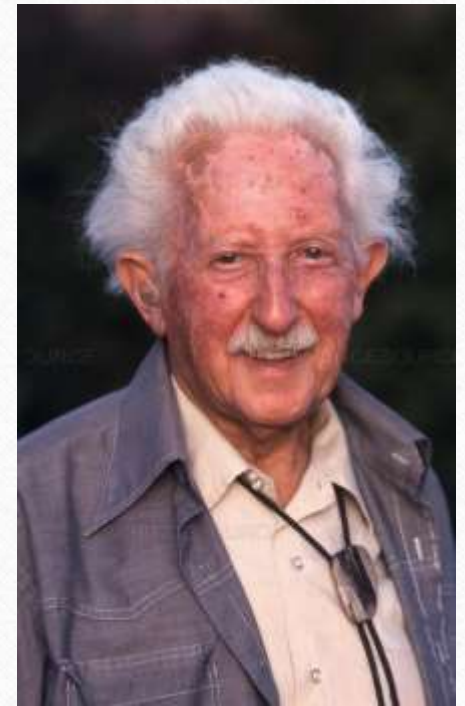
- 

) : => (

*Freud*

,  
*Anna Freud,*

*1933*



*Erikson* « »;

•

,

.

•

,

•

•

.

•

*Freud, o Erikson*

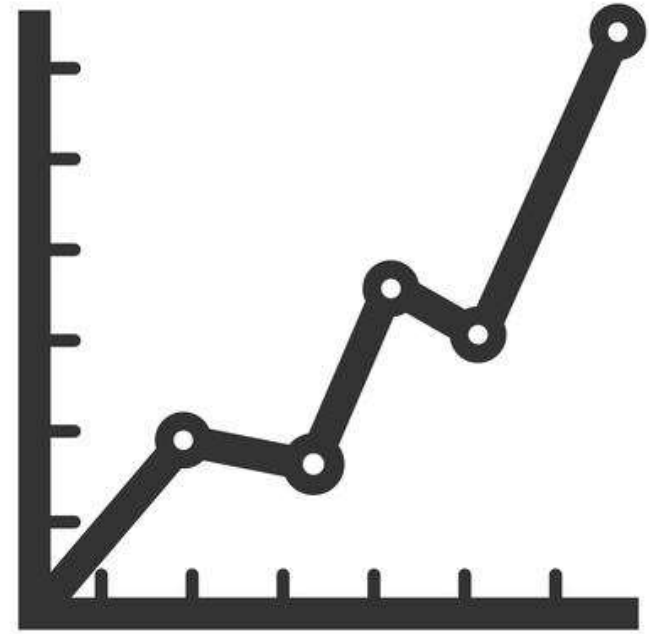
,

*Freud*

.

ΥΠΕΡΕΓΩ

ΕΓΩ



EKEINO

•

*Erikson*

1.

.

2.

-

*Freud.*

•

1.

,

“

».

2.

()

()

.

3.

-

,

,

.

*Erikson,*

,

.

,

.

.

,

.

.

.

**Early Childhood**  
autonomy vs. shame and doubt

**Preschool**  
initiative vs. guilt

**Infancy**  
trust  
vs.  
mistrust

**School Age**  
industry  
vs.  
inferiority

**Stages of Psychosocial  
Development**

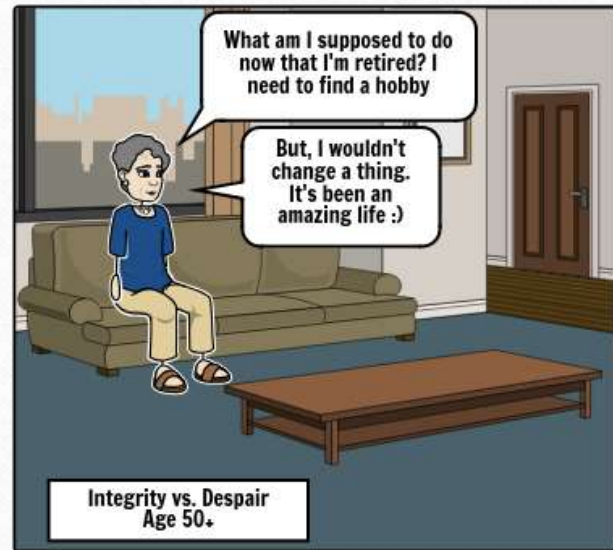
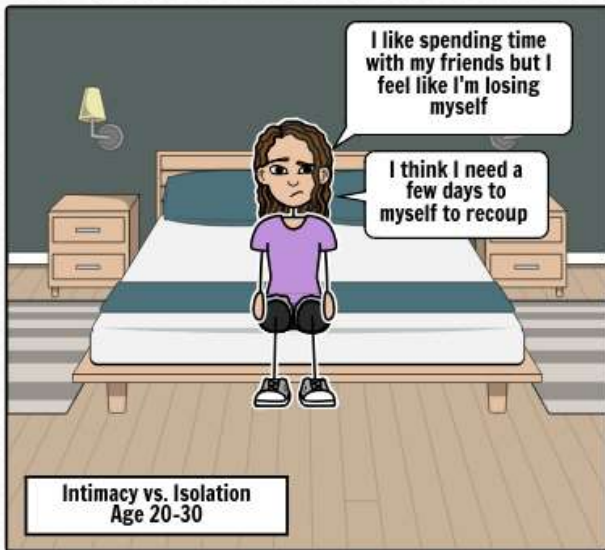
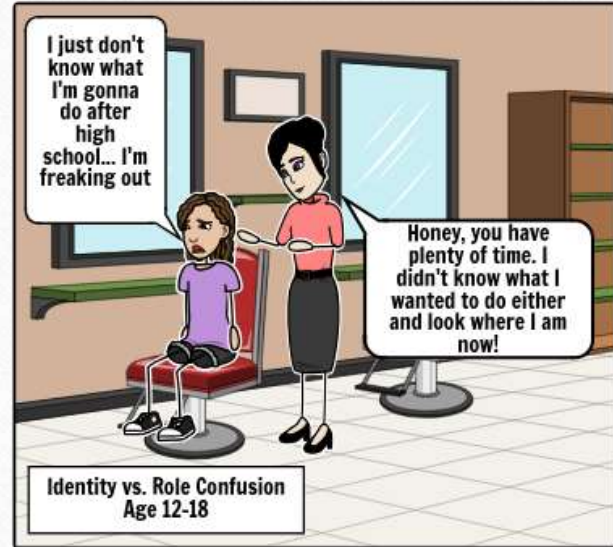
**Maturity**  
ego integrity  
vs.  
despair

**Adolescence**  
identity  
vs.  
role confusion

**Middle Adulthood**  
generativity vs. stagnation

**Young Adulthood**  
intimacy vs. isolation







( - , 1  
- 18 ):

VS



( - , 1  
- 18 ):  
vs .

;).

,

,

( , , , )



( - , 1  
- 18 ):  
VS




( - , 1  
- 18 ):  
VS

Erikson

Erikson.

Stage 1, Infancy: Trust vs. Mistrust



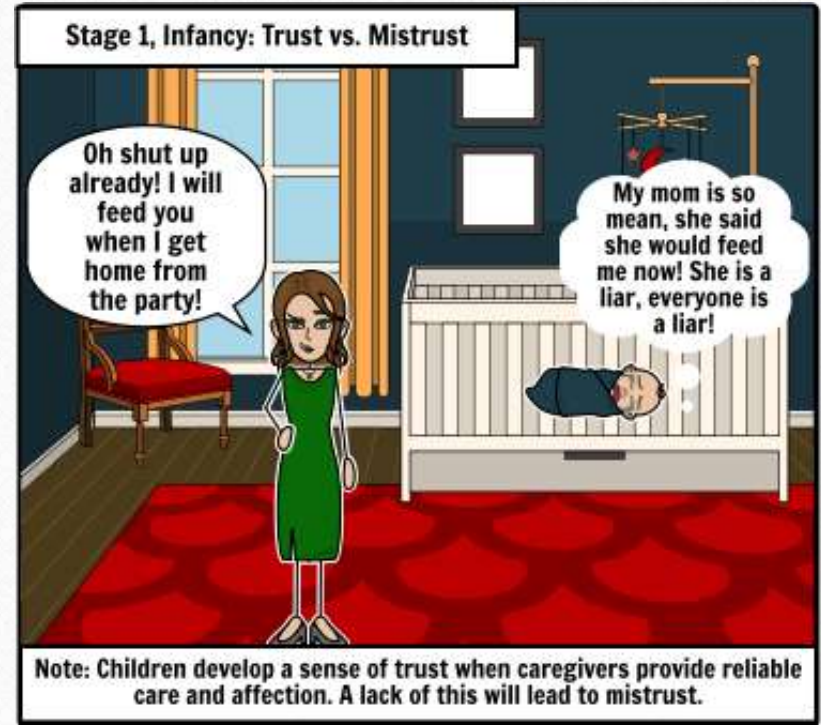
Oh shut up already! I will feed you when I get home from the party!

My mom is so mean, she said she would feed me now! She is a liar, everyone is a liar!

Note: Children develop a sense of trust when caregivers provide reliable care and affection. A lack of this will lead to mistrust.

( - , 1  
- 18 ):  
VS

**Stage 1, Infancy: Trust vs. Mistrust**



Oh shut up already! I will feed you when I get home from the party!

My mom is so mean, she said she would feed me now! She is a liar, everyone is a liar!

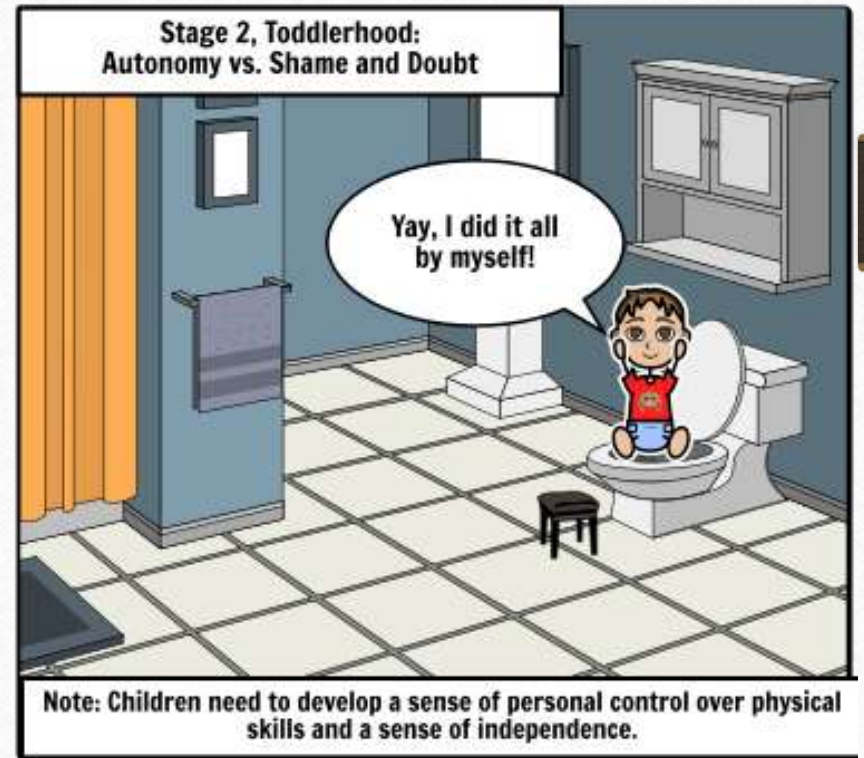
**Note: Children develop a sense of trust when caregivers provide reliable care and affection. A lack of this will lead to mistrust.**

\_\_\_\_\_ ( - , 2 -3 ):  
VS

Erikson

Freud

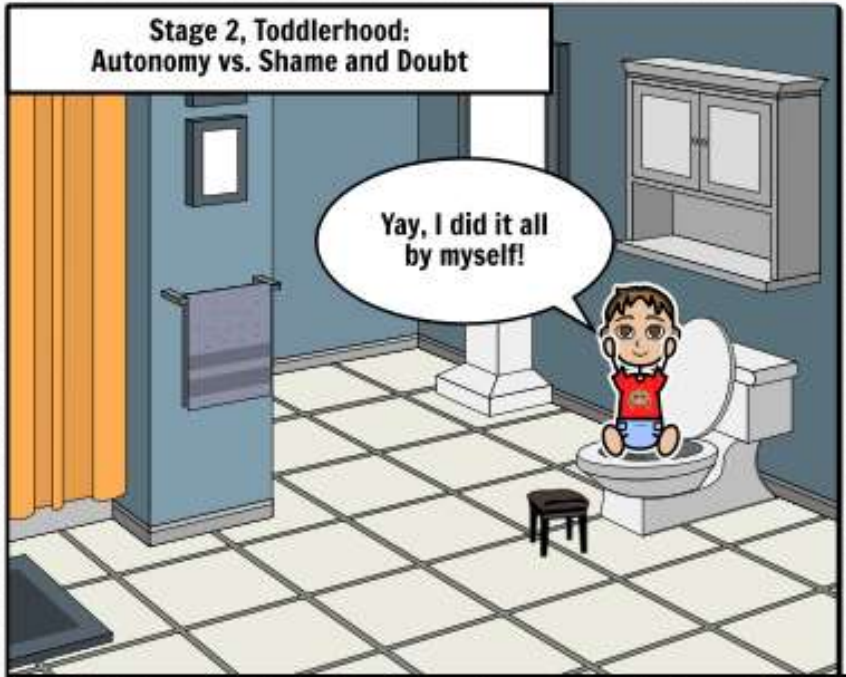
:  
(  
:"  
;"  
:  
(- ) (- ):



\_\_\_\_\_ ( - , 2 -3 ):  
VS

‘ . , /  
“ [...] ‘ ,  
» . ,  
, .

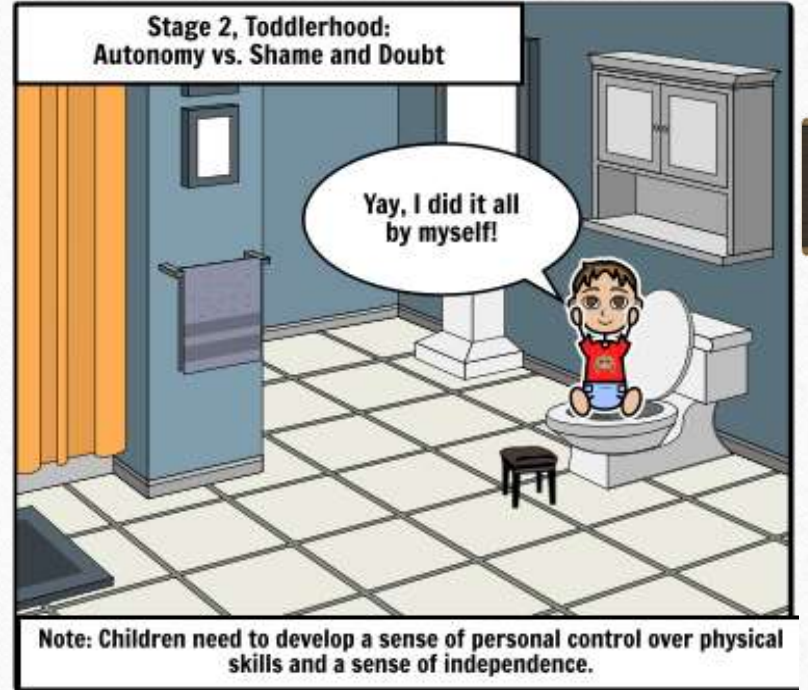
**Stage 2, Toddlerhood:  
Autonomy vs. Shame and Doubt**



**Note: Children need to develop a sense of personal control over physical skills and a sense of independence.**

\_\_\_\_\_ ( - , 2 -3  
): VS

(“ ”),

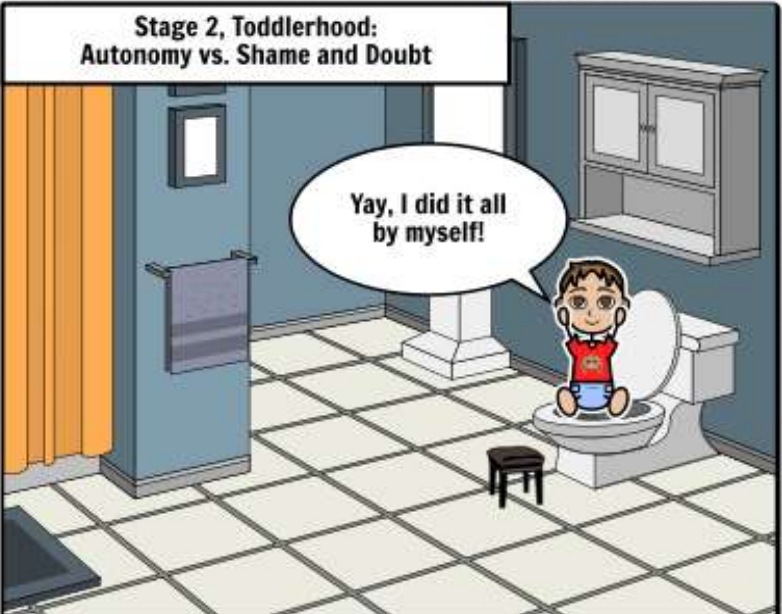




\_\_\_\_\_ ( - , 2 -3 ):  
VS

• “  
’  
,  
.  
[...]  
.  
”.

**Stage 2, Toddlerhood:  
Autonomy vs. Shame and Doubt**



**Note: Children need to develop a sense of personal control over physical skills and a sense of independence.**

(4 -5

):

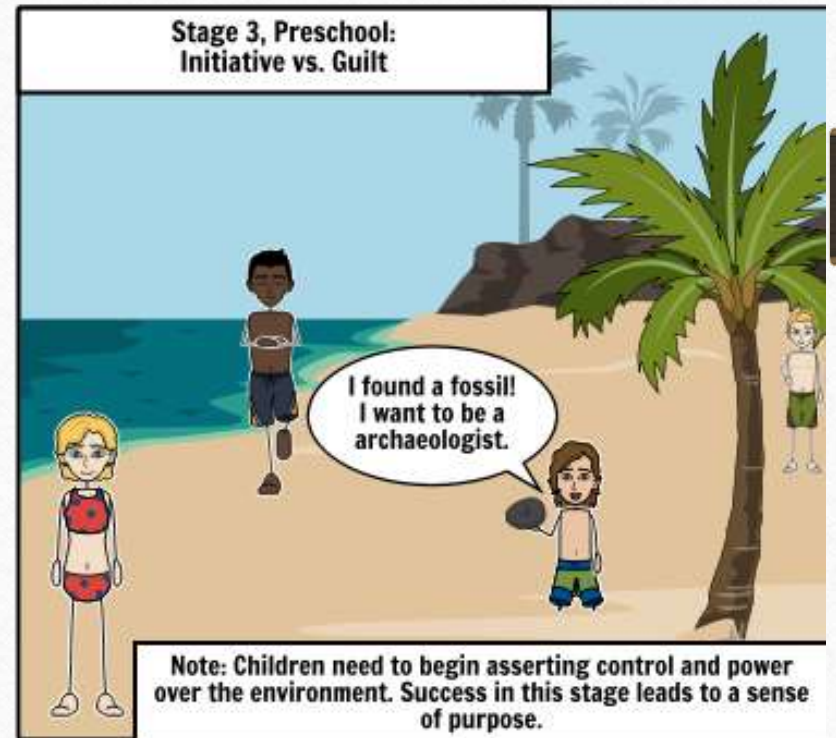
VS

/

,

[...]

»



(4 -5

):

VS

: "

;"

:

( )

( ):

,

,

.

/

.

.

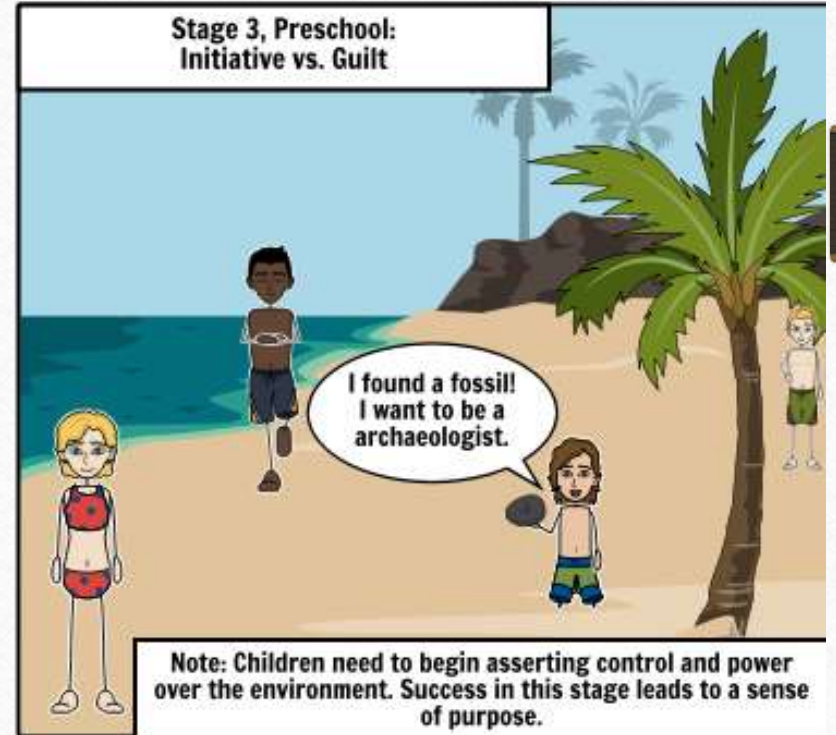
.

,

.

;

Stage 3, Preschool:  
Initiative vs. Guilt



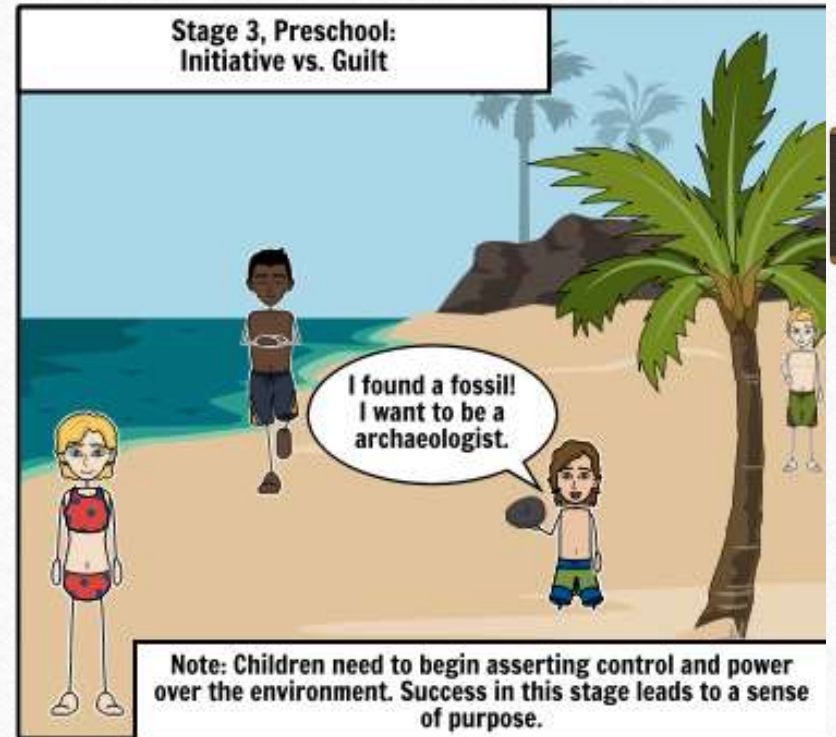
Note: Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose.

(4 -5

):

VS

Stage 3, Preschool:  
Initiative vs. Guilt



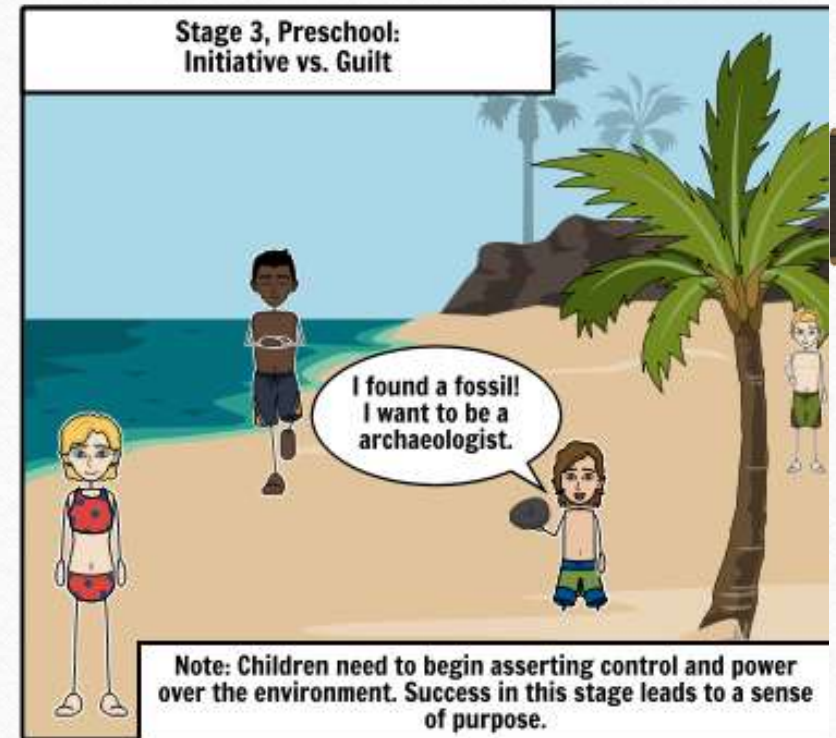
Note: Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose.

(4 -5

):

VS

Stage 3, Preschool:  
Initiative vs. Guilt



Note: Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose.

(4 -5

):

VS

, “ ”

“ , ’

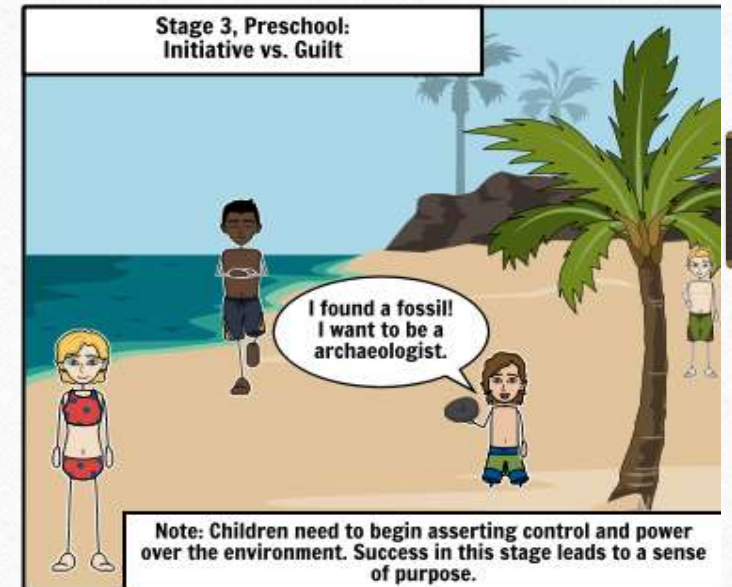
,

,

,

,

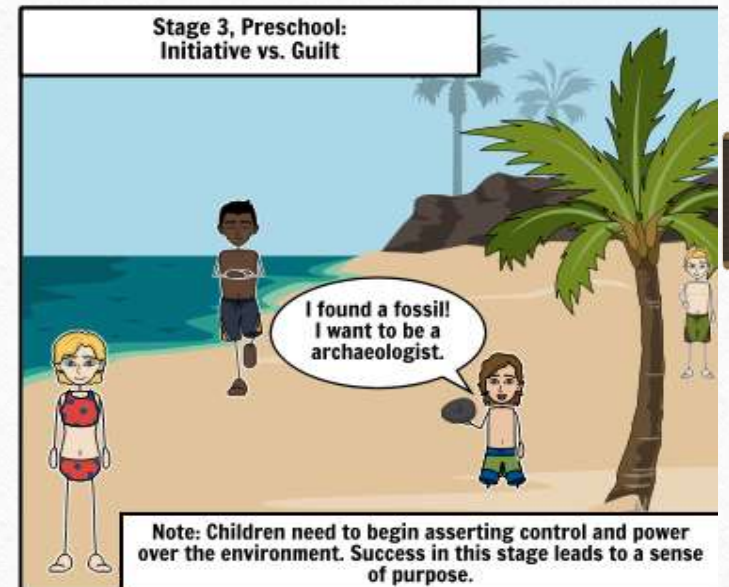
».



(4 -5

):

VS



( , 6-11 ):  
( /industry) vs





\_\_\_\_\_ ( )  
( ) vs

• “ ,  
[...]  
[...]  
».  
:  
,  
.



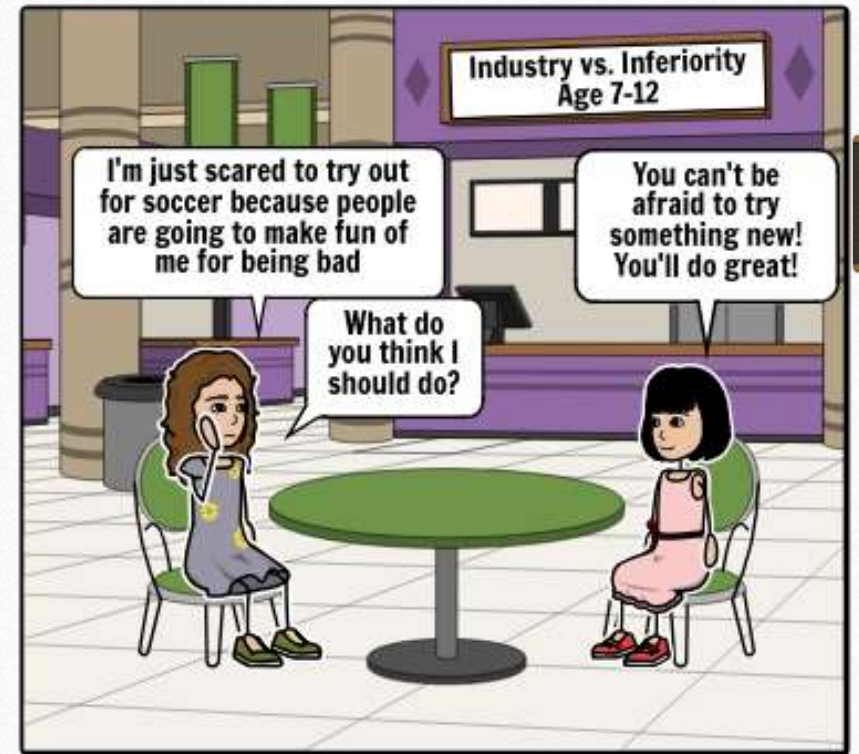
\_\_\_\_\_ ( )  
( ) *vs*



\_\_\_\_\_ ( )  
( ) *vs*



( ) vs ( )



( ) vs ( )



( ) vs ( )





\_\_\_\_\_ ( 12 - 18):

*VS*





\_\_\_\_\_ ( 12 - 18):

**VS**

, " . : )  
, ) )  
".  
,  
,  
.



\_\_\_\_\_ ( 12 - 18):

**VS**

- 1.
- 2.
- 3.



**Note:** Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself.

\_\_\_\_\_ ( 12 - 18):

VS

:" ;"

:

:

,

,

,

.

Erikson,

**Stage 5, Adolescence:  
Identity vs. Role Confusion**

Hey! Want to throw a football?


Sounds Great!

**Note: Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself.**

\_\_\_\_\_ ( 12 - 18):

**VS**

**Stage 5, Adolescence:  
Identity vs. Role Confusion**



Hey! Want to throw a football?


Sounds Great!

**Note: Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself.**

\_\_\_\_\_ ( 12 - 18):

*VS*

**Stage 5, Adolescence:  
Identity vs. Role Confusion**



Hey! Want to throw a football?

Sounds Great!


**Note: Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself.**

The illustration shows two teenagers in a park setting. On the left, a boy with brown hair, wearing a black jacket over a red shirt and blue pants, holds a brown football. He has a speech bubble that says "Hey! Want to throw a football?". On the right, a boy with dark skin and glasses, wearing a green hoodie with a crown logo and blue pants, has a speech bubble that says "Sounds Great!". They are standing on a green lawn in front of a large tree and a wooden fence.

\_\_\_\_\_ ( 12 - 18):

**VS**

*Erikson*



**Stage 5, Adolescence:  
Identity vs. Role Confusion**

Hey! Want to throw  
a football?

Sounds  
Great!

**Note: Teens need to develop a sense of self and personal identity.  
Success leads to an ability to stay true to yourself.**

\_\_\_\_\_ ( 12 - 18):

VS

*Erikson «*

».


«

,

,

».

**Stage 5, Adolescence:  
Identity vs. Role Confusion**



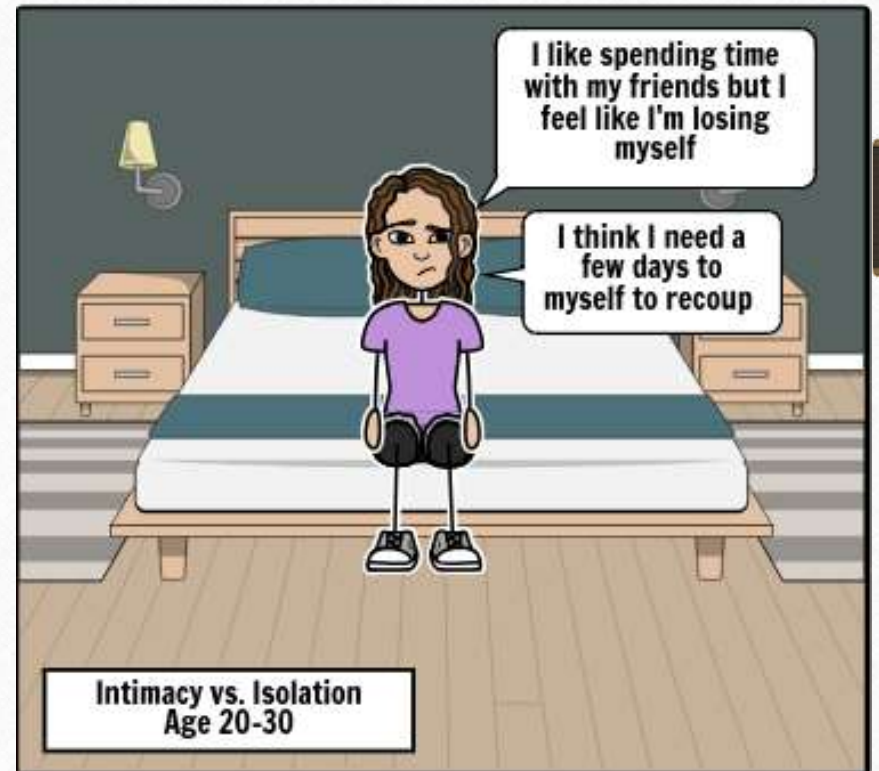
Hey! Want to throw a football?

Sounds Great!

**Note: Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself.**

19-40):

VS







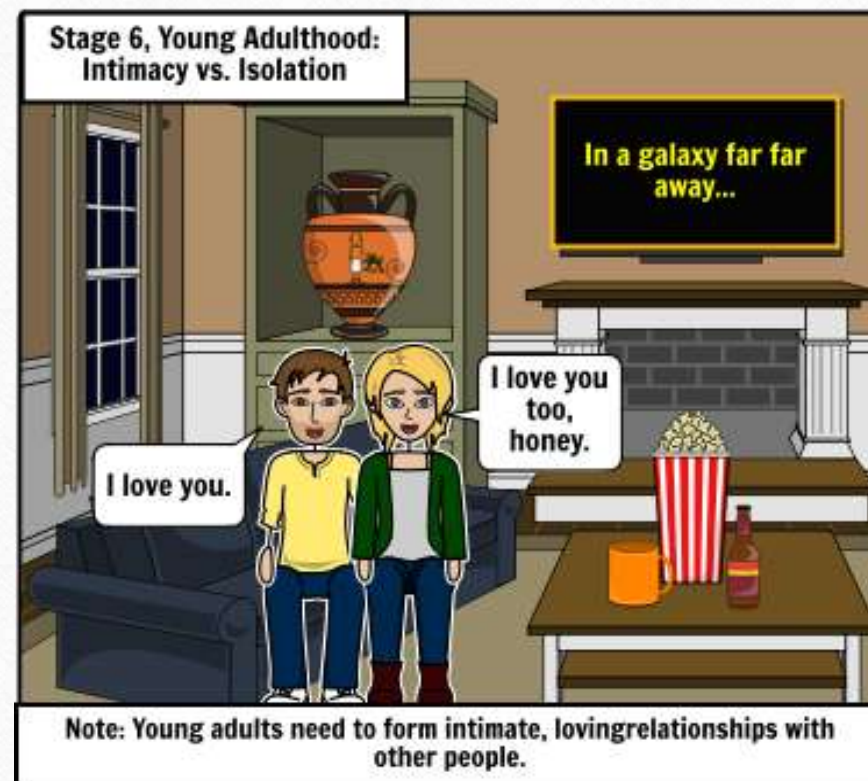
19-40):

VS



19-40):

VS



\_\_\_\_\_ ( , 40 - 65):  
VS ( ).

- ,
- .
- ,
- .
- .







( , 40 - 65):

( ) vs  
( ).

Stage 7, Middle Adulthood:  
Generativity vs. Stagnation

GUEST	Homerun!			HOME
0	INNING			1
BALL	STRIKE	OUT	H-E	
3	2	2	1-0	

Note: Adults need to create or nurture things that will outlast them.  
Success leads to feelings of accomplishment.

( , 40 - 65):

( ) VS  
( ).

- 
- 
- 
- 
- 

[...]

Stage 7, Middle Adulthood:  
Generativity vs. Stagnation

GUEST	Homerun!	HOME	
0	INNING	1	
BALL	STRIKE	OUT	H-E
3	2	2	1-0

Wow, son! I am so proud of you!

Yay! Yay! Yay!

Note: Adults need to create or nurture things that will outlast them. Success leads to feelings of accomplishment.



\_\_\_\_\_ ( , 65 - ) :  
( ) vs ( )

- 
- 
- 
- 
- 
- 
- 

(

,

,

).

:"

;"

:

:

,

,

,

..





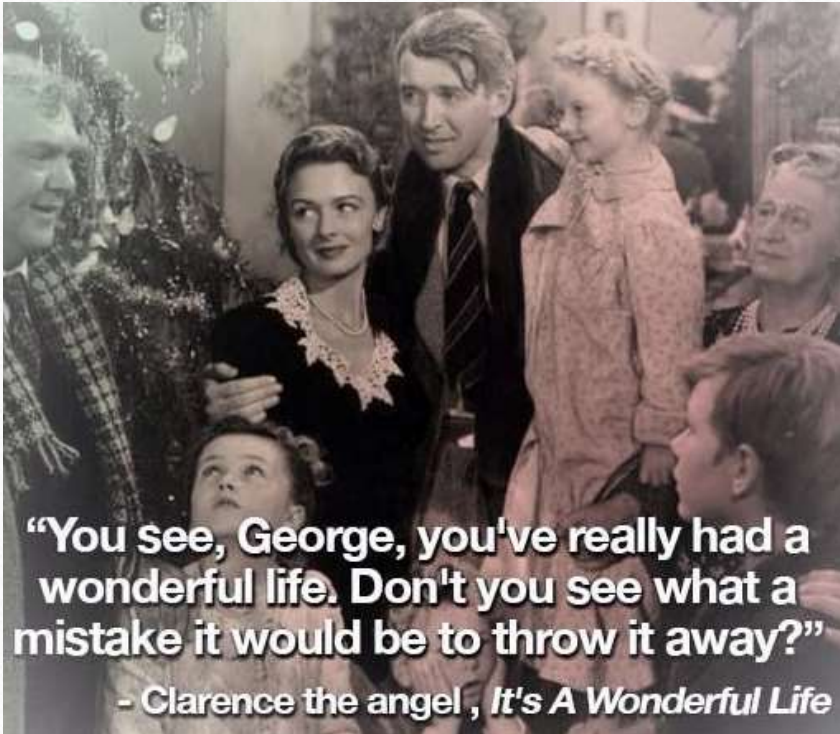
\_\_\_\_\_ ( , 65 - ) :  
( ) vs ( )





The mass of men lead lives of quiet desperation.  
What is called resignation is confirmed  
desperation.

(Henry David Thoreau)



Στις γιο, Μουσική, Γράφεισ-ακρο βαθις, blogspot.com



*Good Will Hunting*













## SECURELY ATTACHED



**Αργότερα μετατρέπεται σε έναν έμπιστο και αισιόδοξο  
νέο άνδρα.**

"AND NEVER  
HAVE I FELT  
SO DEEPLY  
AT ONE  
AND THE  
SAME TIME

SO DETACHED  
FROM MYSELF  
AND  
SO PRESENT  
IN THE  
WORLD"  
-Albert Camus.

