

As we read Romeo and Juliet, we will analyze what factors lead to the demise of various characters, specifically Romeo and Juliet. The two main contributors we will analyze are Nature: Psychoanalysis and Nurture: Behaviorism. These two theories are briefly outlined below.

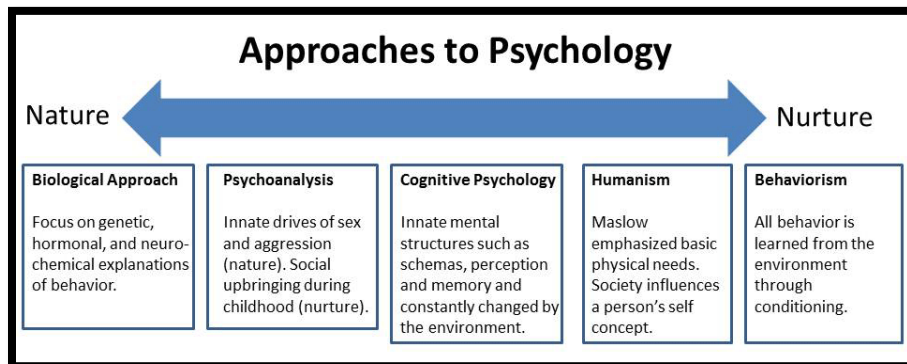
Annotate the article, then decide which one has a bigger impact on your daily life: nature or nurture?

Nature vs Nurture

The nature vs nurture debate within psychology is concerned with the extent to which particular aspects of behavior are a product of either inherited (i.e. genetic) or acquired (i.e. learned) characteristics.

Nature is what we think of as pre-wiring and is influenced by genetic inheritance and other biological factors. Nurture is generally taken as the influence of external factors after conception e.g. the product of exposure, experience and learning on an individual.

The nature-nurture debate is concerned with the relative contribution that both influences make to human behavior.



Nature: Psychoanalytic Theory

Sigmund Freud's Main Theories in Psychoanalysis: A Summary

Who was Sigmund Freud?

"My Life is interesting only if it is related to psychoanalysis" Freud 1884

Sigmund Freud was born in Freiberg, which is now known as the Czech Republic, on May 6, 1856. Freud developed psychoanalysis, a method through which an analyst unpacks unconscious conflicts based on the free associations, dreams and fantasies of the patient. His theories on child sexuality, libido and the ego, among other topics, were some of the most influential academic concepts of the 20th century.

One of Freud's Main Theories: Id, Ego, Superego, & Defenses

In his later work, Freud proposed that the human psyche could be divided into three parts: Id, Ego and Superego. Freud discussed this model in the 1920 essay "*Beyond the Pleasure Principle*", and elaborated upon it in the "*The Ego and the Id*" (1923).

-The Id: According to Freud the id is the completely unconscious, impulsive and demanding part of the psyche that as a child allows us to get our basic needs met. This part of the psyche operates on what Freud termed the pleasure principle and it's all about getting our every need and wish met with no consideration of the reality. The id seeks immediate gratification.

-The Ego: The ego is based on the reality principle. It understands that the Id can't always have what it wants because sometimes that can cause problems for us in the future. As such the Ego is the gatekeeper to the id, allowing it sometimes to have what it wants but always making sure that the reality of the situation is taken into account.

-The Super-Ego: By the time we reach age 5, Freud argued that we had developed another part of the psyche called the Super-Ego. This is the moral part of the psyche and regardless of the situation always believes we should do the moral thing. Some conceptualize this part as our conscience.

As such, it is the role of Ego to strike a balance between the demanding id, versus the self-critical super ego. Freud stated that in healthy individuals the ego is doing a good job in balancing out the needs of these two parts of the psyche, however in those where one of the other parts is dominant the individual struggles and problems develop in the personality. The balancing act between these two aspects of the psyche can sometimes be difficult for the Ego and so it employs a variety of different tools to help mediate known as Defense Mechanisms. Some examples of defense mechanisms are:

- *Displacement*: "i.e. arguing with someone after an argument with a friend"
- *Projection*: " i.e. Stating that the other person is stupid when you're losing the argument"
- *Sublimation*: "i.e. Becoming a boxer so that you can hit others in a more socially acceptable way"
- *Denial*: "i.e. Denying that your significant other is cheating and carrying on as usual"
- *Repression*: "i.e. Forgetting something happened because it is too emotionally painful"

The Unconscious

The concept of the unconscious was central to Freud's view of the mind. He believed that the majority of what we experience day-to-day (the emotions, beliefs and impulses) takes place in the unconscious and is not viewable to us in the conscious mind. In particular, he used the concept of repression to demonstrate that although an individual may not remember something traumatic happening to them, this memory is locked away in the unconscious. Yet importantly, these memories remain active in the

unconscious and can reappear in consciousness under certain circumstances and can cause problems for us even in the unconscious.

NURTURE: BEHAVIORISM

Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement or negative reinforcement[2]. Both positive reinforcement and negative reinforcement increase the probability that the antecedent behavior will happen again. In contrast, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner. Lots of (early) behaviorist work was done with animals (e.g. Pavlov's dogs) and generalized to humans[3].

Behaviorism precedes the cognitivist worldview. It rejects structuralism and is an extension of Logical Positivism.

RADICAL BEHAVIORISM

Developed by BF Skinner, Radical Behaviorism describes a particular school that emerged during the reign of behaviorism. It is distinct from other schools of behaviorism, with major differences in the acceptance of mediating structures, the role of emotions, etc.

Experiments by the above behaviorists identify conditioning as a universal learning process. There are two different types of conditioning, each yielding a different behavioral pattern:

- Classic conditioning occurs when a natural reflex responds to a stimulus. We are biologically "wired" so that a certain stimulus will produce a specific response. One of the more common examples of classical conditioning in the educational environment is in situations where students exhibit irrational fears and anxieties like fear of failure, fear of public speaking and general school phobia.
- Behavioral or operant conditioning occurs when a response to a stimulus is reinforced. Basically, operant conditioning is a simple feedback system: If a reward or reinforcement follows the response to a stimulus, then the response becomes more probable in the future. For example, leading behaviorist B.F. Skinner used reinforcement techniques to teach pigeons to dance and bowl a ball in a mini-alley.

There have been many criticisms of behaviorism, including the following:

- Behaviorism does not account for all kinds of learning, since it disregards the activities of the mind.
- Behaviorism does not explain some learning—such as the recognition of new language patterns by young children—for which there is no reinforcement mechanism.

