

# PSYCHOLOGY 330 – THEORIES OF PERSONALITY (INQ)

## Spring 2013 – 12:00-1:05, 102 Pierce Hall

*(This syllabus is tentative and may be re-negotiated or changed given the needs of our class)*

**Instructor:** Dr. Patti Owen-Smith

**Office:** 317 Seney

**Phone:** 770-784-8322

**Email:** psypos@emory.edu

**Office Hrs:** By appointment

**About this class:** The purpose of the course is to introduce the student to the field of personality theory. Three major components will be explored. First, the student will become familiar with important issues in the field. Second, the student will review the major theoretical conceptions of personality that serve as the foundation of the field. Third, the student will critique these theories/perspectives in terms of their strengths and weaknesses and their applicability to the "real" lives of human beings!

**Texts:** There will be no textbook used in this class. Selected readings will be placed on reserve in the library.

### **Distinctive features to this class:**

1. **In-class dialogue, discussion, writing, and collaboration are central to the class.**
2. **Only original works will be used** in this course. This means that you will not have a Theories of Personality text book. You will have available to you the actual works written by the original author.
3. **As an inquiry course (INQ),** we will pay particular attention to the following:
  - \*Evaluating the logic of a theorist's argument
  - \*Evaluating the scientific validity of the evidence supporting that argument
  - \*Presenting and defending one's conclusions in oral and written form
  - \*Imagining how the answers to the questions raised in class might influence one's own life
4. **We will use a contemplative approach to this class.** This means that we will emphasize depth rather than breadth, stillness rather than busyness. We will start each class with contemplative music, and we will sit quietly during this period. This allows an opportunity to create a classroom atmosphere that is respectful of learning; it also allows us to breathe deeply and, therefore learn more effectively. We will move slowly through the course allowing time to actually think and ponder about the course material. I do not want our class to be a type of speedy, drive through "McSchool ." There will be no golden arches.

**Course Goals:** By the end of this course you should be better able to:

1. Understand and use psychological ideas, principles, theories, and concepts to interpret human behavior and apply these theories to “real life” situations and “real life” phenomena. In other words a central goal of the class is to find personal meaning and connections
2. Understand that questioning and constructing questions are evidence of deep and sophisticated learning; it is also evidence of courage and risk taking on the part of us and this will be emphasized and honored in this class

**Requirements of the course:** All of the following assignments will be discussed in class Guidelines for these assignments will be posted to our Blackboard site.

1. “Central Question” (CQ) Papers (30%)
2. Group Film Analysis (25%)
3. Draft of Final Paper (15%)
4. Final Paper (20%)
4. Participation and Facilitation (10%)

### **Attendance Policy:**

This class will be discussion based and focused on *your* presence and *your* voice. Therefore, absences are not acceptable and will have a significant impact on your final grade. If there are extenuating circumstances pertaining to an absence and you have documentation of these circumstances, please discuss this immediately with me. *With this said if you have flu-like symptoms, please stay in bed so as to take proper care of yourself and avoid spreading the flu to others.*

### **Academic Integrity:**

The student Honor Code of Oxford College applies to every member of the class. Please review this code carefully giving special attention to plagiarism. Remember that plagiarism occurs when one uses the words and ideas of another person without quotations and without adequate referencing. PLEASE NOTE ALSO THAT THE USE OF FORMER STUDENTS' PAPERS MAY NOT BE USED IN ANY FORM; TO DO SO IS TO VIOLATE THE HONOR CODE!! Should you have any questions about what constitutes plagiarism, please consult with me.

*\*Please, no cell phones, iPods, iPads, lap tops, or other similar technologies in the classroom! They are often used in a discourteous manner and interrupt the integrity of our learning experience. If I see or hear any of these devices in this classroom, I will ask you to leave.*

### **Course Schedule:**

- |      |                                    |
|------|------------------------------------|
| 1/16 | Introduction to course             |
| 1/18 | Issues in the study of personality |

<b>*1/21</b>	<b>No Class - Martin Luther King Holiday!</b>
1/23	Issues in the study of personality (continued)
1/25, 1/28, 1/30	I. <u>The Psychodynamic Perspective &amp; Psychoanalysis</u>
<b>2/1</b>	<b>READING 1 – CQ Paper Due and Discussion</b> Readings: "On Dreams" (Freud) "Excerpt from 'Studies in Hysteria'"(Freud)
2/4, 2/6	Revisionist Psychoanalysis
<b>*2/8</b>	<b>READING SET 2 - CQ Paper Due and Discussion</b> Readings: "Excerpt from "Social Interest" (Adler) & "The Development of Personality" (Jung)
2/11, 2/13	Feminist Psychoanalysis
<b>*2/15</b>	<b>READING SET 3 – CQ Paper Due and Discussion</b> Readings: "The Flight from Womanhood" (Horney) & "Woman's Place in Man's Life Cycle" & "Visions of Maturity" (Gilligan)
2/18, 2/20	Object Relations
2/22, 2/25	Ego Psychology
<b>*2/27</b>	<b>READING SET 4 – CQ Paper and Discussion</b> Readings: "Three excerpts from Anna Freud" (A. Freud) & "Eight Stages of Man" (Erikson)
<b>*3/1, 3/4, 3/6, 3/8</b>	<b>Group Film Analysis Due and Group Presentations</b> <i>(attendance for each of these days is mandatory)</i>
<b>*3/11-3/15</b>	<b>Spring Break!</b>
3/18	Midterm Evaluations Discussion of Final Paper assignment
3/20, 3/22, 3/25	II. <u>Behavior and Learning Perspectives</u>
<b>*3/27</b>	<b>READING SET 5 - CQ Paper Due and Discussion</b> Readings: "Baby in a Box," "The Science of Learning and the Art of Teaching," and "Freedom and the Control of Men" (B.F. Skinner)
3/29, 4/1	Trait Perspectives

4/3, 4/5, 4/8

III. Humanist and Existentialist Perspectives

**\*4/10**

**READING SET 6 – CQ Paper Due and Discussion**

Readings: "A Philosophy of Persons" (Rogers) & "Excerpt from 'The Plateau Experience'" (Maslow)

**\*4/12**

**Complete *on-line* draft of Self Analysis paper du**

4/15, 4/17, 4/19

IV. Eastern Perspectives

Course Evaluations

**\*4/22**

**READING SET 7 - CQ Paper Due and Discussion**

Readings: "Beginners Mind" & "Right Understanding (Shunryu Suzuki) and "The Essential Discipline" & "One is All, All is One: The Five Aggregates"(Thich Nhat Hanh)

**\*4/24**

**No Class – Work on final paper**

**\*4/26**

**Final Paper due *in class***

**4/26, 4/29**

**Brief presentations of papers**

***Happy Summer!!!***

*Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.*