



OTRP online

Office of Teaching Resources in Psychology

**THEORIES OF PERSONALITY
PSYCHOLOGY 3211, SECTION 01
FALL SEMESTER, 2004
T, TH 9:30-10:45
MARION HALL, ROOM 249**

INSTRUCTOR: Dr. Kimberly Eretzian Smirles
OFFICE: St. James, Room 404
OFFICE HOURS: Tuesday (3:30-4:30pm), Thursday (11am-12pm)
Friday (10:30-11:30am), or by appointment
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COURSE TEXTS:

- Engler, B. (2003). *Personality Theories: An Introduction (6th Ed.)*. Boston: Houghton Mifflin Company.
- Friedman, H. S. & Schustack, M. W. (2001). *Readings in Personality: Classic Theorists and Modern Research*. Boston: Allyn and Bacon.
- **Available at the Emmanuel College Book Store** •
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OVERVIEW & OBJECTIVES

This course is designed to introduce you to the field of personality theory. Personality psychology encompasses a broad range of topics, and over the course of the semester, you will be exposed to the scope and range of personality theory and research.

We will discuss broad theories, such as Jung's psychological types, as well as specific phenomena that are related to personality, such as identity. Since psychology is a science, we will also examine classic and contemporary research in the area of personality. The integration of theory and research will allow us to critically evaluate the field of personality psychology and discover how it contributes to understanding real world issues. Through lectures, discussions, demonstrations, group activities, and video presentations, several objectives will be met. We will examine the important issues in the field of personality psychology, apply this knowledge to current world events, and evaluate the research being done in personality psychology. Your assignments, readings, and tests reflect these objectives.

COURSE REQUIREMENTS

READING ASSIGNMENTS:

The textbook and reader will be your primary resources. They will supplement lectures and help to facilitate class discussions. Therefore, assigned readings are important to your learning and understanding of the course material. You will typically have daily reading assignments. All of the material in the text will not be covered in class, but you are responsible for all of the assigned material. I may bring in articles that I find applicable to the course content and are, hopefully, of interest to you. While we will typically discuss them in class, you should still read the materials on your own.

In terms of preparation for a given class meeting, you are expected to have completed the assigned readings from the Friedman and Schustack (2001) reader BEFORE coming to class on the day that the readings are assigned. These readings are meant to facilitate discussion beyond the material covered in lectures.

For the assignments from the Engler (2003) text, however, you may read them at a pace that works best for you (unless I announce otherwise in class); these readings follow in line with the theorists/theories we are covering on a given day. I do not recommend that you leave these readings until the last moment, but I realize that some of you prefer to wait until after hearing the material in class before reading more about it in the textbook.

ATTENDANCE & PARTICIPATION:

As we cover each theoretical perspective in personality psychology, we will simultaneously compare and contrast them to one another. Therefore, this course is cumulative, rather than modular in nature. Additionally, exams are based upon what we cover in class (including the content of discussions). Missing class could seriously impede your overall performance in the course. As a result, attendance is mandatory

Absences will affect your grade in the following manner:

- More than 3 UNEXCUSED absences = lose one full letter grade (i.e. A => B)
- More than 5 UNEXCUSED absences = lose two full letter grades (i.e. A => C)
- More than 7 UNEXCUSED absences = failing the course (i.e. C- or below)

An EXCUSED absence refers to absences that could not be helped, such as a serious illness or a death in the family. Written confirmation must be provided (e.g., doctor's note) within one week of the missed class. Oversleeping, wanting to leave early for vacation, etc. are NOT excuses. Being late for class can be considered an absence, depending on HOW late you are or on HOW OFTEN you are "running late" to class. Frequent tardiness will lower your final grade.

While some days will consist mostly of lecturing, this course is designed to facilitate high levels of interaction and discussion, so active participation is expected. This includes participating in class discussion and group activities. It is **your responsibility** to be an active participant in your education. However, if you are having difficulties, please see me. I cannot be of assistance if I am not aware that there is a problem.

IMPORTANT: To emphasize the need for you to come to class prepared and to engage in your own learning experience, in this course, **I will call on people - even if you do not raise your hand**. Talking about concepts can facilitate better memory and understanding of them, and making connections between theoretical issues is crucial to this course. Additionally, we all benefit when people share their experiences, ideas, and insights with one another.

APPLICATION & DISCUSSION PAPERS:

We will engage in 3 formal, class discussions this semester. Each one is meant to facilitate an in-depth analysis of certain issues. For these days, there are assigned readings that will be the focus of our discussion; however, you are always welcome to bring in additional articles or sources that may be relevant and informative. On the day of the discussions, everyone will be expected to participate in the deconstruction and analysis of the issue at hand. In order to help you prepare for these discussions, I will provide you with guiding questions in advance. To more formally provide you with the opportunity to express your thoughts and develop your writing and analytical skills, you will write papers for each of the discussions. The papers will be worth **45% of your final grade** (15% each).

Paper Requirements and Format:

For these papers, you will (a) specifically respond to the guiding questions I will provide you, and (b) provide a thoughtful analysis of the readings. Your analysis will include assessing the validity of the theories or research being presented in the readings and a discussion of the relevance of the issue (e.g., Does the theory explain real events? Does the research have practical applications to the real world?). Be sure to always explain your arguments. For example, you can state that you do not feel that the research was appropriate, but you have to describe why. Always defend your arguments.

Each paper will be approximately 4-5 pages in length, however, quality is always more important than quantity. Make sure papers are to be typed, double-spaced, with 1" margins all around, and include proper APA referencing. Anytime you are referring to another person's work or ideas, you must cite the source. **Be warned, if you do not reference someone else's ideas or words, you have committed plagiarism.**

While I am most concerned with the content of your papers, your message cannot be understood if it is not clear in structure. Therefore, **I do grade for spelling and grammar**. Do not threaten your grade by not proof reading your papers!

The papers are due on the date of the class discussion for which they are assigned. You are responsible for making sure I have your papers, therefore, e-mailing me or putting copies in my mailbox is not advisable. If I cannot access an attachment in e-mail, for example, it will count as late.

CASE STUDIES:

Toward the end of the semester, we will engage in 2 case studies in order to (a) apply the theoretical concepts we have been discussing and (b) critically evaluate their validity. For both of the case studies, you will be working in small groups during class. Within your groups, you will discuss the case I assign and the questions I pose to you for consideration. Afterwards, each group will provide their analysis of the issue at hand to the rest of the class. At the end of the class meeting, groups will turn in a summary of their deliberations and analysis.

The 2 case study group summaries are worth **15% of your final grade** (7.5% each). Each one is due at the end of the class meeting. It is understood that these are responses compiled and developed in the course of a single class meeting. Therefore, while it is expected that the groups' work is coherent and relevant, I do not expect a comprehensive essay-style paper. I should be able to follow your notes, understand your rationale, and assess the quality of your comments. To assist you in this process, I will provide you with specific questions to answer and expectations for your deliberations on the day of the case study. Note that I am grading you as a group.

TESTS:

There will be **2 tests** -- a MIDTERM and a FINAL EXAM. There are **NO MAKE-UP TESTS**. Exceptions will only be made in cases of serious emergencies (i.e. hospitalization, a death), in which case documentation must be provided (e.g., doctor's note).

The two tests are worth **40% of your final grade** (20% each). These tests will typically consist of multiple-choice, short answer, and essay questions. These tests will have an applied focus. While most content for tests will be taken from material covered in class, any text reading or class assignment is fair game. Any essays you will have on an exam will be handed out one week before the test to allow you the time to prepare. I am willing to look at them up to two days before the test to let you know if your answers are correct. Do not leave them until the last minute, as your preparation for the rest of the test may suffer.

GRADING SUMMARY

Your final grade will be based on the following value assignments:

APPLICATION & DISCUSSION PAPERS:	45% (3 papers, 15% each)
CASE STUDIES	15% (2 projects, 7.5% each)
TESTS:	<u>40%</u> (2 tests, 20% each)
	100%

BASIC GRADING SCALE

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 65-69	F = below 60
A- = 90-92	B = 83-86	C = 73-76	D = 60-64	
	B- = 80-82	C- = 70-72		

CLASS POLICIES

CLASS ETIQUETTE:

The classroom is meant to be a learning environment, where we all contribute to the experience. However, learning is inhibited when there is a lack of respect for one another's individuality or for the class as a whole. In order to better facilitate a beneficial environment for all, I have set a few ground rules.

- **Be on time.** People coming in late disrupts the flow of the class and places them behind in the material covered in class. Our class time is precious and limited, and no one would like to spend that time repeating material for late-comers. Occasionally, life happens, and you are running behind; that is fine. However, routine tardiness shows a lack of respect for the entire class, and it is unacceptable.
- **Raise your hand when you wish to speak.** There are times when several people want to speak, so some just blurt out their responses. This behavior, especially when repeatedly perpetrated, takes away people's equal access to the classroom forum. If you speak out of turn, you will be ignored.
- **No talking.** Discussions with your neighbors while someone else is speaking is disrespectful to us all. If you missed something that was said, let us know and the speaker will repeat it.
- Any **beepers or phones** will be turned off or otherwise silenced during class time.
- You may have drinks in class, so long as it is a clear liquid or in a sealed container.

These rules may seem ridiculously obvious, but I am formally stating them as a policy to let you know how serious I am about establishing a learning environment built on mutual respect.

LATE ASSIGNMENTS:

You will be allowed to hand in **ONE** assignment late without penalty. However, the assignment is to be **no later than 3 days**, and I must be notified of this **when** the assignment is due. This applies to any written assignment, other than an exam. **All other late assignments will be penalized.** For **each** day an assignment is late, **5 points** will be deducted from the final grade of that assignment. **Avoidable problems (such as your printer not working) are NOT valid excuses.** I totally understand that the semester can get rather hectic. However, allowing yourself to fall too far behind will only hurt you at the end of the course. This policy is designed to help keep you motivated to finish on time while also giving a little room for unforeseen circumstances (e.g., illness, an exam in another class).

CHEATING & PLAGIARISM:

Cheating and plagiarism are **very serious offenses** and have **severe consequences**. Emmanuel College's definitions for cheating and plagiarism are specifically outlined in the Academic Integrity Policy (which you can find in your student handbooks). Generally speaking, cheating involves getting inappropriate assistance with one's work. Plagiarism is when you claim work or content as your own, when the idea or information came from another. Whenever you are including the ideas or work of others in your papers, you must reference that individual (using APA format). Essentially, a basic rule is to give credit where credit is due; if it is not a theory or idea from your own head, reference the author(s). Not citing the author(s) means you are claiming credit for their words or ideas-- **that** is plagiarism. Whenever in doubt, feel free to run it by me. People are sometimes unaware that they have plagiarized (e.g., "para-phrasing").

Policy:

Incidents of cheating and plagiarism **will result in the following:** (a) **failure of the assignment or test,** (b) **notification of your Academic Advisor, and (c) notification of the Academic Dean.** If I deem the offense is serious enough, I may also exercise my option to fail you for the **entire course.** Do not test me on this one. Cheating and plagiarism not only hurt your own learning experience, but they are also disrespectful to your fellow classmates who did complete their own work.

COURSE CALENDAR

DATE:	TOPIC:	ASSIGNMENTS / DUE DATES:
9/9	Overview of Course	
9/14	Studying the personality	Engler, Ch.1, Friedman & Schustack Reading 33 (Eagly, "The science and politics of comparing men and women")
9/16	Freud	Engler, Ch. 2, Friedman & Schustack Reading 1 (Freud, "My views on the role of sexuality in the etiology of the neuroses"), Friedman & Schustack Reading 3 (Freud, "The interpretation of dreams")
9/21	CLASS DISCUSSION: Assessing Freud's theory	Friedman & Schustack Reading 2 (Wolpe & Rachman, "Psychoanalytic 'evidence'") Friedman & Schustack Reading 4 (Masson, "The assault on truth") APPLICATION & DISCUSSION PAPER DUE
9/23	Motives: What's in a leader?	HANDOUT: Winter, "Power, affiliation, and war" VIDEO: Excerpts of speeches from the DNC and RNC
9/28	Jung	Engler, Ch. 3, Friedman & Schustack Reading 5 (Jung, "The conception of the unconscious")
9/30	Adler	Engler, Ch. 4 (pgs. 96-110), Friedman & Schustack Reading 6 (Adler, "The neurotic constitution")
10/5	Horney	Engler, Ch. 5 (pgs. 126-138), Friedman & Schustack Reading 7 (Horney, "The goals of analytic therapy")
10/7	Erikson	Engler, Ch. 6, Friedman & Schustack Reading 8 (Erikson, "The life cycle: Epigenesis of identity")
10/12	CLASS DISCUSSION: Self and Identity	HANDOUT: TBA Friedman & Schustack Reading 36 (Triandis & Singelis, "Training to recognize individual differences in collectivism and individualism within culture") APPLICATION & DISCUSSION PAPER DUE
10/14	Relational theories	Engler, Ch. 7

10/19	Relevance of Object Relations	GUEST SPEAKER - Dr. Michael St. Clair
10/21	Behavioral approach	Engler, Ch. 8, Friedman & Schustack Reading 15 (Watson & Raynor, "Conditioned emotional reactions"), Friedman & Schustack Reading 17 (Skinner, "The steep and thorny way to a science of behavior")
10/26	Social learning theories	Engler, Ch. 9, Friedman & Schustack Reading 20 (Bandura, "Social foundations of thought and action")
10/28	Application: Control	Friedman & Schustack Reading 19 (Rotter, "External control and internal control"), Friedman & Schustack Reading 21 (Peterson et al., "Catastrophizing and untimely death")
11/2	Person & Situation	Friedman & Schustack Reading 30 (Sullivan, "A note on formulating the relationship of the individual and the group"), Friedman & Schustack Reading 31 (Mischel, "Convergences and challenges in the search for consistency")
11/4	MIDTERM EXAM	
11/9	Traits	Engler, Ch. 10, Friedman & Schustack Reading 22 (Allport, "Traits revisited")
11/11	VETERANS' DAY - NO CLASSES	
11/16	Factor analysis & personality	Engler, Ch. 11, Friedman & Schustack Reading 24 (Cattell, "Personality pinned down")
11/18	Eysenck	Engler, Ch. 12 Friedman & Schustack Reading 10 (Eysenck, "Dimensions of personality")
11/23	CLASS DISCUSSION: Evolutionary theories	Friedman & Schustack Reading 12 (Daly & Wilson, "Violence against stepchildren"), Friedman & Schustack Reading 13 (Buss et al., "Sex differences in jealousy"), Friedman & Schustack Reading 14 (Gould, "Exaptation") APPLICATION & DISCUSSION PAPER DUE
11/25	THANKSGIVING BREAK - NO CLASSES	

11/30	Maslow & Rogers	Engler, Ch. 13, Friedman & Schustack Reading 26 (Rogers, "What understanding and acceptance mean to me"), Friedman & Schustack Reading 28 (Maslow, "Some educational implications of the humanistic psychologies")
12/2	CASE STUDY: Humanistic theory	IN CLASS EXERCISE - GROUP WORK GROUP WORK DUE AT END OF CLASS
12/7	Cognitive approach	Engler, Ch. 15, Friedman & Schustack Reading 18 (Kelly, "Personal construct theory and the psychotherapeutic interview")
12/9	CASE STUDY: Individual analysis	IN CLASS EXERCISE - GROUP WORK GROUP WORK DUE AT END OF CLASS
12/14	Integration	LAST DAY OF CLASS!!

FINAL EXAM: Saturday, December 18th, 8-10am

Do not make plans to leave before this date....early exams will not be given to accommodate travel arrangements.
