

**Personality
Psychology 361
Fall 2007**

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Psychology 361

A study of the major systematic interpretations of personality including the works of Adler, Bandura, Erikson, Freud, Maslow, Rogers, Rotter, and Skinner. As an integral part of the course, we will consider what it means to be "normal" as well as what guides to living each theoretical perspective offers us. The course will operate at both the theoretical and, where appropriate, the applied level of analysis.

Objectives

1. To have the student gain knowledge about the distinctive features of the major personality theories, the clinical approaches that have developed from them, and their implications for everyday living.
2. To have the student apply the knowledge gained through reading and from class lectures by analyzing case studies from various theoretical perspectives.
3. To have the student develop an understanding of the theoretical and clinical conceptions of normality.
4. To become aware of some of the areas of scientific research that have been stimulated by and based upon the various theories of personality.
5. To stimulate, challenge, and make the course an interesting and enjoyable experience for all.

Textbooks

Ashcraft, Donna (2006) *Personality Theories Workbook (3rd ed.)*
Belmont, CA.: Thompson/Wadsworth.

Burger, Jerry M. (2008) *Personality (7th ed.)* Belmont, CA.:
Wadsworth/Thomson Learning

Freud, Sigmund. (1961), *Civilization and its Discontents*. (J. Stacey, Trans.). New York: W. W. Norton Inc. (Original work published in German 1930)

White, Riggs, & Gilbert. (1982). *Case Workbook in Personality*. Prospect Heights, Il.: Waveland Press Inc.

Grading Components

Test 1	= 20%
Test 2	= 20%
Team case study 1	= 10%
Team case study 2	= 10%
Team case study 3	= 10%
Classroom attendance, participation, and observed effort	= 20%
Research chapter summary sheets	= 10%

Tests

Each test will measure your knowledge of the assigned readings (including handouts), lectures, videos, and class discussions. The specific test format will be explained in class as the test dates draw near.

It is expected that you will be present for both tests. If you are too ill to take the test, please inform me before the test (Phone numbers are on the first page.) and verify the illness with a written doctor's excuse. These few instances will be dealt with on an individual basis, in all likelihood taking an oral test as a make-up.

Collaborative (Team) Personality Case Studies

One of the best ways to develop an understanding of different theoretical approaches to understanding human behavior is to apply various theoretical approaches to different case studies of normal people. You will be conducting three collaborative case studies from three different theoretical perspectives. You are invited to meet with your small group outside of class and brainstorm together to complete this assignment. Each group is, however, expected to work independently of other groups. What you will discover is that very different aspects of a person's life become significant; depending on which theoretical perspective you are applying to a particular case study. We will have a class workshop to help your group get off to a good start with these case studies. Students who strongly wish to work alone rather than in a team will be allowed to pursue this as an option.

Each case study is to be typed and to use APA format. The case study is to be no longer than 5 pages. Each group is to hand in one report with the names of all of the authors. A single grade will be assigned to each report. Criteria that will be used to evaluate each case study include; thoroughness and appropriateness of the application,

i.e., how successful you are at demonstrating an understanding of the theory, creativity, quality of writing, & proper grammar, spelling, style, and adherence to APA style. Due dates for the case studies appear on the class calendar, with our last case study serving as a take home final. Late case studies will lose ten points from their grades for every 24-hour period after their due dates that they are late.

While ideally each member of the team would contribute an equal effort to the finished product there is always the possibility of social loafing occurring, i.e., someone not contributing his/her fair share and trying to let the group do all the work for her/him. In order to deal with this possibility all group members will confidentially assess the work effort of their team on the day the case study is due. Each team member will be given an option of identifying a specific member of his or her team as being a social loafer. Any one identified by two team members will receive a 10-point deduction on their grade. Anyone identified by three team members will receive a 20-point deduction on their grade.

Policy on Plagiarism

The Moravian College faculty have become increasingly concerned about the occurrence of plagiarism on campus. The Psychology Department's policy on this subject is important for students to understand. Simply put, plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such diverse situations as quoting directly or paraphrasing from a published work without giving the author credit, having your roommate write the paper, "borrowing" from fraternity or sorority files, buying a paper from a professional service and so on. Students are to keep all notes and rough drafts of a paper until the grade is assigned. The instructor may request these materials, along with the source materials, at any time. Evidence of plagiarism will be dealt with in accordance with the college policy on academic honesty, copies of which are available at the departmental secretary's desk.

Classroom Attendance, Participation, and Observed Effort

Regular classroom attendance is an expected integral part of the learning experience that has been designed for this course. At times in class we will be doing experiential assignments to personalize some of the theoretical concepts. We will also be doing mini case studies from various theoretical perspectives during class. I will assess the degree to which you come to class prepared to participate and actively do so. I will also be asking you to perform a self-assessment of your conscientiousness in contributing in this fashion to our course experience.

Research Chapter Summary Sheets

Part of the design of this course is to extend your knowledge of and use of scientific methods of inquiry that you have learned in PS 211 & 212. To aid that process I will be asking you to complete research summary sheets on research topics that are presented by our author, Burger, in various chapters of our primary text. Ideally you will complete these sheets on their assigned dates as noted later in the syllabus. Satisfactory completion

of all 13 summary sheets on time will result in a superior grade on this component of the course.

Office Hours

Monday	10:30 – 11:30 & 2:00 – 4:00
Tuesday	11:00 – 12:00
Wednesday	by appointment
Thursday	11:00 – 12:00
Friday	by appointment

If you need to see me at some other time my office and home phone numbers, as well as my email address, are listed on the first page. Please call, and we will arrange for a mutually convenient time to get together.

Class Flow

In order to obtain maximum benefit from each class it is expected that you will have the assigned reading and work completed on the dates shown on the course calendar. At times lecture topics and class activities may not coincide with the assigned readings. Don't be misled by this, please keep up with the assignments as listed. I will announce in class if there are any deviations to our schedule.

Note:

Please note that it is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

Students with Disabilities

Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (extension 1510).

Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (extension 1510).

Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

Class Calendar & Due Dates for Assignments

8/28	Opening Class
8/30	Burger – Chap. 1
9/4	Burger - Chap. 2
9/6	Burger - Chap. 3 up to p. 58
9/11	Burger – Remainder of Chap. 3
9/13	Burger – Chap. 4 (#1) Dream Interpretation pp. 71-78 (#2) Defense Mechanisms pp. 78-83 (#3) Humor pp. 84-89 (#4) Hypnosis pp. 89-97 Wkbk. Case #1 (Freud)
9/18	First half of <i>Civilization and its Discontents</i> - up to p. 45 Wkbk. Case #2 (Freud)
9/20	Second half of <i>Civilization and its Discontents</i>
9/25	Burger – Chap. 5 up to page 109 Case Workbook Introduction
9/27	Wkbk. Case # 7 (Adler) Wkbk. Case # 8 (Adler)
10/2	Burger – Chap. 5 pp. 109-116 (Erikson) Burger – Chap. 5 pp. 123-128
10/4	Burger – Chap. 6 (#5) Psychoanalytic Concepts & Aggression pp. 137-144 (#6) Attachment Styles & Adult Relationships pp. 144-153 Wkbk. Case # 6 (Erikson)
10/9	Fall Recess

- 10/11 **Case Study: Solomon Kompten**
- 10/16 Test 1
- 10/18 Burger - Chap. 15 Application: Cognitive (Behavior) Psychotherapy pp. 442-445
Collaborative Case Study 1 Due
- 10/23 Burger – Chap. 16
Freudian Concepts Revisited: (#7) Transference and (#8) Repression
pp.453-460
- 10/25 Burger – Chap. 7
pp. 154 -161 (Allport)
pp. 164 – 171 & 177-179 (The Big Five)
pp. 182-185 Strengths & Criticisms
- 10/30 Burger – Chap. 8
(#9) Optimism & Pessimism pp. 220 -228
- 11/1 Burger – Chap. 13 up to 367
- 11/6 Burger – remainder of Chap. 13
- 11/8 Burger – Chap. 14
(#10) Learned Helplessness, pp.412 – 418
(#11) Locus of Control, pp. 418 – 425
Wkbk. Case # 23 (Skinner)
Wkbk. Case # 26 (Bandura)
- 11/13 **Case Study: Frederico Gomez**
- 11/15 Burger – Chap. 11 Through Rogers pp. 287 – 297
- 11/20 Burger – remainder of Chap 11
Collaborative Case Study 2 Due
- 11/22 Happy Thanksgiving
- 11/27 Burger – Chap. 12
(#12) Self Disclosure pp. 321 332
(#13) Self Esteem pp.339 – 349
Wkbk. Case # 17 (Rogers)
Wkbk. Case # 16 (Maslow)
- 11/29 Test 2

12/4 **Case Study - Carol O'Brien**

12/6 wrap up for the course

Collaborative Case Study 3 is due at the start of the time of our final exam time slot.

