

PSYCHOLOGY 330 - THEORIES OF PERSONALITY

Spring 2006

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Office Hrs: MWF 2-3 and 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!

There are several distinctive features to this class:

1. Psychology 330 is an upper divisional course. You are certainly welcome to take this course if you are not a psychology major (provided, of course, that you have had the prerequisite of Psychology 100), but you should realize that I will assume that you are serious about the study of psychology and are specifically interested in the goals and subject matter of the course.
2. The class is writing intensive and satisfies the sophomore writing requirement. However, this does not mean that you must be a gifted writer to do well. It does mean that you will be writing and revising on a consistent basis and that you will need to devote time and effort to the writing and revision processes. You will also be reviewing one another's paper. Therefore, your ability to help your classmates via constructive written criticism will contribute to your grade.
3. 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. For example, rather than read about Freud or read an interpretation of Freud (as you might in a Psychology text book), you will actually *read Freud!* The same is true for all of the personality theorists studied this semester. This is challenging for most of us since personality theorists can be obtuse and complex at times; therefore, you will need to be prepared for this challenge as well as for the pure joy of reading a theorist's actual words.

Course Objectives: 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

2. communicate more effectively in writing and use writing as a way to understand the subject matter of the course
3. appraise your own learning, thinking, and ideas
4. grow in heart and mind. This means that we will make a conscious attempt to develop a tolerance and appreciation of others' ideas and convictions, particularly those views that are different from our own
5. enjoy this moment in time in our own journey of learning

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

Learning Activities, Evaluation and Grading:

1. **Response papers (30%):** Approximately one week prior to the date your response paper is due I will pose a question specifically related to your readings on our Learn Link conference. This question will be designed to stimulate critical thinking about the material you are currently reading. You will respond to this question using your assigned readings and your lecture notes as support for your answer. You will then submit it as a one-page, double spaced, typed paper. The purpose of these assignments is to encourage you to reflect critically on your readings prior to class discussions.

I will designate two-three students per reading assignment to facilitate the discussion of a reading set on a given date. All students at some point during the semester will have the opportunity to facilitate a class discussion. The designated facilitators may meet with me should they choose prior to the respective class to review appropriate ways to conduct this discussion. However, all facilitators are required to submit to me via email a list of questions that they will use to facilitate the class discussion at least two days prior to class discussion. A list of student facilitators and their respective dates for leading the discussion will be decided upon during the first few weeks of the course.

2. **Film Analysis: (25%)** In an effort to understand and apply personality theory, you will construct an eight page analysis of a film character's personality using a psychoanalytic theoretical perspective. You will work collaboratively with 2-3 of your peers based on my assignment. Please note that for this particular assignment each student will receive the same grade. Detailed guidelines for constructing these analyses will be given out in class and also posted to our Learn Link conference.

3. **Psychobiography (25%)** As a culmination to the course, you will compose an eight page paper using personality concepts to examine and explain the life of a well-known person living or dead. You may choose any person who interests you as your subject as long as (a) there is sufficient information available and (b) no more than one other person in our class has made the same selection. (Choices are "first come-first served," so the earlier you can commit to a subject, the better chance you have of working with the

biography of the individual you want. Some categories to consider: your childhood hero/heroine, politicians, writers, filmmakers, musicians, artists, philosophers, scientists, journalists, celebrities, athletes, or actors. To begin this paper, you will need to locate and read a good biography or autobiography about your subject's life. Please start this process soon, because an inability to find necessary information about your subject may well cause you to choose another. Detailed guidelines for constructing this paper will be given out in class and will be posted to our Learn Link conference.

4. **Attendance and Participation: (10%)** It is expected that ALL students will participate in classroom discussion and attend every class. Therefore, each student is expected to participate actively in discussions. I will consider more than three absences as excessive and will lower this portion of your grade as a result.

5. **Learn Link Entries (5%)** Each student is required to make AT LEAST 10 Learn Link entries during the course of the semester. Each entry should be a response or personal reaction to a concept presented in the lecture, the readings, or to other student comments in class or on Learn Link. It is hoped that these entries will serve as another way to converse with students in the class. *I expect you to respond thoughtfully to one another on this conference and to evidence careful reflection as opposed to an "'off the cuff'" reaction.* I am interested in whether you are able to incorporate ideas from the class and then articulate them.

6. **Peer Review (5%)** We will work collaboratively in this class as much as possible. One aspect of this collaboration will be peer review of one another's writing. Your ability to give clear, well articulated feedback to one another will be a contributor to your final grade

The plus-minus system of grading will be used in the calculation of final grades.

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.

Course Schedule:

1/18	Introduction to course
1/20, 1/23	Issues in the study of personality
1/25, 1/27, 1/30, 2/1	I. <u>The Psychodynamic Perspective & Psychoanalysis</u>
*2/3	READING 1 – Response Paper Due and Discussion Readings: "On Dreams" (Freud) "Excerpt from 'Studies in Hysteria'" (Freud)
2/6, 2/8	Revisionist Psychoanalysis
*2/10	READING SET 2 - Response Paper Due and Discussion Readings: "Excerpt from "Social Interest" (Adler) & "The Development of Personality" (Jung)
2/13, 2/15	Feminist Psychoanalysis
*2/17	No Class!
*2/20	READING SET 3 - Response Paper Due and Discussion Readings: "The Flight from Womanhood" (Horney) & "Woman's Place in Man's Life Cycle" & "Visions of Maturity" (Gilligan)
*2/22	Last day for dropping course without academic penalty
2/22, 2/24	Object Relations
2/27, 3/1	Ego Psychology
*3/1	Psychobiography materials due! (name of person chosen for psychobiography and biographical source)
*3/3	No Class! Collaborative work on film analysis
*3/6	READING SET 4 - Response Paper Due and Discussion Readings: "Three excerpts from Anna Freud" (A. Freud) & "Eight Stages of Man" (Erikson)
*3/8	Complete <u>draft</u> of Film Analysis due Peer Review
*3/10	Film Analysis Due and Discussion!!

*3/13-3/17	Spring Break!
3/20, 3/22	II. <u>Behavior and Learning Perspectives</u>
*3/24	No Class!
3/27	Behavior and Learning Perspectives (continued)
*3/29	READING SET 5 - Response Paper Due and Discussion Readings: "Baby in a Box," "The Science of Learning and the Art of Teaching," and "Freedom and the Control of Men" (B.F. Skinner)
*3/31	No Class!
4/3, 4/5	III. <u>Humanist and Existentialist Perspectives</u>
*4/7	READING SET 6 - Response Paper Due and Discussion Readings: "A Philosophy of Persons" (Rogers) & "Excerpt from 'The Plateau Experience'" (Maslow)
4/10, 4/12, 4/14	IV. <u>Non-Western Perspectives</u>
*4/17	READING SET 7 - Response 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)
*4/19	No Class – Office consultations for psychobiography
*4/21	Complete <u>draft</u> of Psychobiography due! Peer Review
*4/24	Peer Review of Psychobiography (continued)
*4/26	Psychobiography Due & Presentations
*4/29	Psychobiography Presentations (continued)
5/2	Closing Remarks

