

PSY 231: Personality Theories (Fall, 2022)

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Office: Science Center 147
Office Hours: M, W 2:30-3:30; T, R 3:15-4:00 & by appointment
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Class Time: M, W, F 1:20-2:30

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:

- Students should be able to 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.
- Students should be able to critique empirical studies in psychology with regard to their ethics, the validity of their design, results, and conclusions.
- Students should understand the relationship of psychology to other disciplines in the liberal arts, particularly those with strong historical connections (biology, philosophy, sociology, etc.).

Texts

Engler, B. (2009). *Personality theories: An introduction* (8th 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 three exams—two regular exams (75 points each) and a final (100 points). 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
	300-349 D
	299 & Below F

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

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
8/29-9/5	Introduction; interpreting a cinematic personality	Engler, Ch. 1
9/7-9/23	Freud & Psychoanalysis	Engler, Ch.2; Freud (pp. 1-62); "Katharina" Handout; <i>Freud Reader</i> (pp. 293-297)
9/26	Mid-Term Exam	--
9/28-10/07	Jung & Archetypal Psychology	Engler, Ch. 3; Jung (pp.1-94)
10/03	Fall Break	
10/10-10/12	Recent Psychoanalysis: Erikson; McAdams & Narrative Psychology; The Stone Center	Engler, Ch. 6 & Ch. 7 (pp. 187-200)
10/14-10/26	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)
10/28	Mid-Term Exam	--
10/31-11/04	Maslow & Humanism	Engler, Ch. 13
11/07-11/21	Cattell, The Big Five, & the Biological Bases of Personality	Engler, Ch.11
11/23-11/25	Thanksgiving Break	
11/28-12/02	Personality Disorders Final Paper due 12/02	Shapiro, pp. 1-53
Wk. of 12/05	Final Exam (as per college schedule)	

Statement on Self-Care

Your academic success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Your other professors and I strongly encourage you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak. Please feel free to talk with me about any difficulty you may be having that is impacting your performance in this course as soon as it occurs and before it becomes unmanageable. Please also know that there are a number of other support services on campus that stand ready to assist you. I strongly encourage you to contact them if you need them. You can make appointments with Health Services by calling x-6102. Appointments for Counseling Services can be made online at any time through MyHanover.

Gladish Center for Teaching and Learning

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