

CLPS 0701 (Fall 2020)

Personality Theory

Instructor: Dr. Cynthia Ellis; Cynthia_Ellis@Brown.edu

Office Hours: *Tuesday/Thursday 9am-10:30am*
Schedule an appt [here](#). Zoom link is included in calendar.
TAs will also be holding office hours at various times
*If urgent and you need to meet with me at a different time, email me using ***CLPS 0701*** in subject line*

Undergrad TAs: *Selin Baydar, Eric Ingram, Jessica Raviv & Sarah Ryan*

Lectures: *Asynchronous—on Canvas*

Reading:

- Feist G. J., Roberts, T., & Feist, J. (2021). *Theories of Personality, (Tenth Edition)*. McGraw-Hill: New York, NY.
- Specified online reserved readings linked in CANVAS modules

Sections:

- You must attend TA sections which are synchronous & remote. There will be many times to choose from. Once chosen, that will be your time unless you arrange for a change. TAs will be taking attendance. If you absolutely cannot join a section due to time your zone, you and I should discuss an alternate plan.

Course Description

Personality Theory is the study of the development, structure, and major dynamics of personality. This course is designed to survey major personality theories within psychology with comparative analyses of the different models. You will be exposed to many different ways of understanding human individual experience and what are considered to be the driving forces behind personality. We will cover the limitations of each theory as well as the ways they inform clinical practice.

It is most important for you to grapple with these ideas so you can judge for yourself which of the personality systems covered rings true for you and why. Keep in mind that while much of the content of this course, particularly some of the older theories, have been superseded; one can best understand where one stands by first understanding where one came from.

Course Objectives

By the end of this course, it is expected that you will have gained insight into the history of personality theory. You will become knowledgeable about the major personality theoretical systems including recognition of the relative strengths and weaknesses of each theory, and the similarities and differences among the various theories. You will become aware of the ways in which the science of personality has

evolved over time, and recognize the controversies and issues in current personality theory and research. It is hoped that this course will provide you with enough background around the theory of personality to enable you to approach the literature with a deeper understanding. If you fully engage in the course material you may finish this semester with a deepened ability to understand human behavior, both that of yourself and of others.

Credit Hours

Brown University requires all courses to include a total of 180 hours of in-class and out-of-class work over the length of a semester. Over the semester, you can expect to spend 60 hours in weekly reading assignments (4-5 hours/week), 10 hours taking knowledge check quizzes, 45 hours in class and section meetings, 20 hours on supplemental videos, 10 hours working on journal entries, 10 hours on response assignments, and 25 hours on canvas discussion participation. The actual out-of-class time spent will vary across individual students and weeks within the semester, but the total time allocations are reasonable estimates to support the learning objectives for this course.

Grade Breakdown

Class Participation:	50%
<i>Knowledge Check Quizzes after the reading (or other activity when no chapter available)</i>	<i>(5%)</i>
<i>Course lectures and supplemental videos</i>	<i>(10%)</i>
<i>Reflection assignments</i> —(two due a week-1/2 point each—if complete all 23 will get extra credit)	<i>(10%)</i>
<i>*Discussion Board</i> (two+ substantive responses each lecture—1/2 point each—if complete all 23 will get extra credit)	<i>(10%)</i>
<i>*TA Section Participation</i>	<i>(15%)</i>
*Final Exam:	50%

* will be assessed based on evidence of:

- *authentic engagement with the material/that you have truly grappled with the concepts*
- *original ideas of substance and quality*
- *thoughtful and helpful responses to peers*
- *take discussion further or pose relevant questions*
- *actively participate and contribute to discussions and TA sections*
- *post and reply to discussions in a timely fashion*
- *development of your ideas over time, with clear evidence for your argument*
- *ability to think critically, to understand what makes a good theory while noting any limitations*

Course Expectations & Policies

Lectures: My expectation is that you will read all the assigned reading and watch the course lectures in the Media Library on Canvas followed by any additional videos. If a reading or video is optional, I will indicate this in the module. All of these resources will inform your journaling (in order to get the most out of this class) and subsequent reflection papers. These will in turn inform your contributions to the discussion board. Attendance of one of the TA sections is also mandatory unless you are within a time zone that does not allow you to attend

one of the many TA sections offered. If this is the case, you must address this with me and we will come up with an alternative plan. In addition to your textbook, further required reading will be available in Canvas, along with the links to the additional related videos. Feel free to send to us links to news items that you discover that are relevant to share.

Office Hours: We encourage you to come see us, if you have questions or issues. Please do not wait to see us if you are struggling with the material. We will be available to meet with you during our weekly office hours throughout the semester or by appointment. Prof. Ellis's office hour appointment schedule is [here](#). Please email your TAs if you would like to meet with one of them.

Quizzes: Knowledge check quizzes will be given after each textbook chapter. While these will not be graded in the conventional sense, you are expected to take these as they contribute to your participation grade. When there is no textbook chapter, a different activity will be expected in lieu of the knowledge check quiz after the assigned readings.

Assignment Expectations: In order to receive full credit for the reflection assignments I must see evidence of thoughtful engagement with the material from readings, course lecture and supplemental videos. Journals will not be collected, but are a key aspect of your course process and therefore expected. You may want to refer to your own writings in response to the final exam questions. The reflection assignment will consist of a list of ideas, themes, questions, thoughts that came up for you in your journaling exercise. This should be in list form. Please do not skip the journaling process, as this is the true assignment here. I am not collecting your journaling given this may have private thoughts and experiences you will perhaps not want to share with anyone. The list you provide in your reflection assignment will help me assess the level of your engagement with the material and will be counted towards your participation grade. All submissions must be **12 pt font, double-spaced, and paginated** unless stated otherwise. You must complete all assignments on time in order to earn credit.

Final Exam: The final exam will consist of four short essay questions of which you will be asked to complete any three of your choice. It will be a take-home style exam given during reading period. You will be limited to 4 days to complete the exam. See bottom of this syllabus for information on policy regarding asking for more time within exam period and the Absence From Exam policy from The College.

Late/Missed Assignments: Except for in extreme cases of personal illness, emergency, or family crisis, reflection assignments that are more than 1 week late will not be accepted and will receive no credit.

Accessibility and Accommodations: Brown University is committed to full inclusion of all students. Please inform me early in the term if you may require accommodations or modification of any of course procedures. You may put yourself into [my schedule](#) during office hours or email me for a different appointment time. If you need accommodations around online learning or in classroom accommodations, please be sure to reach out to [Student Accessibility Services \(SAS\)](#) for their assistance (seas@brown.edu, 401-863-9588). Students in

need of short-term academic advice or support can contact one of the academic deans in the College. [Here](#) is a link to their schedules.

Class Recording and Distribution of Materials: I would like to record our discussion because some students may be in different time zones, have poor internet connections, or have health issues. This means that we will record all classes to make them available to all students that are enrolled but cannot be present. If you have questions or concerns about this protocol, please contact me so that we can talk through those to also ensure your full participation in this course. Lectures and other course materials are copyrighted. Students are prohibited from reproducing, making copies, publicly displaying, selling, or otherwise distributing the recordings or transcripts of the materials. The only exception is that students with disabilities may have the right to record for their private use if that method is determined to be a reasonable accommodation by Student Accessibility Services. Disregard of the University's copyright policy and federal copyright law is a Student Code of Conduct violation.

Use of Technology to Support Student Learning in Your Course: This course will use Canvas for the majority of course material and Zoom for the TA sections. I am committed to ensuring access to online course resources by students. If you have any concerns or questions about access or the privacy of any of these platforms, please reach out to me. The IT Service Center (<https://it.brown.edu/get-help>) provides many IT Services including remote assistance, phones, tickets, and chat. Please also see the Online and Hybrid Learning Student Guide.

Campus Resources: [Student Support Services](#) Deans can be a helpful resource to discuss personal, family or health-related concerns, as well as a potential academic and personal plan. You can schedule an appointment emailing StudentSupport@Brown.edu or by calling 401-863-3145. A list of other resources can be found [here](#) and [here](#).

******Please note that while I am your professor I cannot meet with you in my role as a Support Dean as this would pose a conflict of interest. You will need to work with one of my colleagues while enrolled in this course. Additionally, if you need referrals to a psychotherapist please contact CAPS or Health Services as I am unable to provide referrals.******

Excused Absences: If you are on a sports team and your sports-related travel requires that you miss class, please contact me early in the semester to inform me of specific dates of your absences. These missed classes will be noted as excused absences and will not impact your class participation grade.

Academic Integrity: Academic honesty and responsibility are fundamental to good scholarship and learning. As members of this academic community, you have a responsibility to conduct yourself in accordance with these expectations. I take academic integrity very seriously, and there are significant consequences if you are caught cheating or engaging in academic misconduct. Please refer to the University's [Academic Codes](#) for details regarding the policy and penalties for violating the academic code.

Respect for Diversity and Inclusion: It is my intent to provide an inclusive learning

environment where diverse perspectives are recognized, respected, and seen as a source of strength. I will present materials and activities in a manner that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please see guidelines for participation in class discussions and sections here.

Books, Supplies, and Materials/Financial Concerns: If your Brown undergraduate financial aid package includes the Book/Course Material Support Pilot Program (BCMS), concerns or questions about the cost of books and course materials for this or any other Brown course (including RISD courses via cross-registration) can be addressed to bcms@brown.edu. For all other concerns related to non-tuition course-related expenses, whether or not your Brown undergraduate financial aid package includes BCMS, please visit the Academic Emergency Fund in E-GAP (within the umbrella of "E-Gap Funds" in UFunds) to determine options for financing these costs, while ensuring your privacy.

Topic and Reading Schedule

In addition to the assigned textbook there will be other readings available in CANVAS

DATES	TOPICS	READINGS
Week 1 (9/9-9/12)	Welcome to Personality theory	Syllabus & Guidelines document
	What is Personality & how do we study it?	FRF Text Chap. 1 & Linked articles
Week 2 (9/13-9/19)	Multicultural considerations	Linked articles
	History of the field/Providing context	Linked articles
Week 3 (9/20-9/26)	Sigmund Freud	FRF Text Chap. 2 & Linked articles
	Sigmund Freud continued	Linked articles
SEPTEMBER 22—	<i>Last Day to add a course without a \$15 fee—must get course override code</i>	
Week 4 (9/27-10/3)	Alfred Adler	FRF Text Chap. 3 & Linked articles
	Melanie Klein & W. Ronald Fairbairn	FRF Text Chap. 5 & Linked articles
Week 5 (10/4-10/10)	Karen Horney	FRF Text Chap. 6 & Linked articles
	The Stone Center Group & others	TBA
	Harry Stack Sullivan	FRF Edition 7, Chap 8 linked in modules & Linked articles
OCTOBER 6 th --	<i>Last day to change grade option, or add a class</i>	
Week 6 (10/11-10/17)	Heinz Kohut, Donald Winnicott	Linked articles

	Bowlby & Ainsworth	Linked articles
OCTOBER 12--	<i>Indigenous Peoples' Day</i>	
OCTOBER 16--	<i>Midsemester</i>	
Week 7 (10/18-10/24)	Erik Erikson	FRF Text Chap. 7 & Linked articles
	Topic TBD	Linked articles
Week 8 (10/25-10/31)	Gordon Allport	FRF Text Chap. 12 & Linked articles
	Abraham Maslow	FRF Text Chap. 9 & Linked articles
Week 9 (11/1-11/7)	Carl Rogers	FRF Text Chap. 10 & Linked articles
	Rollo May, Victor Frankl, & others	FRF Text Chap. 11 & Linked articles
Week 10 (11/8-11/14)	B. F. Skinner	FRF Text Chap. 16 & Linked articles
	Albert Bandura	FRF Text Chap. 17 & Linked articles
Week 11 (11/15-11/21)	McCrae and Costa, & HEXACO	FRF Text Chap. 13 & Linked articles
	David Buss	FRF Text Chap. 15 & Linked articles
Week 12 (11/22-11/28)	TBA (last module)	Linked articles
	Thanksgiving break (noontime on 11/25-11/29)	
Week 13 (11/29-12/5)	Reading Period (starts Monday 11/30)	
	*** <u>Written final exam</u> will be take home style due <u>during reading period</u> (date TBA)	
DECEMBER 4th--	<i>Last day to drop a course or ask for an incomplete from professor (by 5 pm)</i>	
Week 14 (12/6-12/11)	Finals Period (12/7-12/11)	

See full University Calendar [here](#)

Please note:

*** Final exam extensions through December 8th will only be given for extreme extenuating circumstances as vetted by a Dean who then provides a dean's note. As the professor, I will make the final decision regarding whether to grant an extension. When granted, extensions within finals period will be for no later than December 8th.

If you cannot take this exam you will need to contact an academic dean within The College to ask for an Absence from Exam (ABS) in order to take the exam early during Spring semester. These exams are administered by the Registrar's Office. The academic deans will only grant ABSs under rare emergency

circumstances. I would much prefer you complete the final by the original deadline, or only when absolutely necessary, before December 8th with an extension as described above.***

Updated 9/4/2020 1:15 pm