

**Personality Theory
Psychology 310 – 01
Fall Semester 2022**

Instructor: Leanne Parker, Ph.D.

Office Hours: Monday 4:15 – 5:15 p.m., Tuesday 2 – 3 p.m., Wednesday 4:15 – 5:15 p.m., or by appointment
(please request Zoom appointment if needed)

Office: Spalding 308

Phone: 792-2827

Email: lrparker@lcsc.edu

Meeting Times: Monday, Wednesday 1:30 – 2:45

Class Meeting Place: ADM 16

Final Meeting Date: Monday, December 12, 1:30 p.m.

Text Required:

Engler, B. (2014). *Personality theories* (9th ed.). Cengage Learning.

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.

COVID-19 Considerations: Be aware that anything about the syllabus may change depending on evolving realities associated with the current pandemic. In general, you can expect that coursework scheduling will remain constant under normal circumstances. However, due to outside forces beyond the control of faculty and/or staff at LCSC, schedule and delivery modalities may change throughout the semester. While course times and meeting days should remain the same (excluding class cancellations), delivery modalities (face-to-face, virtual remote, online, etc.) may change due to extenuating circumstances. When circumstances warrant, assignment due dates or changes to assignments may be made. I will communicate such changes with students in a timely manner. Examples of extenuating circumstances include, but are not limited to: inclement weather, natural disaster, localized power outages, local or state directives, or instructor obligations (community or college service, professional development, or injury/illness, etc.).

At any point in the semester if you develop symptoms of COVID-19 or any other communicable illness, *do not attend any of your classes in person* and contact the LCSC Student Health Center right away: (208) 792-2251. Please email me right away, so that we can adjust your participation as needed.

While this isn't new territory anymore, let's all do our best to be patient and understand that if things don't always go exactly as planned, we will try to creatively problem-solve any issues that arise. We will also periodically check-in with each other to see how things are working for everyone and readjust as necessary. **Our flexibility and understanding in this ongoing, fluid process will help make this semester a success!**

Please check your LCSC email account at least once every day. It is the major way I communicate with you between class meetings.

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. I'm also happy to work with Accessibility Services here on the LCSC campus.

Grading:

Discussion	20 points
Weekly reflection questions (8 total)	160 points (20 points each)
Genogram	50 points
Systems analysis	75 points
Personality Metaphor	50 points
Attendance and participation	30-40 points (approximate)
Tests (2 total, multiple choice, short answer)	<u>200</u> points total (100 points each, approximately) 585 – 595 points (approximate)

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

Grading:	93 – 100%	= A	77 – 79.9%	= C+
	90 – 92.9%	= A-	73 – 76.9%	= C
	87 – 89.9%	= B+	70 – 72.9%	= C-
	83 – 86.9%	= B	67 – 69.9%	= D+
	80 – 82.9%	= B-	60 – 66.9%	= D
			59% & below	= F

General: All papers must be typed, double-spaced, with no more than 1 inch margins and 12 point font. Assignments must be turned in to me in hard copy form unless otherwise specified. **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 taken 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 mailbox or in the box outside the Social Sciences Division door. You may also slide it under my office door. All papers must be in APA format. Please note that APA format was revised in 2019 (7th edition). You must use the most recent revision. If you are not familiar with APA format, please see me.

Suggested or required paper lengths do not include cover page or reference page(s); an abstract is not required.

Please Note: 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 typed.

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, please see me privately to discuss.

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 typed.

Elaboration of Assignments

Discussion: Under the “Discussion” area of Canvas, there is a topic to which students are to respond. A meaningful post of at least 100 words is expected from each student (10 points). You must also respond with at least 1 meaningful response of at least 100 words (each) to 2 other, different students’ initial posts (5 points each, 10 points total).

If you miss the discussion, you are not allowed to make it up. Students are expected to be an active and integral member within the discussion environment. This discussion will be open for approximately the first week of class due to a training I am attending on mindful self-compassion.

Your personal post to the topic must be provided by Thursday, August 25. Your responses to the 2 other students must be provided by August 28. Points will be deducted for late initial posts, and for lack of meaningful content.

Grading of All Discussions: While in general points are not deducted for minor grammatical, spelling, punctuation, and APA style errors, please write in standard English and do not use “texting” abbreviations. Continued use of nonstandard English will result in point loss.

Reflection Questions: Select one of the options provided each week, and discuss your personal reaction to the questions or activities posed. 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 101, by Friday at 5 p.m., or slid under my office door. Papers should be typed, double spaced, and no less than 1 but no more than 2 pages. **Clearly name and date each paper with an APA style cover page, indicate the number reflection it is for you, and write out the reflection question itself.**

Reflections are worth 20 points each. Grading is as follows:

Writing (including grammar, punctuation, etc.)	5 points
APA style	5 points
Content	10 points

Genogram: A section is added on systems theory and personality development. Required reading will be posted on Canvas (and emailed), 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, interpersonal 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.

Resources for Assistance:

Suicide and Crisis Lifeline: 988

Student Counseling Services: (208) 792 – 2211, Sam Glenn 212 (free to all registered students)

TAO (Therapy Assistance Online) <https://www.lcsc.edu/student-counseling/tao-therapy-assisted-online-self-help>

Tentative Assigned Reading and Due Dates

Please bring book to class!

Week of:

August 22:

Discussion Post

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 29:

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 5:

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 12:

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 19:

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 26:

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 3: Systems Theory, reading on Canvas and sent to you via email
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 10: **Exam 1 (chapters 1-4, 6, 7 [pages specified], 8, systems theory)**

October 17: 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 24: 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 Systems Analysis due Monday, October 24, at the beginning of class.****

October 31: 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.

**** Nov 3, 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 7: 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 14: 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.

November 21: Thanksgiving Break!

November 28: 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.

Personality Metaphor due Friday, Dec 2, by 5 p.m. in my box in Social Sciences Division office, Spalding 101.

December 5: 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 12: Final Meeting and Exam 2 Monday, December 12, 1:30 p.m. (chapters 9, 11-14, 16, 17)