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培文书系·心理学影印系列



THEORIES OF PERSONALITY

人格心理学

第 8 版



[美] 杜安·舒尔茨 (Duane P. Schultz) 著
悉尼·埃伦·舒尔茨 (Sydney Ellen Schultz)



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北京大学出版社

2007年10月

Preface to the Eighth Edition

Each edition of a textbook must be as vital, dynamic, and responsive to change as the field it covers. To remain an effective teaching instrument, it must reflect the development of the field and continue to challenge its readers. We have seen the focus of personality study shift from global theories, beginning with Sigmund Freud's 19th-century psychoanalytic theory of neuroses, to 21st-century explorations of more limited personality dimensions. And we have seen the basis of personality exploration change from case studies of emotionally disturbed persons to more scientifically based research with diverse populations. Contemporary work in the field reflects differences in gender, age, sexual orientation, and ethnic, racial, religious, and cultural heritage.

New and Expanded Coverage

Major changes for this edition include new biographical material for the theorists, to suggest, where warranted, how the development of their theory may have been influenced by events in their personal and professional lives. This approach shows students that the development of science through theory and research is not always totally objective. It may also derive from intuition and personal experience later refined and extended by more rational, analytic processes. Cultural influences on the theorists' beliefs about human nature are described.

The sections on personality research have been updated to maintain the emphasis on current problems. Considerable material has been added on the effects of gender, ethnicity, and culture on the issues of personality development, test performance, and broader conceptions of human nature. We present the results of cross-cultural research and a diversity of samples of research participants from European, African, and Asian nations throughout the world.

For Freudian theory, we have added research on defense mechanisms, including their application in Asian cultures, and on repressed memories of childhood sexual abuse. For Adler, we present new findings on birth order and on social interest. The need for achievement, as developed by McClelland, has been moved from the chapter on limited-domain theories to the chapter on Murray's theory, reflecting its origin as one of the needs identified in Murray's initial research.

For Erikson, we describe considerable work on ego identity, generativity, and ego integrity, and we include Cross's revised racial identity model on developmental stages of Black identity. The effects of globalization on the formation and devel-

opment of ego identity are described, based on research conducted among diverse national groups.

New biographical material has become available on Allport, and we note the relationships of his life experiences to his theoretical formulations. Our coverage of expressive behavior and facial recognition, as an outgrowth of Allport's theory, has been expanded.

We present considerable new research on the five-factor model of personality and on self-esteem. We introduce the idea of self-determination theory as an extension of Maslow's work. More material is provided on self-efficacy, including the concept of collective efficacy, and the effects of physical attractiveness on self-efficacy.

The chapter on limited-domain approaches to the study of personality includes Rotter's concept of locus of control, Zuckerman's sensation-seeking studies, and Seligman's learned helplessness research, including expanded coverage of optimism/pessimism. We also include the so-called "happy personality," based on Seligman's characterization of subjective well being. This idea reflects the growth of the positive psychology movement, encompassing such issues as happiness, self-efficacy, competence, optimism, creativity, and spirituality.

Organization of the Text

The eighth edition of *Theories of Personality* retains its orientation toward undergraduate students who have had little previous exposure to personality theories. Our purpose is to reach out to beginning students and ease their task of learning about the study of personality. We have chosen theorists who represent psychoanalytic, neopsychanalytic, life-span, trait, humanistic, cognitive, behavioral, and social-learning approaches, as well as clinical and experimental work. The chapter on limited domain theories deals with conceptions that explore a single personality dimension rather than the total personality. Chapter 17 reviews the seven major perspectives from which to view personality development and suggests ways to help students draw conclusions and achieve closure from their studies.

Each theory in the text is discussed as a unit. Although we recognize the value of an issues or problems approach that compares theories on specific points, we believe that the issues-oriented book is more appropriate for higher-level students. The theories-oriented text makes it easier for beginning students to grasp a theory's essential concepts and overall flavor. We try to present each theory clearly, to convey its most important ideas, assumptions, definitions, and methods. We discuss each theorist's methods of assessment and empirical research, and we offer our evaluations and reflections. The Questions About Human Nature section for each theorist deals with six fundamental issues: free will versus determinism, nature versus nurture, childhood experiences, uniqueness versus universality, goals, and optimism versus pessimism. These are presented in a bar graph format to simplify comparisons among the theories.

Except for placing Freud first in recognition of his chronological priority, we have not arranged the theories in order of perceived importance. They are presented in nine parts, placing each theory in the perspective of competing viewpoints.

A Note on Diversity

The first person to propose a comprehensive theory of the human personality was Sigmund Freud, a clinical neurologist who formulated his ideas while treating patients in Vienna, Austria, in the 19th century. His work, known as “psychoanalysis,” was based largely on sessions with wealthy White European females who came to him complaining of emotional distress and disturbing thoughts and behaviors. From his observations of their progress, or lack of it, he offered a theory to explain the personalities of everybody.

Freud’s system was important for the concepts he proposed—many of which are now part of popular culture—as well as for the opposition he provoked, inspiring other theorists to examine and promote their own ideas to explain personality.

Today, personality theorists and researchers recognize that an explanation based on a small, homogeneous segment of the population cannot be applied to the many diverse groups of people sharing living space in our world. The situation is similar in medicine. Doctors and researchers are recognizing that some medications and treatments appropriate for young adults are not suitable for children or elderly people. Some diseases prevalent in certain ethnic groups are rare in others, requiring differences in medical screening and testing for diverse populations.

Contemporary personality theory and research strives to be inclusive, studying the influences of age, gender, race, ethnic origin, religious beliefs, and sexual orientation. We see examples of this diversity in most of the chapters of this text.

Features

For the student, we offer chapter outlines, summaries, review questions, annotated reading lists, margin glossary terms, a cumulative glossary, tables and figures, and a reference list. New to this edition are the Log On boxes, which direct students to Web sites providing information on many of the people and ideas we discuss. We explored hundreds of sites and chose the most informative, reliable, and current, as of the time the manuscript was prepared. Students can also log on to the book companion Web site located at <http://psychology.wadsworth.com/schultz8e> for tutorial quizzes and other resources.

For instructors, the instructor’s manual with test bank offers lecture outlines, ideas for class discussion, projects, useful web links, and test items. The test bank is available both in print and computerized formats. The instructors can also create, deliver, and customize tests and study guides (both print and online) in minutes with ExamView®, an easy-to-use assessment and tutorial system. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide users step-by-step through the process of creating tests, while its unique WYSIWYG capability previews the test on the screen exactly as it will print or display online. Instructors can build tests of up to 250 questions using up to 12 question types. With ExamView’s complete word-processing capabilities, instructors can also enter an unlimited number of new questions or edit existing questions. Also available is an electronic transparency CD-ROM that provides select figures and tables in the text in Microsoft PowerPoint.

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PART ONE

Introduction

You are about to begin a fascinating journey over the last 100 years. This book describes various ideas that psychologists and other scientists have advanced to explain the human personality—your personality. It also tells the story of the great theorists' lives and how their own experiences may have influenced the explanations they proposed. You already know how important personality is. Everything you have achieved so far, your expectations for the future, and even your general health are influenced by your personality and the personalities of the people with whom you interact.

We have organized the theories by their outlook on human nature, beginning with Sigmund Freud. We consider extensions of his theory of psychoanalysis and discuss the men and women who revised his ideas or rebelled against his system. These chapters are followed by a life-span approach, tracking personality development from birth to old age. We then discuss theories that focus on individual personality traits, on psychological health, on predetermined behavior patterns, and on cognitive learning from social situations. We also introduce an idea for the 21st century, the happy personality type. The book's final chapter offers conclusions from our exploration of personality.

We also recognize that theorists from the last century rarely considered the importance of diversity. You can readily see that it is not appropriate to generalize to all people from, for example, ideas that one theorist based on clinical observations of neurotic European women or that another theorist based on tests given to American college men. Therefore, when we discuss research conducted on these theories, and describe their use for real-world problems of diagnosis and therapy, we show the influence of age, gender, race, ethnic and national origin, religious beliefs, and sexual orientation.

To make your study easier, we include chapter outlines, summaries, review questions, and reading lists. Important words are defined in the margin, and these definitions are also listed in the back of the book. Those of you who have InfoTrac College Edition will find search terms in the margin. These words link you to an online database containing hundreds of articles that provide additional information about various related topics. Also, you may want to check out the Web sites in our "Log On" features included in each chapter. They contain a wealth of information on personality.

The Study of Personality: Assessment, Research, and Theory

Personality theories are maps of the mind.

—HARVEY MINDESS

The Study of Personality

Everybody Has One
Describing Your Personality
How Does Personality Develop?

The Place of Personality in the History of Psychology

The Study of Consciousness
The Study of Behavior
The Study of the Unconscious
The Scientific Study of Personality

Definitions of Personality

As Others See Us
Enduring Characteristics
Unique Characteristics

Ethnic and Gender Issues in Personality

Cross-Cultural Psychology
Ethnic and Gender Influences in American Psychology

Assessment in the Study of Personality

Standardization, Reliability, and Validity
Self-Report Inventories
Projective Techniques
Clinical Interviews
Behavioral Assessment
Thought Sampling
Gender and Ethnic Issues in Assessment

Research in the Study of Personality

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The Experimental Method
The Correlational Method

Theory in the Study of Personality

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Subjectivity in Personality Theories

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Nature or Nurture?
Past or Present?
Uniqueness or Universality?
Equilibrium or Growth?
Optimism or Pessimism?
Cultural Influences on Human Nature

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