PERSONALITY THEORIES

**Psychology 279, Term 3, October-November 2018**

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**Overview:** Psychology as a discipline is, in large part, an outgrowth of the study of philosophy. The philosophical roots of the field are most evident within theories of personality. Personality theories deal with fundamental questions such as: “What are the essential features of human nature?” “What are the qualities of healthy and unhealthy persons?” and “How do people change and evolve?” These questions represent several of the core philosophical viewpoints that influence each person’s approach to living in the world and directing her or his life goals and tasks.

This course surveys major theories of human personality. We will discuss the major contributions of personality theorists, examine and critique their works from a variety of perspectives (including feminist, multicultural, and transnational perspectives), and consider potential methods for integrating theories. We will also explore models of personality that originate outside of the discipline of psychology (e.g., Buddhism) as part of an effort to develop more inclusive approaches to personality that move beyond the confines of Western psychologies.

In addition to exploring theoretical viewpoints, we will explore recent empirical research methods and findings in personality psychology and use these findings to draw conclusions about the merits and limitations of theoretical models and personality testing. Personality theories also provide a foundation for various contemporary applications related to psychological assessment/testing and psychotherapy practice. Assignments and class activities will focus on (a) exploring and examining these applications, (b) applying theoretical viewpoints to facilitate insight and understanding about oneself and others, and (c) considering the relevance of these personality theories to a broad range of settings such as the workplace, the family, intrapersonal and interpersonal contexts, and psychotherapy.

**Course Objectives:** This course supports the Educational Priorities and Outcomes of Cornell College, placing emphasis on knowledge, inquiry, reasoning, communication, intercultural literacy, ethical behavior, and well-being. The list below identifies primary objectives for this course. Each item is followed by a word or phrase (in parentheses) that ties the item to one or more educational priorities of Cornell College. This course is intended to help course participants:

1. Develop an understanding of major theories of personality and related research, the strengths and limitations of theoretical approaches to personality theory and research, and relationships between these theories and research. (***Knowledge, Inquiry***)
2. Gain knowledge of the historical, social, and biographical factors that influenced the development of personality theories and the discipline of psychology. Understand how these theories influenced the evolution of psychology, as well as how historical trends within psychology and society influenced the nature of personality theories. (***Knowledge, Inquiry***)
3. Read and listen attentively and respectfully to the perspectives of authors and other class members; think critically, analytically, and inclusively about their own and others’ ideas; and enhance their abilities to express ideas clearly in both written and spoken form. (***Communication, Reasoning***)
4. Apply theories as tools for describing, understanding, and explaining personality functions; and use personality theories as tools for enhancing their personal growth and facilitating their understanding of others. Consider the relevance of personality theories to domains such as the workplace and psychotherapy practice. (***Well-Being***)
5. Explore and understand how values relevant to culture, nationality, race/ethnicity, gender, class, and sexual orientation (and other social identities) are reflected in prominent Western personality theories; recognize the limitations of specific theories for understanding many world peoples and contexts; and develop attitudes and tools for developing more inclusive models and theories. (***Intercultural Literacy, Ethical Behavior***)
6. Examine controversies related to the application of personality theories, especially in relationship to personality and assessment and testing (e.g., biases in test construction and interpretation; the use of personality tests for hiring and evaluating employees, or assessing and diagnosing personality problems; or overemphasizing intrapsychic factors to the exclusion of contextual and ecological realities). Consider ethical implications and use of personality instruments and other personality assessments. *(****Ethical Behavior***)

**Class Hours:** Class hours selected from 9-11 AM & 1-3 PM.

**Office Hours:** I am usually in my office until 5 PM and am available to meet after AM class and PM class on most days.

**Readings:**

Schultz, Duane P., & Schultz, Ellen Sydney. (2009).  *Theories of personality* (9th edition). Wadsworth.

Frankl, V. (1959). *Man’s search for meaning*. New York: Washington Square Press. (available on Moodle, pdf file)

Boeree, C. G. (2006). *Personality theories.* (on-line text available on Moodle)

All other readings (see schedule) available on Moodle

**Course Assignments**

**Tests/Quizzes:** **Friday, October 25 (short quiz); Thursday, November 1 (test); & Wednesday, November 14 (test).**

Tests will focus on your knowledge and understanding of specific concepts as well as your ability to compare, contrast, critique, and integrate theories and research.

**Occasional Short Reactions**

Short directed papers are overnight or in-class assignments that require approximately one-page reactions to a specific topic of study discussed in class.

**QQTP (questions, quotations, talking points): Short Reading Responses to Original Sources**

**Due: 8:30 AM on Moodle on due dates (see schedule)**

Short original writings of theorists will be featured throughout this course. Students will be expected to write brief questions or reactions in response to the readings (approximately 1/3 to ½ page per day for at least 6 of the 8 days which include QQTP assignments). These short responses should focus on questions, quotations, or talking points (QQTPs). More specifically, the brief responses may focus on (a) questions prompted by the reading, (b) a quotation from the reading that is particularly compelling or controversial, or (c) a brief outline of your ideas about relevant “talking points” for class discussion. As you read, I also encourage you to consider the following: (a) What key concepts are described in this selection? (b) What concepts are straightforward or confusing? (c) What concepts/words seem most relevant to the study of personality in the 21st century? (d) What quotes are most intriguing or striking and why?

### **Personality Application and Assessment Paper**

### **Due: Monday, November 5 (first draft of work to date), and Tuesday, November 13 (final draft)**

Each class member will complete a variety of class activities and assessments that facilitate the application of personality theories to an individual’s life. You will be asked to select specific assessments and use them to write a short integrative summary about yourself or some other person. Additional information about this assignment is forthcoming.

The following questions may be helpful in the completion of this assignment:

-How can you use these theories and the results of these surveys to conceptualize your own personality or that of another person?

-To what degree do these surveys or instruments represent an adequate representation or assessment of the theory?

-What are the common themes that appear across these surveys? How can you integrate the findings of these surveys in a meaningful way?

-In what ways are the results of these instruments inconsistent? How do you account for this inconsistency?

**Research Paper (Choose from options A, B, or C)**

Due dates: Tuesday, October 30: Topic choice/statement and abstracts of 3 articles or brief summaries of book sources. & Final paper due date: Friday, November 9.

Length: 7-10 pages

Sources: You may use any class readings. In addition, each paper should include **THREE** additional non-class sources (e.g., peer-reviewed research articles or theoretical chapters/articles). A reference list and in-text citations are required.

**Option A: Theoretical analysis**. This option will provide the opportunity to explore a specific aspect of the theory of one personality theorist or to compare several theorists’ understanding of a particular concept. Cole Library holdings include many of the original writings of early personality theorists, and these sources will be important to a theoretically oriented paper. The following themes should be included in your paper:

1. Exploration of 1-2 theoretical models
2. Explanation of how the model fits you and your life experience
3. Explanation of how the model addresses problems in living and how people change
4. Explanation of how the model addresses individual development
5. Explanation of how the model addresses fate/hope of the human condition
6. Examples of how the model helps explain life situations and issues (applications and examples).

**Option B: Review of empirical research**. This option will provide the opportunity to delve into an area of contemporary personality research. You will describe the theoretical basis for a line of research and then summarize, evaluate, and integrate two research studies on the topic. This paper should be based on a minimum of 4 sources: at least one source that informs your conceptual overview and definition of the topic, and at least two original research sources that summarize studies relevant to the topic. Whenever possible, the research studies should be closely related so that you are able to write a well-focused paper. For example, self-efficacy is a widely studied concept. Thus, it will be important to narrow the topic to something like self-efficacy and coping with abortion or self-efficacy and math performance. Examples of potential topics, which will need to be narrowed for the purpose of this assignment:

### -attachment styles and personality -resilience and/or hardiness

### -self-monitoring -self-enhancement

-optimism -rumination

-self-efficacy -mindfulness and psychological well-being

### -positive emotion (the broaden-and-build model) -perfectionism

-depressive personality style -correlates of happiness

-collectivism and personality style -correlates of life satisfaction

-gender/sexism and personality -stereotype threat and achievement

-maximizers and satisficers -narcissistic personality style

-authoritarianism

Research relevant to the short research paper can be found in many types of resources. However, the following journals may be especially useful:

*Journal of Personality and Social Psychology Journal of Personality*

*Personality and Social Psychology Bulletin* *Sex Roles*

*Personality and Individual Differences Journal of Research in Personality*

*Journal of Counseling Psychology* *Journal of Personality Assessment*

*Journal of Happiness Studies Cultural Diversity and Ethnic Minority Psychology*

**Option C: Biographical study**. This option provides the opportunity to analyze a person’s personality through the use of biography or autobiography, other sources about a person’s life, and personality theory resources (primarily original works written by theorists). You may choose a contemporary or historical figure (including a personality theorist) about whom a biography or autobiography has been written. The only limitation is that you will need to work with published material about your subject, so he or she will need to be a person with a public reputation or record. Given the focus of this course on “normal” personality structure and development, the ideal person is not a person whose outstanding quality is a psychological disorder. The most important criteria include: (a) the person should interest you, (b) there should be substantial biographical or autobiographical materials about this person, and (c) the person should be a *complex* person psychologically (e.g., someone about whom there are interesting questions to be addressed). To facilitate a focused exploration, I recommend using approximately two theoretical perspectives for assessing your person’s personality. To complete this assignment, you should use at least four sources which include a biography or autobiography, additional published material about this person’s life, and theoretical sources.

**Class Policies and Practices**

**Attendance and Participation:**

Class members should plan to attend all class sessions. Promptness is expected and is part of one’s courtesy toward other members of the class. Random arrivals and exits are disrespectful and distracting to others. Frequent absences or tardiness will have a negative impact on grades. If an absence is unavoidable, please notify me prior to your absence or immediately upon returning to class. Active participation in small and large group discussion is expected and is an important measure of your intellectual engagement with course content. To participate fully, please do the following:

(1) Complete daily readings before we meet (and bring readings related to QQTP assignments)

(2) Come to class with good questions or issues for discussion

(3) Contribute to group discussion regularly, while also making sure that other class members have opportunities to speak

(4) Listen and respond to the contributions of others (in small and large group discussion)

(5) Help create a climate of respect and collaboration in which others can comfortably share their insights.

**Make-up Exams and Late Papers:** Occasionally students become ill immediately before an exam or the due date of a paper. Make-up exams or due dates for papers may be moved back for health or personal emergencies. Students who need to negotiate extensions must notify me in a timely fashion (e.g., on or before the day the assignment is due or before the test begins.) Grades for late work will be lowered unless extensions have been negotiated in a timely manner.

**Computers and Electronic Communication:**

Computers can facilitate efficient note taking. As a caution, however, computers may be less than ideal for note-taking and enhancing comprehension. Mueller’s (2014) study found that persons who took notes by hand performed better on tests than those who used a computer, especially when recalling conceptual information. Mueller hypothesized that when using laptops, students may be more likely to engage in “mindless transcription” or verbatim note-taking. Those who take notes by hand may tend to spend more time processing information, which is likely to enhance learning.

All electronic devices should be used in a way that is not distracting or disturbing to other persons or other class activities. Common distractions include texting, emailing, and checking Facebook or other social media. Avoid this activity during class. Similarly, it is not acceptable to use computers during class time to complete other class assignments. Discussion will be a primary emphasis throughout this class, and the presence of computers often detracts from one’s ability to be fully present in class discussion. As a result, computers should not be used during class discussion.

**Accommodations for Disabilities and Academic Challenges:** Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

I am also available to discuss academic challenges with all class members and will work with you to enhance academic skills that will facilitate your success in this class.

**Inclusive Language:**

Many of the original works that we will read use words such as "man" or "he" to refer to people in general. Most of these articles and books were written during the first half of the 20th century when the use of generic masculine terms was considered an appropriate way of referring to all individuals. This practice is no longer considered acceptable within psychology (since the early 1970s), and authors of all publications are required to use language and writing practices that are respectful of individuals with diverse social identities (e.g., related to racial and ethnic identity, sexual orientation, age, disability). Research in psychology reveals that noninclusive language contributes to cognitive practices that support biased or ethnocentric thinking*.* In light of research findings and consistent with practices within psychology, please use inclusive language in all speaking and writing practices in this course.

**Class Grading** (Percentages and points are approximate)

Tests and quizzes: 55-60% 150-160 points

Short reactions/ QQTP: 8-12% 24-30 points

Research paper: 15-18% 40-45 points

Personality profile/application paper: 12-14% 30-35 points

Participation/attendance/group work: 8-12% 20-30 points

**Total: Approximately 250-280 points**

General grading scale (percentage of overall points earned on assignments)

A=94%, A-=90%, B+=88%, B=83%, B-=80%, C+=77%, C=73%, C-=70%, D+=67%, D=63%, D-=6-%

**Honesty in Academic Work:**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

Dishonesty in academic work includes both cheating and plagiarism. Cheating refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the marker or evaluator of an examination, paper or project. Plagiarism is the act of taking the work of another and passing it off as one's own, without acknowledgement of the original source

**Notes About Formal Writing:**

Completing Original Work

The writing you do for this course should be work that was originally intended for this course. It is not acceptable to submit papers that you or another person has submitted for other courses. If you wish to make use of some aspect of previous work as part of a paper for this course, please consult me.

Citations, References, and Writing Format

For research papers, you should make use of a specific writing format. If you are a psychology major, you should use APA style. For examples of citation style and references, refer to any psychology journal article or the *Publication Manual of the American Psychological Association.* The library website also includes APA style directions (See Research in Psychology, Credit When Credit is Due). Any sources that are discussed in papers must be documented through appropriate references and citations. Whenever you quote an author's work or provide a summary of ideas, you must cite that work within the text and in the reference section at the end of your paper. A brief template for APA style is also available on the Moodle site.

Quotations and Paraphrasing

All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author must be placed in quotation marks and cited. When an existing idea is paraphrased or summarized, both the original author’s words and sentence structure must be changed. A specific citation for the source must still be made. It is always the responsibility for the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the internet are expected to follow these same guidelines for the citation of sources.

In general, quotations in psychology papers should be brief, used sparingly, and limited to conveying ideas and concepts in ways that a difficult to reproduce through paraphrasing (e.g., a particularly unique or creative way of expressing an idea). When summarizing the technical results of a study, you should not use quotations but should paraphrase content. It is never appropriate to quote entire paragraphs.

**Class Topics and Tentative Schedule**

## Psychodynamic & Existential Perspectives on Personality

**Monday, October 22**

Introduction to the study of personality

Freud: Pioneer in the study of personality

P.M. Movie: Applying Freud’s personality theory (Agnes of God, 1 hour & 35 minutes)

Reading:

Schultz & Schultz, Introduction (pp. 1-12 & 33-39)

*Enrichment:* Freud, Lecture 1 of *Five Lectures on Psychoanalysis* (case study of Anna O.)

*Enrichment:* Boeree, Introduction chapter

Relevant assessment

Twenty statements test (class handout)

**Tuesday, October 23**

Sigmund and Anna Freud: Views of personality development

Reading: Schultz & Schultz, Chapter 1

Boeree, Anna Freud chapter

Patel, A. (2015). Person of the issue: Anna Freud. *International Journal of Indian Psychology, 3*(1).

Freud, S., excerpts from *An Outline of Psychoanalysis, Ego & Id, New Introductory Lectures on Psychoanalysis*

*Enrichment:* Freud, A., Excerpt from *Ego and Mechanisms of Defence.* (Chapter 1, The Ego as the Seat of Observation)

*Enrichment:* Aldridge, J., Kilgo, J.L., & Jepekmboi, G. (2014). Beyond psychoanalysis: The contributions of Anna Freud to applied developmental psychology.  *SOP Transactions on Psychology 1*(2), 2373-8643.

*Enrichment:* Bornstein, R. (2014). The psychodynamic perspective. NOBA project

*Enrichment:* Boeree, Sigmund Freud chapter

# Wednesday, October 24

Alfred Adler, Individual psychology

Reading: Schultz & Schultz, Chapter 3

Alfred Adler, Style of life and Birth order and personality development. (QQTP)

Hartshorne, J. K. (2010). How birth order affects your personality. *Scientific American.*

*Enrichment:* Mwita, M. (2004). Martin Luther King Jr.’s lifestyle and social interest in his autobiographical early memories. *Journal of Individual Psychology, 68,* 60-74.

*Enrichment:* Boeree, Adler chapter

*Enrichment:* Herrera, N. C., Zajonc, R. B., Wieczorkowska, G., & Cichomski, B. (2003). Beliefs about birth rank and their reflection in reality. *Journal of Personality and Social Psychology, 85,* 142-150.

*Enrichment*: Eckstein, D., & Kaufman, J.A. (2012). The role of birth order in personality: An enduring intellectual legacy of Alfred Adler. *Journal of Individual Psychology, 68,* 60-74.

Relevant personality assessments:

Lifestyle analysis (Adler, class handout)

Psychological Birth Order Inventory (Adler, class handout)

**Thursday, October 25**

Existential personality theory: Ludwig Binswanger & Victor Frankl PM: Movie (1 hour & 40 minutes)

Reading:

Boeree, Binswanger chapter (required) & Frankl chapter (required)

Frankl, *Man’s Search for Meaning* , part 1 (QQTP)

Brozan, N. (1982). Out of death, a zest for life. *New York Times* (short article)

**Friday, October 26**

Frankl and existential personality theory

Personality assessment (introduction, time permitting)

Q**uiz** on reading and class content

Reading:

Frankl, *Man’s Search for Meaning* , part 2 (QQTP)

Schultz & Schultz, Introduction, pp. 12-26

*Enrichment:* Watson, D. (2014). Personality assessment. NOBA project

Relevant personality assessments:

Purpose in Life Test (class handout), Meaning in Life Questionnaire (class handout)

Hardiness Questionnaire (class handout), Post-traumatic growth questionnaire (class handout)

# Monday, October 29

Jung, Analytical psychology

Psychological assessment

Reading: Schultz & Schultz, Chapter 2

Carl Jung, Psychological types, Archetypes of the collective unconscious. (QQTP)

Paul, Annie (2016). Personality tests are popular, but do they capture the real you? National Public Radio blog.

Menard, L. (2018, September). What personality tests really deliver. *New Yorker.*

Szalia, J. (2018, Aug. 29, 2018). “The personality brokers” conjures the mother and daughter who helped us think of ourselves as types. *New York Times.*

*Enrichment:* Hsu, Caroline. (2004, September). The testing of America. *US News and World Report.*

*Enrichment:* Boeree, Jung chapter

Relevant personality assessments:

[www.personalitytest.net](http://www.personalitytest.net) (click on “personality types.” The scroll to the bottom & click on “take the test.”)

TypeFocus, Part 1, available at the Berry Career Center website. Click on the “Your Career Roadmap” link/icon, then follow instructions for Type Focus (Access code: **G474GG74)**

**Tuesday, October 30**

Horney: Psychoanalytic social theory, early feminist psychology

Focus on research: attachment theory

**Due at 5 P.M**.: Short statement of research paper topic and three abstracts or summaries

Reading: Schultz & Schultz, Chapter 4

Karen Horney, The three neurotic trends, The tyranny of the should, Cultural influences on personality (QQTP)

Kaufman, S. B. (2016, July 24). Donald Trump’s real ambition: Search for glory. *Scientific American blog.*

Miller, R. B. (2015). Personality patterns that engender suffering. Excerpt from *Not so abnormal psychology.*

Fraley, C. R. Brief overview of attachment theory and research.

*Enrichment:*  Moving against people: Donald Trump as a case study. *Salty Current blog.*

*Enrichment:* Freud, Some psychological consequences of the anatomical distinction between the sexes.

*Enrichment:* Gloria Steinem, G. Womb envy, testyria, and breast castration anxiety: What if Freud were female?

*Enrichment:* Boeree, Horney chapter

Relevant personality assessments: Horney-Coolidge Type Inventory (Horney’s 3 types, handout)

[www.yourpersonality.net](http://www.yourpersonality.net) (Close Relationship Structures, Attachment Style and Personality Traits Over Time)

[www.personalityresearch.org/tests.html](http://www.personalityresearch.org/tests.html) (click on attachment theory, then on the C. Farley questionnaire)

### **Wednesday, October 31**

Erik Erikson on identity

Identity development: Social identity, white identity, and ethnic identity development

Reading: Schultz & Schultz, Chapter 6

Erik Erikson, Eight stages of man AND James Marcia reading, AND Ethnic identity development

*Enrichment:* Boeree, Erikson chapter

*Enrichment:*McAdams, D.P. (2013). Life authorship: A psychological challenge. *Emerging Adulthood, 1*, 151-158.

**Thursday, November 1**

### A.M.: Test #1

### P.M.: Movie

## Trait and Temperament Approaches to Personality

### **Friday, November 2**

Allport: The psychology of the individual

Hans Eysenck and temperament theories

Reading: Schultz & Schultz, Chapter 7 and Chapter 8 (section on Eysenck, pp. 278-282)

Boeree, Eysenck chapter (pp. 3-8)

Gordon Allport, Patterned individuality and The mature personality. (QQTP)

*Enrichment:* Gordon Alport, The nature of prejudice.

*Enrichment:* Boeree, Allport chapter.

Relevant personality assessment:

Eysenck Personality Test (handout)

# Monday, November 5

The "Big Five," SAPA, and HEXACO trait theories of personality

McAdams, an integrative view of trait psychology

Reading: Schultz & Schultz, Chapter 8 (pp. 282-293)

Boeree, Eysenck and temperament theories chapter (pp. 9-15) (required)

Northwestern U. (2018, September). Scientists determine four personality types based on new data. *Science Daily.* Guarino, B. (2018, September). Scientists identify four personality types. *Washington Post.*

U.S. regions exhibit distinct personalities (apa.org) & Three kinds of people who live in the U.S. (M. Koren)

Soto, Christopher. (2016). Personality can change over a lifetime, usually for the better. National Public Radio blog.

McAdams, D. (2013). Self and identity, NOBA project.

*Enrichment:* Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. *Current Directions in Psychological Science, 17,* 31-35.

*Enrichment:* McAdams, D. P. (2016, June). The mind of Donald Trump. *Atlantic Monthly Magazine.*

*Enrichment:* McAdams D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science, 22,* 233-238.

*Enrichment:*  Schultz, W. T., & Lawrence, S. (2017). Psychobiography: Theory and method. *American Psychologist, 72,* 434-445.

*Enrichment:* Diener & Lucas, Personality traits, NOBA project.

Relevant personality assessment:

[www.personalitytest.net](http://www.personalitytest.net) (Click on IPIP NEO, a“Big Five” measure of personality, print results)

<http://hexaco.org/hexaco-online> (Complete the 100 item inventory and print results)

<https://sapa-project.org/> (Click on the link to access the personality inventory)

TypeFocus Interest Inventory (Berry Career Center website)

**Humanistic and Positive Psychology Approaches to Personality**

# Tuesday, November 6

Humanistic Psychology: Abraham Maslow

Positive psychology and “flow”

Reading: Schultz & Schultz, Chapter 9 & 14 (pp. 456-465, section on positive psychology)

Maslow selections: The Jonah Complex, The beginnings of self-actualization studies. (QQTP)

Mihalyi Csikszentmihalyi, Flow: The psychology of optimal experience.

*Enrichment:* Boeree, Maslow chapter

Relevant personality assessments:

[www.authentichappiness.org](http://www.authentichappiness.org) Approaches to Happiness Questionnaire/Meaning in Life Questionnaire

# Wednesday, November 7

Humanistic/existential psychology: Carl Rogers

Positive psychology

Reading: Schultz & Schultz, Chapter 10

Rogers selection: A therapist’s view of the good life: The fully functioning person. (QQTP)

Emmons, R. A. (2014). Positive psychology, NOBA Project.

Lyubormirsky, S., Shelson, K.M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology, 9,* 111-131.

What is PERMA?

*Enrichment:* Boeree, Rogers chapter

Relevant personality assessments:

Q-sort assessment of congruence (handout)

[www.authentichappiness.org](http://www.authentichappiness.org) This website includes many assessments relevant to positive psychology, including the optimism test, PERMA assessment, GRIT assessment, and the regular or brief Signature Strengths Scale

[www.personalityresearch.org](http://www.personalityresearch.org) (click on general personality, tests, Values in Action Strengths Scale)

###### Behavioral and Social Cognitive Perspectives on Personality

# Thursday, November 8

B. F. Skinner: Radical behaviorism

Albert Bandura and Julian Rotter: Social cognitive theory

Reading: Schultz & Schultz, Chapters 12 (Skinner) & 13 (Bandura) & 14 (Rotter)

Maddox, J. E., & Kleiman, E. (2014). Self-efficacy. NOBA project.

*Enrichment:* Boeree, Skinner chapter and Bandura chapter

*Enrichment:* Skinner, B.F. (1986). What is wrong with daily life in the Western world? *American Psychologist, 41,* 568-574.

*Enrichment:* Skinner, B. F. (1987). Whatever happened to psychology as the science of behavior? *American Psychologist, 42,* 780-786.

*Enrichment:* Skinner, B. F. (1990). Can psychology be a science of mind? *American Psychologist, 45,* 1206-1210.

*Enrichment:* Bandura, A. (2002). Selective moral disengagement in the exercise of moral agency. *Journal of Moral Education, 31,* 101-119.

Relevant personality assessment:

General Self-Efficacy Inventory: at <http://www.excelatlife.com/questionnaires/self-efficacy.htm> (Bandura)

### **Friday, November 9**

### Personal construct theory (George Kelly)

Positive Psychology & Martin Seligman

Reading: Schultz & Schultz, Chapter 11 & 14 (pp. 444-456, section on Seligman)

Duckworth, A. L., & Eskreis-Winkler, L. (2013). True grit. *American Psychological Science Observer.*

*Enrichment:* Boeree, Kelly chapter

Relevant personality assessments:

REP Test (Kelly)

Flourishing Questionnaire

GRIT scale at angeladuckworth.com or [www.authentichappiness.org](http://www.authentichappiness.org) & Optimism test [www.authentichappiness.org](http://www.authentichappiness.org)

**Due at 5 P.M**.: Research paper

## Culture, Social Identity, and Personality

### **Monday, November 12**

Culture and personality

Asian philosophies & Zen Buddhism and personality

Reading:

Boeree, Buddhism chapter (emphasize pp. 6-10)

Engler, Barbara, short excerpt (4 pages) on the teachings of Buddha from a chapter on Zen Buddhism

Markus, Hazel & Conner, Alana (2013). A spin through the culture cycle. Chapter from *Clash! How to thrive in a multicultural world.* New York: Penguin.

*Enrichment:* Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science, 5,* 420-430.

*Enrichment:* Markus, H. R., & Conner, A. (2013). Hearts and minds, east and west. Chapter from *Clash! How to thrive in a multicultural world.* New York: Penguin.

*Enrichment & review:*  Epilogue from Schultz & Schultz personality text

Relevant personality assessments:

Individualism & Collectivism Activity (handout) & other individualism-collectivism scales (handouts)

# Tuesday, November 13

Culture, gender, social identity, and personality

**Due at 9 AM**: Personality assessment paper

Relevant personality assessment:

Bem Sex Role Inventory (handout)

Reading:

Bem, S. L. (1983). Gender schema theory and its implications for child development: Raising gender-aschematic children in a gender-schematic society. *Signs: Journal of Women in Culture and Society, 8*, 598-616.

Fiske, S. T. (2010). Venus and Mars or down to earth: Stereotypes and realities of gender differences. *Psychological Science, 5,* 688-692.

*Enrichment & review:* Epilogue from Schultz & Schultz personality text

# Wednesday, November 14

**Final test**