

Syllabus – PSY432 Personality

LOCATION

Upper Iowa University - Madison Center
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COURSE IDENTIFICATION

PSY432 Personality

TERM INFORMATION

Term 2 (October 26 – December 19, 2009)
Mondays 5:30-10:00 p.m.

INSTRUCTOR INFORMATION

Steven R. Stein, Ph.D.
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BIOGRAPHY

Dr Stein is the Lead Faculty and Assistant Professor of Psychology at the Madison Center's UIU. He is also a licensed psychologist who has practiced in the Madison area for over 30 years. He works with a wide range of psychological and psychiatric disorders utilizing an eclectic approach. His interest in the body-mind connection has led to numerous presentations locally and internationally. As an experienced practitioner, supervisor, and clinical director, he has advocated for better mental health awareness. Dr. Stein also founded the NorthStar Day Hospital for Adolescents, which successfully treats severely mentally ill children in Dane County.

TEXT

Schultz, D.P. & Schultz, S. E. (2008). Theories of Personality (9th ed.). Belmont, CA: Thomson Wadsworth.

This text has a large number of resources available at its website including chapter summaries, quizzes and other materials:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&discipline_number=24&product_isbn_issn=0534624022

OBJECTIVES

1. Explain the major theories in personality.
2. Evaluate the ethical standards and issues in personality assessment.
3. Identify the scientific research methodology employed in the study of personality.
4. Investigate the psychological systems that create characteristic patterns of behavior, thoughts, and feelings.

The syllabus is tentative and subject to change.

CITATION Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources.

Readings and Schedule of Assignments

<u>Class 1</u>	<u>October 26</u>
Part 1 The Study of Personality: Assessment, Research, and Theory	
Part 2 - The Psychoanalytic Approach :	Ch. 2. Sigmund Freud
<u>Class 2</u>	<u>November 2</u>
<i>Due: A Pick a famous person with some autobiographical information if you do not plan using yourself.</i>	
Part 3 - The Neo-psychoanalytic Approach -	Ch. 3. Carl Jung
	Ch. 4. Alfred Adler Ch. 5. Karen Horney
	Ch. 6. Erich Fromm Ch. 7. Henry Murray
<u>Class 3</u>	<u>November 9</u>
<i>Due: B Bring autobiographical summary of yourself or famous person</i>	
<i>Meet the Theorists: Sigmund Freud / Carl Jung</i>	
Part 4 - The Life Span Approach:	Ch. 8. Erik Erikson
Part 5 - The Trait Approach: Genetics of Personality	Ch. 9. Gordon Allport
	Ch. 10. Raymond Cattell, Hans Eysenck etc.
<u>Class 4</u>	<u>November 16</u>
<i>Due: C List of 3 personality concepts of chosen person on sheet provided:</i>	
<i>The concept, the author, two examples of chosen person</i>	
<i>Meet the Theorists: Karen Horney Alfred Adler Erich Fromm</i>	
Part 6 - The Humanistic Approach:	Ch. 11. Abraham Maslow Ch. 12. Carl Rogers
<u>Class 5</u>	<u>November 23</u>
<i>Due: D Bring a draft of your personality analysis of chosen person.</i>	
<i>Meet the Theorists: Erik Erikson Henry Murray Gordon Allport</i>	
Part 7 - The Cognitive Approach:	Ch. 13. George Kelly
Part 8 - The Behavioral Approach:	Ch. 14. B.F. Skinner.
Part 9 - The Social Learning Approach:	Ch. 15. Albert Bandura.
<u>Class 6</u>	<u>November 30</u>
<i>Due: E Draft of Psycho-biography</i>	
<i>Meet the Theorists: Carl Rogers George Kelly</i>	
Part 10 - Advances in Personality Theory	Ch. 16. Other Directions
<u>Class 7</u>	<u>December 7</u>
<i>Meet the Theorists: Skinner / Bandura</i>	
Part 10 - Advances in Personality Theory	Ch. 17. Personality in Perspective.
Review of Final Exam	
Receive Feed Back on Psycho-biography	

Class 8**December 14****Due: Revisions of Psych-biography****Final Exam**

Grade Discussion, Evaluation

ASSIGNMENTS

During class, students will complete numerous exercises and assignments not listed here. The students are encouraged to seek support from the instructor and peers in completing assignments. Please inform the instructor of any individual learning needs.

1. Students will complete all readings and attend all classes.
2. Students will submit Theory summaries as scheduled in syllabus.
3. Students will prepare a verbal profile / story about a theorist of interest in group
 - a. Meet the Theorist: Presented in class as scheduled
4. Each student completes a "Psychobiology" on a chosen person (see guide).
 - a. Name and printed material on chosen person in class to share - Class 2
 - b. Autobiographical summary in class to share due - Class 3
 - c. List of concepts in class to share due - Class 4
 - d. Draft due in class to share - Class 5
 - e. Paper due - Class 6
 - f. Revisions if needed - Class 8

EXAMS

5. There is a cumulative, closed book final exam in class 8

GRADING CRITERIA

- | | | |
|----|---|------------|
| 1. | Participation in class activities and discussions | 300 points |
| 2. | BRIEF Theory summaries | 150 points |
| 3. | Theorist of Interest Story (verbal & in group) | 100 points |
| 4. | Psycho-biology Project | 250 points |
| 5. | Final exam | 200 points |

GRADING SCALE:

	Points:		Points:
A	950 -1100	A-	900-949
B+	850-899	B	800-849
B-	750-799	C	700-749
C-	650-699	D+	600-649
D	550-599	D-	500-549
F	<500		

ATTENDANCE

Note: Active participation in all class activities is a component of the grade. Regular and timely attendance is expected. This class is a learning community. While critical thinking and differences in opinions are encouraged, it is the expectation that learners support each other in their education. One class can be made up by alternative assignments.

Please discuss any needs for scheduling accommodations with the instructor in advance, unless the situation is an emergency. It is the student's responsibility to make arrangements to make up for missed content with the instructor. Please review Upper Iowa University Policies on Administrative Withdrawal related to repeated absences.

MISSED ASSIGNMENTS/EXAMS: Active participation in all class activities is a component of the grade. Regular and timely attendance is expected. This class is a learning community. While critical thinking and differences in opinions are encouraged, it is the expectation that learners support each other in their education.

Please discuss variation of deadlines for assignments with the instructor in advance. Delays without extenuating circumstances may affect the grade. No assignments will be accepted past the last day of class. Learners have diverse learning styles and needs, which will be accommodated gladly. Please notify the instructor about individual learning needs during the first class.

SKILLS

**For APA style see the APA Style Crib Sheet at <http://www.docstyles.com/apacrib.htm>
This class will facilitate growth in the following psychology outcomes and foster skills:**

Psychology Major:

The purpose of a psychology major is to enable a learner to interpret psychological theory utilizing scientific methodology in order to apply that knowledge to describe, analyze, predict, and shape human behavior.

1. Demonstrate an understanding of psychological terms, theories, and trends, along with knowledge of the physical and behavioral stages of human development.
 - Using theories of personality in a self assessment case analysis, students will reference observations and tools for change in their life and occupational environment
3. Demonstrate an awareness of individual variation in behavior and perception and acceptance of these differences in an unbiased manner.
 - Students will complete classroom and group assignments that heighten their awareness of individual differences mediated by personality and broaden their understanding of human diversity from the perspective of personality theories.
4. Demonstrate an awareness of moral, ethical and legal issues associated with the helping professions and the ability to incorporate ethical practices in dealing with others in professional situations.
By counter positioning their personal bias and judgments of different people against the perspective offered by divergent personality theories, students will develop and express in spoken and written word an appreciation of human personality within historical, cultural, and interpersonal contexts.

An excellent link with information about personality theorists: <http://facstaff.unca.edu/himelein/perslinks.htm>

1. Name:

Phone:

Email:

	Attendance:		Read:	Concept Summary:	Pts	Psychobiology Paper:	Pts	Meet the Theorists: 100 points
	Time In:	Time Out:	Check when read	Check when submitted	150	Check if Submitted No Late Assignments In this column	250	Circle your time
Class 1								
Class 2			Chapters 1 2 3 4 5 6 7	Ch. 2 Sigmund Freud	10	Bring name and some printed autobiographical information for your famous person	10	
Class 3			Chapters 8 9 10	Ch. 3. C. Jung. Ch. 4. A. Adler. Ch. 5. K. Horney.	10 10 10	Bring your autobiographical summary type written	20	Sigmund Freud Carl Jung
Class 4			Chapters 11 12	Ch. 6. E. Fromm. Ch. 7. H. Murray. Ch. 8. E. Erikson.	10 10 10	Bring a list of personality concepts for your famous person List the concept, the author, two examples f. famous person	30	Karen Horney Alfred Adler Erich Fromm
Class 5			Chapters 13 14 15	Ch. 9. G. Allport. Ch. 10. Trait Theorists.	10 20	Bring a draft of your paper to class.	40	Erik Erikson Henry Murray Gordon Allport
Class 6			Chapter 16	Ch. 11. A. Maslow. Ch. 12. C. Rogers Ch. 13. G. Kelly	10 10 10	Draft of Paper Due	50	Carl Rogers George Kelly
Class 7			Chapter 17	Ch. 14. B.F. Skinner. Ch. 15. A. Bandura.	10 10			B.F. Skinner Albert Bandura
Class 8			Final Exam 100			Final Draft of Paper Due	100	

GUIDELINES FOR PSYCHOBIOGRAPHY

Select a famous person, summarize their biography and analyze his or her personality with the help of at least three concepts of three personality theorist in regards to Personality Development, Personality Description, and Maladjustment/Adjustment. The paper should be 5-7 pages long, type written, double spaced and one inch margins. No cover page or abstract needed. Indicate sources in text, no reference page needed.

1. *Choose* any famous person, living or dead, e.g., a childhood hero/heroine, writer, artist, politician, musician, philosopher, scientist, journalist, activist, or historical figure. Subjects should ideally be in mid-life or beyond (i.e., no teenagers!). Google “biographies” and a category that interests you (e.g., musicians, presidents, feminists); consider famous persons within academic disciplines that interest you, browse <http://www.biography.com/> (the A&E biography site), or check Amazon’s Top 10 biographies lists.
 - a. Availability of information: Make sure the biography you choose has ample material on early life experience, rather than being focused only on life accomplishments. You need to be “up close and personal” with your subject.
 - b. Richness of life experience: Your analysis can only be as stimulating as your subject. Look for interesting, complicated, multi-dimensional persons who have lived long enough to move through different stages of life.

The Paper:

- 1) **Biographical Summary.** (about 2 pages) Biographical summaries are written chronologically (birth to death) The first section of your paper should contain a brief biographical summary of your subject, e.g., siblings and birth order, relationships with family of origin (siblings, parents), nature of childhood and significant childhood experiences, education, occupation, significant interpersonal relationships (romantic and platonic), current family and living arrangements, special problems or crises. Do not to include inconsequential details.
- 2) **Analysis.** (3-5 pages). This should be about 3 times as long as the biographical summary.
 - a) First consider what aspects of your subject are most interesting and/or unique. Try to address major characteristics of your subject in your paper, describing the characteristic in psychological terms and trying to explain its origin.
 - b) Organize your Analysis in three broad subsections:
 1. **Personality Development.** What aspects of your famous person’s development, especially in childhood, best explain his/her adult personality? Can you make connections between your celebrity’s past and present? Examples of developmental concepts: psychosexual stages (Freud), psychosocial stages (Erikson), development of self-concept (Rogers), drive for superiority or early memories (Adler), development of the personality (Jung), learning through reinforcement and punishment (Skinner), observational learning (Bandura), basic anxiety (Horney). You don’t have to describe every stage if you choose to describe development perspective of a stage theorist; just pick the most relevant stages that best explain the individual in adulthood. Same with other theorists, just pick the concepts that are meaningful to you.
 2. **Personality Description.** What characteristics of your subject’s adult personality are most significant? What concepts studied in class help to make describe or categorize these? Examples: id, ego, or superego (Freud), archetypes (Jung), type (Jung), moving toward, away from, or against (Horney), actualizing tendency (Rogers), needs level (Maslow), identity (Erikson), style of life or birth order effects (Adler).

3. Adjustment/Maladjustment. Overall, would you categorize your famous person as a **healthy or unhealthy** individual? Why? This section is perhaps more evaluative than the others. Ask yourself, first, how does a theorist view health (or pathology) and then second, is your subject healthy?

- c) Within each subsection, pick 1-3 personality concepts that you feel fit this person, i.e., aid in your understanding of him or her.
- i) Briefly describe the concept (1-2 sentences), and then explain how it is relevant to your person.
 - ii) Be sure to give examples from the person's life to support your ideas, trying to write persuasively to convince the reader that your analysis makes sense. The more specific and varied your examples, the better. In other words, don't merely say your subject has, e.g., a poorly developed super-ego. Instead, give examples of behaviors illustrating this concept in your subject's life.
 - iii) Try to show both the *cause and consequences* of personality traits or personality problems. For example, if you hypothesize that your subject has an oral fixation, hypothesize about why the fixation may have occurred in infancy and show the evidence of the oral fixation in adulthood.

About Concepts:

- More comprehensive concepts, e.g., struggles with identity (Erikson), or inferiority feelings and resulting compensation (Adler), may well take 2 or more pages to adequately apply. Other concepts that are narrow in their applicability, e.g., reinforcement and punishment (Skinner) or self-efficacy (Bandura), will require fewer examples to support. (However, *all* concepts require more than one example to support). The more support you can offer that your concept makes sense to apply to this individual, the better. Overall, be sure that the ideas of at least 3 different personality theorists are represented somewhere in your paper. Since we will study 9 theories this semester, this should not be difficult.
- *Note that many concepts can fit more than one section, e.g., Horney's basic anxiety might be construed as a developmental concept, explaining the moving toward style (personality description) that a subject has in adulthood; if highly dysfunctional, the moving toward style might also be relevant to the adjustment/maladjustment section. Remember that you can explain your subject more fully if you use a variety of concepts. For example, discussing both Horney's and Maslow's safety needs, or both Erikson's and Adler's concepts of inferiority would likely result in too much overlap.*

Concepts List for Class 4

Student Name:

Famous Person's Name:

	Concept	Author	Examples
Personality Development			1. 2. 3.
			1. 2. 3.
			1. 2. 3.
Personality Description			1. 2. 3.
			1. 2. 3.
			1. 2. 3.
Maladjustment / Adjustment			1. 2. 3.
			1. 2. 3.
			1. 2. 3.

Checklist

Before handing your paper in, here are some specific guidelines to check:

2. Is my biography 2 pages or less, and no more than 25% of my paper overall?
3. Did I include all the suggested areas of importance in the biography section (e.g., siblings and birth order, family relationships, etc.)?
4. Are all 3 sections of the analysis present, marked with headings (i.e., development, description, adjustment or maladjustment)?
5. For each concept used to explain, describe, or assess this individual, have I given examples to support my application? Is this a “deep” analysis?
6. Have I explained both the cause and consequence of personality traits or problems?
7. Have I answered the question of each section of the analysis, i.e., what developmental experiences most shaped this person, what is their personality like, and are they adjusted or not?
8. Have I used a variety of concepts in the analysis portion of my paper, representing at least 3 different theorists?
9. Have I been careful to paraphrase when describing personality concepts?
10. Have I carefully edited and proofread my paper?
11. Is my paper between 5 and 7 pages long? Did I number pages? Do I have a header with my name?