Bioanalytic Social Psych.
Karen Horney (horn-eye)
- 1885 - 1952
- Financially secure family
- Stern and authoritarian father
- Parents later separate
- Early experience with physician pushed her into medicine
- Independent: first to challenge Freud
- Concluded her patients had social, financial problems—not sexual

Basic Anxiety
- Agreed with Freud that anxiety was natural in the human experience
- However, disagreed that it was inevitable
- Social forces → anxiety
- Basic anxiety: the insidiously increasing, all pervading, sense of being lonely and helpless within a hostile world
- Environment dreaded as being hostile and unfair

Basic Evil
Within basic anxiety:
- Basic evil: negative environmental factors causing children to experience insecurity
- Domination, isolation, overprotection, neglect
- Children’s fears are objectively unrealistic, but very real for them subjectively
- All children endure some basic evil
- However, require a safe and secure environment to thrive

Neurotic Needs/Trends
- Neurotic needs are the result of formative experiences which create basic anxiety
- 10 basic types of neurotic needs (p. 131)
- These needs are too intense, anxiety-laden, or unrealistic to be approached directly

Primary Modes of Relating
- Respond to neurotic needs with primary modes of relating to others (coping strategies)
- Moving toward (compliance, dependence)
- Moving against (hostility, rebellion)
- Moving away (detachment)
- In turn, these three types of behaviors lead to 3 basic orientations to life
- Self-effacing solution (appeal to be loved)
- Self-expansive solution (attempt at mastery)
- Resignation solution (to be free of others)
Primary Modes of Relating (cont.)

- We successfully cope with basic anxiety and neurotic needs by balancing our use of the 3 basic orientations
  - Express modes at the appropriate times...
  - Neurotics express one mode at the expense of other aspects of their personality
    - Actively, unconsciously, repress other reactions
    - Ultimately, repression fails, and anxiety increases
    - Vicious circle (normal strivings → pathological)

The Idealized Self

- The real self represents who we are, what is true about us
- The idealized self reflects who we think we should be
- In the normal individual, these two concepts are essentially equal
- In neurotics, these two concepts are greatly dissimilar

The Idealized Self (cont.)

- We can only develop those portions of the real self that coincide with the idealized self
  - Alienation: In severe situations, the neurotic may abandon the real self for the idealized self
  - Tyranny of the shoulds (oughts): living life based on false, contrived, needs
    - If I’m a good person, I shouldn’t be jealous
    - I should be able to get an A in this class
    - I shouldn’t feel this way

Feminine Psychology

- Womb Envy
  - Complement to penis envy
  - Men and boys jealousy towards the female capacity to bear and nurse children (nurture and life creation)
  - Supported in ethnographic evidence
  - Men respond indirectly (ritual, taboo, cleansing, witchcraft, deny women equal rights)
  - Contrary to women, men must express creativity externally

Feminine Psychology

- Thus, woman’s sense of inferiority is acquired, not constitutional
  - Men write history, create the rules of society
  - Women respond with a “flight from womanhood” (1920s)
    - Frigidity (cultural, not normal attitude)
    - Wishing they were men
### Attachment Theory
- Springing from Horney's interest in interpersonal attachments and parenting is Bowlby's attachment theory
  - Tendency of people to bond in certain ways
  - Accounts for distress associated with separation or loss
- Strange situation
  - Secure (remain close to mother, working from a secure base of operations)
  - Avoidant (mix proximity to mother with avoidance)
  - Resistant (mix proximity to mother with passive/aggressive behavior)

### Parenting Style
- Refers to normal variations in parenting
  - Personal warmth/support
  - Parental demands/behavioral control
    - Indulgent (responsive, non-traditional, lenient, avoid confrontation, and allow child self-regulation)
    - Authoritarian (high demands, low support, structured, demand obedience)
    - Authoritative (high demands and support, encourage assertive behavior, warm, and cooperative)
  - Uninvolved (little support and warmth—could be neglectful)