INSTRUCTOR’S NAME: Ms. Scarlet Dorman

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COURSE DESCRIPTION: Theories and constructs relating to the development of personality. Classical and neo-psychoanalytic, interpersonal, humanistic, cognitive, and behavioristic perspectives.

This course takes a look at various theories and research on personality. These ideas give us different methods for making judgments about an individual's personality. It emphasizes the important role diversity plays in explaining personality. In our lectures and readings we will consider leading approaches to explaining personality including Psychoanalytic, Neopsychoanalytic, Life-Span, Genetic of Personality, Humanistic, Cognitive, Behavioral, Social Learning, and Advances in Personality Theory.

PREREQUISITE: PSYC 201 recommended, but not required.


COURSE LEARNING OUTCOMES:
Introduction: The Study of Personality: Assessment, Research, and Theory

Learning Outcome
After completing Introduction, you should be able to
Describe the development of the history of personality.
Explain the definitions of psychology.
Describe how ethnic and gender issues affect personality development.
Describe the concepts of assessment and research in the study of personality.
Describe the theories of personality and inquire about Human Nature by asking questions for further Discussion throughout the pages of this text.

Chapter 1: Sigmund Freud

Learning Outcome
After completing Chapter 1, you should be able to
Describe the development of the psychoanalytic approach to personality.
Provide a foundation of psychoanalytic thought through the study of its founder, Sigmund Freud.
Describe the structure of personality: the Id, the Ego, and the Superego.
Explain the concepts of Defense mechanisms against Anxiety.
Discuss the Psychosexual Stages of Personality Development.
Describe Free Association and Dream Analysis used by Freud for assessment.
Explain the extension of Freudian Theory with Ego Psychology and Object Relations Theory.

Chapter 2:  The Neopsychoanalytic Approach – Jung

Learning Outcome
After completing Chapter 2, you should be able to
Describe the life of Jung
Explain the system of personality according to Jung
Describe Jung’s theory on the development of personality
Explain the use of Word Association, Symptom Analysis, and Dream Analysis for assessment.
Outline the usefulness of the Myers-Briggs Type Indicator for assessment of personality.
Discuss research in Jung’s theory.

Chapter 3:  Alfred Adler

Learning Outcome
After completing Chapter 3, you should be able to
Describe the life of Alfred Adler.
Analyze Adler’s concept of Inferiority Feelings.
Outline the striving for Superiority, or Perfection.
Describe the Styles of Life, according to Adler.
Compare and Contrast Adler’s ideas on Birth Order.
Evaluate Assessment in Adler’s Theory.
Evaluate Research in Adler’s Theory.

Chapter 4:  Karen Horney

Learning Outcome
After completing Chapter 4, you should be able to
Describe the early family life of Karen Horney and how her childhood affected her theories of personality and her view of childhood needs.
Compare and Contrast Horney’s ten neurotic trends with Freud’s defense mechanisms.
Explain the concepts of basic anxiety and how a neurotic person would respond in terms of personality formation.
Describe the concept of womb envy and how this differs from Freud’s concept of penis envy.
Explain the dilemma that women may have between motherhood and career ad how the prevailing culture shapes these decisions.
Describe the nature of the “tyranny of the shoulds,” and what has been seen concerning the research of Horney’s theories.
Chapter 5: Henry Murray

Learning Outcome
After completing Chapter 5, you should be able to

Describe the Life of Henry Murray.
Outline Murray’s Principles of Personality.
Analyze the Divisions of Personality: Id, Superego, and Ego.
List and Outline the Needs: The Motivators of Behavior.
Explain Personality Development in Childhood.
Evaluate Assessment in Murray’s Theory.
Interpret Research in Murray’s Theory.

Chapter 6: Erik Erikson

Learning Outcome
After completing Chapter 6, you should be able to

Describe the Life of Erikson.
Examine the Psychological Stages of Personality Development.
Outline Basic Weaknesses.
Analyze Assessment in Erickson’s Theory.
Summarize Research in Erickson’s Theory.
Reflect on Erickson’s Theory.

Chapter 7: Gordon Allport

Learning Outcome
After completing Chapter 7, you should be able to

Describe the Life of Allport.
Describe the Nature of Personality.
Outline Allport’s Personality Traits.
Discuss Motivation, according to Allport.
Analyze Personality Development.
Evaluate Assessment of Allport’s Theory.
Interpret Research with Allport’s Theories.

Chapter 8: Raymond Cattell

Learning Outcome
After completing Chapter 8, you should be able to

Describe the Life of Cattell.
Describe Cattell’s Approach to Personality Traits.
Analyze Source Traits: The Basic Factors of Personality.
Outline Dynamic Traits: The Motivating Forces.
Compare the Influences of Heredity and Environment.
Illustrate the Stages of Cattells’ Personality Development.
Evaluate Assessment in Cattell’s Theory.
Interpret Research in Cattell’s Theory.
Describe the Dimensions of Personality According to Eysenck.
Contrast the use of the Five-Factor Model by McCrae and Costa. 
Analyze Temperament Theory by Buss and Plomin

Chapter 9: Abraham Maslow

Learning Outcome
After completing Chapter 9, you should be able to

Describe the Life of Maslow.
Describe Personality Development.
Discuss the Study of Self-Actualizers.
Evaluate Assessment in Maslow’s Theory.
Illustrate Research in Maslow’s Theory.
Summarize Self-Determination Theory.

Chapter 10: Carl Rogers

Learning Outcome
After completing Chapter 10, you should be able to

Describe the Life of Carl Rogers.
Describe the Self and the Tendency Toward Actualization.
Outline the Experiential World.
Analyze the Development of the Self in Childhood.
Describe the Characteristics of Fully Functioning Persons.
Examine Assessment in Roger’s Theory.
Evaluate Research in Roger’s Theory.

Chapter 11: George Kelly

Learning Outcome
After completing Chapter 11, you should be able to

Describe the Life of George Kelly.
Describe Personal Construct Theory.
Summarize Ways of Anticipating Life Events.
Evaluate Assessment in Kelly’s Theory.
Interpret Research in Kelly’s Theory.

Chapter 12: B. F. Skinner

Learning Outcome
After completing Chapter 12, you should be able to

Describe the Life of Skinner.
Describe Reinforcement: The Basis of Behavior.
Analyze Operant Conditioning and the Skinner Box.
Enumerate the Schedules of Reinforcement.
Explain Successive Approximates: The Shaping of Behavior.
Outline Superstitious Behavior.
Describe the Self-control of Behavior.
Explain the Applications of Operant Conditioning.
Evaluate Assessment and Research in Skinner’s Theory.
Chapter 13: Bandura

Learning Outcome
After completing Chapter 13, you should be able to

Describe the Life of Bandura.
Describe Modeling: The Basis of Observational Learning.
Analyze the Processes of Observational Learning.
Trace Self-Reinforcement and Self-Efficacy.
Outline the Developmental Stages of modeling and Self-Efficacy.
Illustrate Behavior Modification.
Evaluate Assessment and Research on Bandura’s Theory.

Chapter 14: New Theories

Learning Outcome
After completing Chapter 16, you should be able to

Describe Julian Rotter’s Locus of Control.
Outline Marvin Zuckerman’s Sensation Seeking.
Summarize Martin E. P. Seligman’s Learning Helplessness.
Evaluate Martin E. P. Seligman’s Positive Psychology.

Epilogue: Personality in Perspective

Learning Outcome
After completing the Epilogue, you should be able to

Describe the Genetic Factor.
Analyze the Environmental Factor.
Define the Learning Factor.
Illustrate the Parental Factor.
Describe the Developmental Factor.
Summarize the Conscious and Unconscious Factors.

COURSE ASSIGNMENTS & GRADING CRITERIA:

Written Assignments: will be evaluated on APA or MLA format, grammar, punctuation, and spelling. Use outside sources including books, articles in psychology publications; articles or references from popular press magazines or from the internet. Use of popular press and internet should be kept to a minimum. All papers must be typed, double-spaced, with one inch margins and 12 point fonts. Assignments are due by the end of the class on the date and in the manner, specified in the syllabus. Because some of you are using email attachments to forward your assignments to me, the assignments are due by 12 midnight on the night of class. An assignment is one day late if it is submitted at 12:01 a.m. If an assignment is one (1) class day late, the maximum possible grade value will decrease by 15% of original value; if two (2) class days late, the maximum possible grade value will decrease by 25% of original value; if three (3) class days late, the maximum possible grade value will decrease by 35% of original value; if more than (3) class days late, the maximum possible value will decrease 50% of original value. You will be given a break on late assignments due to circumstances that are beyond
your control. A computer crash or printer failure is not an acceptable excuse for a late assignment.

**Class Participation (15% of grade):** Participation is essential to learning. Students are expected to attend every class, to be prepared for each class by reading assigned material beforehand, and to participate in all class activities.

**GRADE POINT EQUIVALENTS** - Describe the point range for each letter grade.

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59-below

**ATTENDANCE POLICY:**

**Absences and Tardiness – All students are required to attend the first session.** Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

**Participation** – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

**Late Assignments** – No shows fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

**Accommodation of Special Needs**- Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the
Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

Medical Considerations - If you have a medical condition that may preclude participation in this course or any aspect of this course, the College suggests you consult your physician. The College will work with you based upon physician recommendations to find the best means to address any concerns.

Title IX Statement - Huntingdon faculty are committed to supporting students and upholding the College’s non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the College the faculty member MUST report to the college’s Title IX Coordinator what you share. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may refer to Huntingdon's Sexual Misconduct Policy at http://www.huntingdon.edu/student-life/student-service/misconduct. You do not have to go through the experience alone.

Academic Honesty – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas which are not your own creation is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

First Night Assignment -

CLASS SCHEDULE:

Week One: 15%

Read the Introduction and Chapter 1 in the course text.

Prepare a four to five page, typed, double-spaced paper that explains how personality can be influenced and formed by genetics, parenting, and environment. You are expected to utilize a minimum of three sources other than your textbook in this paper.

Week Two: 15%

Read Chapters 2-6 in the course text.
Prepare a four to five page, typed, double-spaced paper that discusses some of the major criticisms of Freud’s Theory by other personality theorists. You are expected to utilize a minimum of three sources other than your textbook in this paper.

**Week Three: 15%**

**Read Chapters 7-8 in the course text.**

The trait approach views personality as the combination of stable internal characteristics that people display consistently across time and across situations. A great deal of research has gone into the determination of traits that are helpful in specific types of jobs. Prepare a five to six page, typed, double-spaced paper that discusses the application of the trait approach in selecting employees. You are expected to utilize a minimum of three sources other than your textbook in this paper.

**Week Four: 15%**

**Read Chapters 9–12**

The basic premise behind cognitive theory is the idea that the way we think about or perceive ourselves and others, determines how we respond to the world with our emotions and behaviors. Prepare a five to six page paper discussing the major cognitive theories as well as some of the major research and techniques in the area of cognitive therapy. You are expected to utilize a minimum of four sources other than your textbook in this paper.

**Week Five: 25%**

**Read Chapters 13 – 14 and Epilogue**

In his Social Learning theory, Albert Bandura suggested that aggression is acquired through viewing aggressive models. Others advocate tight artistic censorship or governmental controls over televised violence. Bandura doesn't claim that television is the only way people acquire behavioral dispositions. But he has established that the media are an important ingredient in the formative mix. Prepare an eight to ten page, typed, double-spaced paper that discusses how social learning theory can be useful in this matter. What do other researchers have to say about this matter? Is it appropriate for government to regulate children’s exposure to violent video games, rap music, and television? You are expected to utilize a minimum of four sources other than your textbook in this paper.