Personality Theory
Psychology 310
Fall Semester 2015

Instructor: Leanne Parker, Ph.D.
Office Hours: Monday 4:15 – 5:15, Tuesday 1:00 – 3:00, or by appointment
Office: Spalding 271
Phone: 792-2854
Email: lparker@lcsc.edu
Meeting Times: Monday, Wednesday 10:30 – 11:45
Class Meeting Place: ADM 203
Final Exam Date: Monday, December 14, 10:30

Text Required:

Purpose: Personality Theory is a junior level course designed to introduce students to a diverse set of theories regarding the development of personality, as well as the history of personality theory. Contributions and limitations of each theory will be reviewed, and the importance of personality theory for a broad base in psychology will also be emphasized

Objectives:
1) Be able to articulate and discuss general precepts of personality theory.
2) Be able to apply theoretical principles to the Self.
3) Demonstrate critical thinking skills regarding each theory.
4) Demonstrate an integrated knowledge of personality theory by the development of one’s own theory of personality development.

A note to persons with disabilities: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location, office hours, phone number, and email address are noted above.

Grading:
Weekly reflection questions (12 total) 120 points (10 points each)
Systems analysis 75 points
Genogram 50 points
Personality Metaphor 50 points
Tests (2 total, multiple choice, short answer) 200 points total (100 points each)
Attendance and participation 30-40 points (approximate)
525 - 535 points (approximate)

Additional points, assignments, or quizzes may be added at professor’s discretion.

Extra credit option:
Paper on Personality Disorder 50 points
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**PLEASE NOTE:** All papers must be typewritten, with no more than 1 inch margins. Assignments must be turned in to me in hard copy form; NO assignments will be taken on disk, through email, or any other format. As always, grammar/punctuation/spelling are important and count as part of the total grade on any assignment. **Late papers will be accepted for up to 3 days after the assignment is due; 10% of the paper’s worth will be deducted for EACH day the paper is late** (e.g., if a paper is 2 days late, 20% of the paper’s worth will be deducted before any other grading). **NO PAPERS WILL BE ACCEPTED MORE THAN 3 DAYS LATE.** If not turning in a paper during class, take it to the Social Sciences Division office, and place it in my box. **All papers must be in APA format.** Please note that APA format was updated in 2010 (6th edition). You are expected to utilize the most recent revision. If you are not familiar with APA format, please see me.

Required and suggested page lengths for papers do NOT include cover page or reference page.

**Note on attendance:** You are responsible for anything covered in class during your absence. This includes lecture material, handouts, and any announcements or revisions made to the reading schedule. Please consult with a peer or myself when class is missed.

**Classroom Etiquette:** All students enrolled in this course shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. **Note: In this classroom, proper behavior conducive to a positive learning environment includes the stowing of all cell phones, iPads, laptops, and any other distracting electronic device. In other words, this class will be a “no technology zone.”** If you feel strongly that you need to have a device out during class, feel free to try and convince me.

**There are no makeup exams.**

I have a standing offer to briefly review any paper that has an upcoming due date and give you feedback about whether you are on the right track, improvements you could make, or anything else about which you have a question. To exercise this option, you must give me no more than a 3 page excerpt to review at least a week before it is due, and it must be typewritten.

**Elaboration of Assignments**

**Weekly reflection questions:** These are to be at least 1 page, and no more than 2 pages. Discuss your personal reaction to the questions or activities posed each week. Be thoughtful regarding your personal reaction to the weeks’ assignments. Do not regurgitate the reading; demonstrate to me you have thought through the week’s reading assignment and the related questions/activities. Reflections cannot be made up, i.e., only the week’s assigned possibilities will receive credit.

Reflection questions are to be in my box in the Social Sciences Division office, Spalding Hall 101A, by Friday at 5 p.m. Papers should be typed, double spaced, and no less than 1 but no more than 2 pages. **Clearly name and date each paper with a cover page, indicate the number reflection it is for you, and write out the reflection question itself.**
Genogram: A section is added on systems theory and personality development. Required reading will be on reserve in the library, as well as information on genogram development. We will discuss systems theory in class. Your genogram should cover at least 2 generations. *This means your genogram should cover you (and partner and children, if applicable), any siblings you have, and your parents and their siblings.* The focus is on your family of origin, not those who have married into the family. Create a legend on your genogram so that it is easy to follow.

Assignment includes a no less than 4 page analysis of your personality development as it relates to systems theory. Please focus less on others’ personality in your family, and more on patterns you see that are related to your personality.

This assignment is meant to develop your understanding of systems thinking and how to apply it; it is not meant to cause intense personal anguish. You are not required to share information with me, or the class, of deeply personal material. More importantly, demonstrate your knowledge of systems theory and how it applies to you.

If you have any questions please consult me. Remember the resources available to you, including Student Counseling Services (on campus, 792-2211) and the Lewiston Community Mental Health Center (799-4440).

125 points total, divided as follows:

Genogram – 50 points
Neatness: ability to follow, and use of appropriate symbols
Completeness: correct number of generations
legend provided
important dates noted – at least 5 (e.g., birthdates, marriage/divorce dates)
relationships noted – at least 10
important events noted – at least 5 (e.g., medical/mental illnesses, accidents, domestic violence)

Analysis – 75 points, divided as follows:
Grammar, spelling, punctuation, use of APA format, etc. – 15 points
Demonstration of knowledge of systems theory – 20 points
Depth of analysis, especially with respect to your personality – 20 points
Ability to apply systems concepts to own family, and connections to your personality – 20 points

Personality Metaphor: According to Merriam-Webster’s Online Dictionary, a metaphor is “a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them (as in drowning in money).”

You are to create and develop a metaphor for personality development. It should account for important aspects of personality development, e.g., how it evolves and changes over time, how it accounts for similarities and differences between people, how some parts become stronger and others weaker, how other entities affect it, etc. It should be a minimum of 5 pages. We will discuss this more in class.

50 points, divided as follows:
Grammar, spelling, punctuation, use of APA format, etc. – 10 points
Creativity and novel use of metaphor – 10 points
Ability to link metaphor to personality development – 10 points
Ability to account for similarities and differences between people – 10 points
Clarity and comprehensiveness – 10 points
Attendance and participation: Several times during the semester we will have in-class activities, such as small group exercises, individual activities relating to the theory being studied, and/or open book quizzes. If you are in attendance and participate in the activity you will receive the points allotted (or in the case of a quiz, you will receive the score earned). If you are not in attendance, there will be no make-up. There will be several opportunities, thus if you miss a class where an activity was conducted you will have other chances to earn points.

Extra credit options: You MUST decide if you are taking part in an extra credit option by October 21, and notify/clear it with me by that time. No exceptions will be made to this policy.

Paper on Personality Disorder. While not a focus of this class, there are multiple ways in which personality development can go awry. Together we will select a Personality Disorder as defined by DSM – 5. Your paper will review 1 or 2 theories about how this Personality Disorder develops. It is expected this paper will be at least 10 pages, and require 4 outside sources. This is a research paper, and should be treated as such.

You may use professional journal articles or books, as long as they are related to the theory you have chosen. Web citations are NOT to be used unless they are from a peer-reviewed journal.
Tentative Assigned Reading and Due Dates
Please bring book to class!

Week of:

August 24: Review syllabus; Chapter 1
  **Reflection question:** See the Philosophical Assumptions box on p. 11 of your text. Which philosophical assumptions are very strong in your beliefs? Which are strongly related to your actions? What does this tell you about your philosophy of personality?

August 31: Chapter 2 – Psychoanalysis
  **Reflection question:** See Personal Experiences, #1, on p. 59. Address the questions posed.
  **Alternative:** See the Thinking Critically activity on p. 53. Discuss the questions posed at the end.
  **Alternative:** See Personal Experiences, #2, on p. 59. Address the questions posed.

September 7: **No class on Labor Day**
  Chapter 3 – Analytical Psychology
  **Reflection question:** See the Thinking Critically activity on p. 72. Identify 3 archetypes in ONE of the following: the political arena, your favorite sport, your favorite action movie, OR your favorite television show. Explain your choices.
  **Alternative:** Take the Myers-Briggs Type Indicator (MBTI) and discuss your personality profile, and how well you believe it fits. If you’ve taken it in the past, has it changed over time? How so?

September 14: Chapter 4 – Interpsychic Theories
  **Reflection question:** See the Thinking Critically activity on p. 91. How do your findings compare with research predictions? What are other factors in your family constellation that have helped to shape your personality?
  **Alternative:** See the Thinking Critically activity on p. 95. Should we require a license for engaging in the activity of parenting? Why or why not? What requirements or prerequisites would you suggest for parenting? If you do not believe a license for parenting should be required, how can we better protect children from abusive and neglectful parents?

September 21: Chapter 6 – Ego Analytic Psychology
  **Reflection question:** Think of 4 different people you know who are currently in 4 of Erikson’s stages. How do they (or how don’t they) reflect his theory?
**September 28:** Chapter 8 – Experimental Analysis of Behavior  
**Reflection question:** See the Thinking Critically activity on p. 201. Consider some of the behaviors you perform because you find them reinforcing, and identify those that you have learned through operant conditioning. What are the reinforcers for your behavior?  
**Alternative:** Describe some ways in which parents encourage children to do certain things, such as walk, talk, perform well in school, or whine for a toy every time they’re in Walmart (and in front of me in line). Include in your discussion the use of schedules/types of reinforcement.

**October 5:** Systems Theory, reading on reserve in the library  
Chapter 7 – Human Relations, Relational-Cultural Theory, p. 167 – 181 only  
**Reflection question:** Name and discuss 2 overt and 2 covert rules from your family of origin.

**October 12:** Exam 1 (chapters 1-4, 6, 7 [pages specified], 8, systems theory)

**October 19:** Chapter 9 – Social Learning Theories  
**Reflection question:** See Personal Experiences, p. 234. Address the questions posed in number 1.  
**Alternative:** See Personal Experiences, p. 234. Address the questions posed in number 3.

**October 26:** Chapter 11 – Factor Analytic, Genetic, and Evolutionary Theories  
**Reflection question:** Discuss your results of taking the NEO-PIR. How accurate, or inaccurate, do you think they are?  
**Alternative:** See the Thinking Critically activity on p. 283. Discuss your perspective.

Genogram and Analysis due Friday, October 30, by 5 p.m. in my box in the Social Sciences Division office

**November 2:** Chapter 12 – Biological Traits  
**Reflection question:** See the Thinking Critically activity on p. 300. Perform this test on yourself, and discuss the results. If you have another person handy, also try it with them and discuss.  
**Alternative:** See the Thinking Critically activity on p. 314. Discuss your perspective.

Personality Disorder paper due Friday, November 6, by 5 p.m. in my box in Social Sciences Division office (Extra credit option, if chosen)

**November 5, last day to withdraw from class(es) or college for the semester.**
Please note that I will not support petitions for late withdrawal except under unusual or extraordinary circumstances.

**November 9:** Chapter 13 – Humanism  
**Reflection question:** Think of the person you know who seems to be the most self actualized. Which of the characteristics on p. 327 does the person have, and how do they demonstrate them? Are there other characteristics of self actualized people that you think should be on the list?
Alternative: See the Thinking Critically activity on p. 348, and address the questions posed.

Alternative: See me for an online test of the Strengths and Virtues you possess, as described in Table 13.4 (p. 344). Discuss your results.

**November 16:** Chapter 14 – Existential Psychoanalysis

**Reflection question:** See the Thinking Critically activity on p. 358. Discuss the questions posed.

Alternative: See the Thinking Critically activity, p. 364, and discuss the questions posed.

**Personality Metaphor due Friday, November 20, by 5 p.m. in my box in Social Sciences Division office, Spalding 101A.**

**November 23:** Thanksgiving Break

**November 30:** Chapter 16 – Cognitive – Behavioral Theories

**Reflection question:** See the list of common cognitive distortions, p. 406. Which cognitive distortions are you most prone to make? Give examples. What steps might you take to correct these distortions?

Alternative: See the Thinking Critically activity, p. 413. Discuss the relative strength of the 7 modalities in your own personality.

**December 7:** Chapter 17 – Zen Buddhism

**Reflection question:** See the Thinking Critically activity, p. 441. Perform the exercise described in the 2nd paragraph, in an effort to appreciate the power of mindfulness. Describe your experience.

**December 14:** 10:30 a.m., Exam 2 (chapters 9, 11-14, 16, 17)
Syllabus Addendum

**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/student-consumer-information/

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Updated January 2014