

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: PSYC 200

Course Title: Theories of Personality

Year: 2023-2024

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

A study of major theories and theoretical approaches to describing the development, adaptability and stability of personality across the lifespan. Theoretical perspectives covered include psychoanalytic (as well as neo-psychoanalytic and social psychoanalytic), trait, biological, learning, cognitive, and existential/humanistic. Prerequisites: PSYC 103; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This course will be of interest to all students with a general interest in understanding why people develop the way they do, why they change or fail to change in response to new demands, and what factors contribute to the formation of one's enduring characteristics and traits. As a PSYC elective, the course can be used as a liberal arts, social science, or an unrestricted elective. It complements the current psychology offerings because, while other psychology courses acknowledge the importance of theories of personality, the theoretical perspectives themselves are not the main focus of other psychology courses. By taking this course prior to taking other 200 or upper-level psychology courses, a student will gain a much richer knowledge of the different theories and their assumptions which will help them to learn how these theoretical approaches are applied in other specific areas of psychology (social psychology, developmental psychology, abnormal psychology, etc.).

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Students who take this course will:

1. Be able to understand how theories about the development and functioning of personality are related to core assumptions about human nature
2. Be able to understand the different ways in which theories of personality are assessed as being "good" theories
3. Be able to apply different theories of personality to the lives of individual people, including their own lives
4. Learn specific personality theories from the psychoanalytic, neopsychoanalytic, social-psychoanalytic, learning, cognitive, trait, biological, and humanistic-existential perspective

Course Objectives/Topics

Objective/Topic	% Course
Students will be able to articulate the place of the study of theories of personality within the overall history of psychology and will be aware of different definitions of what constitutes "personality" and how these definitions are related to broader philosophical questions about human nature, eg., the relative importance of nature or nurture, free will or determinism, equilibrium or growth, uniqueness or universality, cultural influence vs. universal behavior, etc.	25%
Students will be able to describe the different ways that theories of personality are assessed.	15%
Students will understand Sigmund Freud's psychoanalytic theory of personality.	12%
Students will understand the neopschoanalytic and social-psychoanalytic perspectives including, but not limited to, the theories of Jung, Horney, Fromm and Erikson	12%
Students will understand learning theories of personality including, but not limited to, those of Skinner, Dollard and Miller.	12%
Students will understand cognitive theories of personality including, but not limited to, those of Bandura/Mischel and Kelly.	12%
Students will understand the trait approach to the study of personality including, but not limited to, the theories of Allport, Cattell and Eysenck.	12%
Students will understand the biological approach to theories of personality.	12%
Students will understand the humanistic-existential approach to personality including, but not limited to, the theories of Maslow and Rogers.	12%
Students will be able to apply theories of personality to individual persons, through the study of case studies and biography, as well as to their own experience and to compare the application of different theoretical approaches.	25%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none">➤ develop meaningful questions to address problems or issues.➤ gather, interpret, and evaluate relevant sources of information.➤ reach informed conclusions and solutions.➤ consider analytically the viewpoints of self and others.	<p>Students will be asked to compare and contrast different theoretical viewpoints and explanations in written and discussion assignments.</p> <p>Students will be asked to write a paper in which they apply a relevant theory or theories to a person's biography or memoir or in which they research in-depth a specific aspect of a personality theory or in which they summarize research related to a specific aspect of personality.</p> <p>Students will be asked to examine their own implicit theories about personality and how they relate to theories of personality.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will be asked to consider how the different theories of personality apply to other cultures.</p> <p>Students will also learn about how the different theories of personality are grounded in the cultures in which they were created.</p>

Instructional Methods

Teaching methods can vary with instructor, but must include some testing over knowledge of general elements of each theory and the ability to apply each theory, reflective papers in which students are asked to apply theories or elements of theories to their own experience, a research paper (which could be a paper researching more about a specific theory or a paper researching the biography of a famous person and then applying a theory or theories to the life of that person), and discussion of questions related to each theory.

Other ideas for teaching methods (it would not be required that each instructor teaching this course use these) are:

1. Have students take personality tests measuring traits that will be discussed in the section on trait theories and then examine the results in terms of how well they describe their own personality as well as an exercise in class that examines how traits are distributed between people
2. Use in-class case studies where groups of students apply theories of personality to a brief description of the life of a fictional person
3. Have a debate in which different teams of students take different theoretical approaches and discuss one of the major philosophical assumptions such as free will versus determinism
4. Have students keep a dream journal and analyze one of their dreams using different psychoanalytic perspectives
5. Have pairs of students role-play what a typical therapy session might look like with therapists using different theoretical approaches to personality.
6. In groups in class, or as homework, analyze a popular piece of music or advertisement using some of the different theoretical perspectives.

Methods of Assessment/Evaluation

Method	% Course Grade
Tests	20-35%
Reflective papers (applying theories to individual experience)	20-35%
Classroom exercises/Discussion	20-25%
Research paper	15-40%

Text(s)

Theories of Personality, Schultz, D. P. and Shultz, S.E., Latest Edition, Belmont, CA: Thomson-Wadsworth.

Personality theories, Engler, B, Latest Edition, Houghton Mifflin Company.

An introduction to theories of personality, Hergenhahn, B.R. and Olson, M.H., Latest Edition, Upper Saddle River, NJ, Pearson Education.

Bibliography

Friedman, H.S. and Schustack, M.W. (© 2000). Readings in Personality: Classic Theories and Modern Research. Boston: Allyn and Bacon.

Hall, C.S., Lindzey, G. and Campbell, J.B. (© 1997). Theories of Personality, 4th edition. Boston: Wiley.

Pervin, L.A. and John, O.P. (Eds.) (© 2001). Handbook of Personality: Theory and Research, 2nd edition New York: Guilford Press.

Other Learning Resources

Audiovisual

The ILRC will provide 50% of the cost of any media for the course. Professor Rea should speak with Janice Lawrence about any materials she might want to purchase.

Electronic

<http://personality-project.org> (contains a wide variety of information about personality theories, academic websites, recommended readings, personality tests, etc.)

Note: This website will be very useful for all instructional formats, especially on-line sections.

Other

Librarians will provide assistance with bibliographical instruction, consultation in assignments and any other assistance the course developer should require.

The library owns many print resources in this area, both about theories of personality in general and theorists in particular.

PsychARTICLES and Science Direct provides online access to numerous journals in the field of psychology. Proquest and Infotrac should also be useful.