

## PSY 231: Personality Theories (Winter, 2012)

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Class Time: M, W 2-3:50

### Course Description and Goals

This course will explore a variety of theories that attempt to understand the many dimensions of human personality. Issues of human 'sameness' and 'difference' will be highlighted. In other words, we will consider those characteristics that all people appear to share, and at the same time, we will consider those characteristics that distinguish people as unique individuals. Both breadth (representatives of each of the main approaches to understanding personality will be considered) and depth (through the use of primary sources as supplements to the text book) will be emphasized. Students will be encouraged to compare their own ideas about human personality to the ideas of established researchers and thinkers. Finally, students will be encouraged to apply their knowledge of personality to broader aspects of human functioning in such domains as culture, literature, religion, science, etc.

The following goals of the Psychology Major are met in this course:

1. recognize and differentiate the major theories, principles, findings, and methods of the discipline of psychology as it is commonly defined and practiced in the current time period.
2. compare and contrast the contributions of psychology with the contributions of other disciplines in the liberal arts, particularly those with strong historical connections (biology, philosophy, sociology, etc.).
3. write and speak persuasively and clearly about the methods, findings, and implications of psychological research.

### Texts

Engler, B. (2006). *Personality theories: An introduction* (7<sup>th</sup> ed.). Boston: Houghton Mifflin Co.

Freud, S. (1960/1923). *The ego and the id*. New York: W.W. Norton & Co.

Jung, C. (1964). *Man and his symbols*. New York: Dell Publishing Co.

Skinner, B.F. (1974). *About behaviorism*. New York: Knopf.

### On Reserve

Freud, S. (1989/1908). Character and anal eroticism. In P.Gay's (Ed.) *The Freud Reader* (pp.293-297). New York: W.W. Norton & Co.

Shapiro, D. (1965). *Neurotic styles*. (pp. 1-21). New York: Basic Books.

Skinner, B.F. (1976/1948). *Walden Two* (ch. 6-8). New York: MacMillan Publishing Co.

### **Exams**

There will be two exams worth 100 & 150 (final) points respectively. All tests will be primarily long answer/short essay in form. Exam questions will often be taken from class lectures, discussions and reading material. A study guide highlighting broad topic areas and “big questions” will be made available to students in the week prior to the exam.

### **Course Writings**

There will also 6-8 homework assignments (1-2 pages) worth 5-20 points each that will be designed to prepare you for classroom discussions. The homework exercises will sometimes be assigned the day before they are due, so be sure to check in if you miss a class.

A final paper (5-6 pages) will be worth 75 points. Each student will pick one personality theorist featured in your text but not discussed extensively in class. Students will concisely summarize a few important ideas about personality that this theorist developed and apply them to an example. A more detailed description of this project will be distributed later in the term.

A 10% deduction per weekday will be made for the final paper. Homework assignments will be subject to a 50% deduction per class period unless special arrangements are made.

### **Attendance, Preparation & Participation**

This is a seminar-based course; therefore class participation and attendance is expected. Attendance will be taken for each class. Students should not have more than one unexcused absence throughout the term. Unexcused absences beyond the first will result in a 5 point deduction per absence in your overall grade.

Regular, informed participation is also expected. Participation includes the following: paying attention, being prepared, engaging in classroom activities, using office hours, asking questions, answering questions, sharing experiences and critically evaluating classroom material. In addition, there may be a few circumstances in which you are called upon to lead the class or give a brief, informal presentation. Participation is worth 100 points and will be based on the following scale:

Outstanding	95+ points
Excellent	90 points
Very Good	85 points
Good	80 points
Average	75 points
Below Average	70 points or less

### **Grading** (Total of 500 points)

450-500	A
400-449	B
350-399	C
300-399	D
299 & Below	F

Assignment of +'s & -'s will be made based the overall distribution of scores.

**If there is anything preventing you from doing your best in this class (medical issues, learning disabilities, personal issues, etc.), please contact me as soon as possible, and I will do what I can to help you maximize your learning in this course.**

### **Class Schedule**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1/09-1/16	Introduction; interpreting a cinematic personality;	Engler, Ch. 1
1/18-2/1	Freud & Psychoanalysis	Engler, Ch.2; Freud (pp. 1-62); "Katharina" Handout; <i>Freud Reader</i> (pp. 293-297)
2/6-2/15	Jung & Archetypal Psychology	Engler, Ch. 3; Jung (pp.1-94)
2/20	Recent Psychoanalysis: Erikson; McAdams & Narrative Psychology; The Stone Center	Engler, Ch. 6 & Ch. 7 (pp. 187-200)
2/22	<b>Mid-Term Exam</b>	--
2/27-2/29	<b>Winter Break</b>	
3/5-3/17	Skinner & Behaviorism; Ellis & Cognitive Behaviorism	Engler, Chs.8 & 16 (pp. 422-428); Skinner, <i>AB</i> (pp. 2-23 & 163-183); Skinner, <i>WII</i> , (ch. 6-8)
3/19-3/21	Maslow & Humanism	Engler, Ch. 13
3/26-4/4	Cattell, The Big Five, & the Biological Bases of Personality	Engler, Ch.11
4/9-4/11	Personality Disorders <b>Final Paper due 4/12</b>	Shapiro, pp. 1-53
Wk. of 4/16	<b>Final Exam</b> (as per college schedule)	