

Syllabus for Psychology 317

Theories of Personality: Section I

Course Information

Section: 01
 Course Number: 1278
 Room Number: Aliso Hall 150
 Day and Time: MW 4:30 – 5:45PM
 Semester Dates: 08/27/2011 – 12/17/2011

Instructor Availability and Office Hours

Dr. Harley Baker
 Sage Hall 2129
 (805) 437 – 8997
 harley.baker@csuci.edu
 MW 1:00 – 2:30 PM (*subject to change*)
 F 10:00 – 11:00 AM (*subject to change*)
and by appointment

Texts and Materials

Crowne, D. P. (2009). *Personality theory* (2nd ed.). Oxford: Oxford University Press. ISBN: 9-780195-430202.
(Required.)

Readings on Blackboard **(Required.)**

Prerequisites

PSY 100 – Introduction to Psychology (or equivalent); Upper division standing.

Course Catalog Description

This course considers the major theoretical, application, research, and assessment issues in the study of personality. Emphasis will be placed on the theoretical aspects of personality and the different ways in which these theories are validated. The course will also explore some of the more commonly used personality assessment measures, cultural influences on personality theory, as well as at least one non-Western theory of personality. Three units.

Course Learning Objectives and Outcomes

After taking this course, students will be able to:

- ψ Explain and distinguish among the major theoretical approaches to understanding personality in at least three of these areas of psychology: biological, psychoanalytic, cognitive, behavioral, humanistic, social, and developmental.
- ψ Demonstrate knowledge and understanding of theory and research in personality and social processes.
- ψ Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.
- ψ Demonstrate and appreciate the value of a scientific psychological understanding of personality to society.
- ψ Locate relevant research, theory, and information about personality psychology necessary to plan, conduct, and interpret results of research studies.

Course Design and Assignments

The emphasis in this course is on understanding and using personality theories in appropriate ways. *Students can expect to read 75 - 100 pages per week. Prepare to set aside three hours outside of class for every hour spent in class.* Course assignments provide opportunities to gain new knowledge and insight and to apply that knowledge and insight to real situations. Assignments come in five flavors: (a) weekly reading assignments; (b) completing various personality measures (PMPs); (c) completing self-reflections based on the PMPs; (d) three exams; and, (e) the semester application paper.

Syllabus for Psychology 317

Theories of Personality:

Section I

Weekly reading assignments. These include the text, readings posted on Blackboard, and some Internet sites. Readings should be done before class. As you read the materials, jot down issues that arise or questions that come up. To supplement the text and the lectures, I have selected a number of outside readings. These are to be read before class along with the text.

Personality Measure Packets (PMP). Students will be required to take and interpret selected personality measures in order to understand more concretely the various personality theories covered in the course. These are graded as credit (you engaged in the assignment and completed it in a thoughtful manner) or no credit (you did not do this.) *The PMPs are accessed through Blackboard. Access will be "turned off" at midnight the night they are due. They cannot be made up, and no late PMPs will be accepted.*

PMP Feedback and Self-Reflection. After completing a PMP, students will receive individualized feedback about their results through email by Tuesday. Students will answer the self-reflection questions, print out the form, and bring it to class on the date it is due. These are graded either credit (you engaged in the assignment and completed it in a thoughtful manner) or no credit (you did not do this.) I will be emailing the PMP Feedback and Self-reflection to your official university email account as registered on Blackboard.

Exams. All exams will consist of a number of 'objective' questions, some short answer questions, and two essay questions. Each exam will be in two parts. Part A will consist of the objective questions from the text (~60%), readings (~20%) and lectures (~20%). These will be take-home in nature and done through Blackboard. You will have at least one week to complete this portion of the exam. Part B will consist of short answer and essay questions answered in class using a Green Book. The in-class portion will focus on material from the lecture, readings and text in roughly equal proportions. Generally, the multiple choice questions will account for 70% of the grade, while the in-class portion will account for 30% of the grade for the exam.

Semester Application Paper. We will watch the movie *Groundhog Day* in class toward the end of the semester. You will choose *one* of the personality theories/theorists we cover in this class to describe and explain Phil Connors' personality and personality changes throughout the movie. In crafting your 3-5 page paper, you will need to cite specific incidents from the movie as illustration and evidence for support in your essay.

Extra Credit. Students can earn extra credit in this course in three ways:

- ψ First, attend and participate consistently in one of the two optional weekly discussion sections led by the course assistant, Ms. Natalie Jones. We are very fortunate to have Ms. Jones as a course assistant. She majored in Psychology and graduated last year with Honors based on her near-perfect record in CI Psychology courses. These optional hour-long discussion sections will provide opportunities to intensify and solidify your learning, clear up misunderstandings, get answers to questions, and practice thinking like a personality psychologist. The two sections will be held at different times during the week. These times will be determined and announced during the second week of class.
- ψ Second, by participating in research studies conducted by various faculty or students conducting research projects. The amount will be determined separately for each project. To earn this credit, you must first get instructor permission and complete a form that outlines the study and the nature of your participation. This form must be signed by the researchers(s). *Without prior permission and the signed form, you will not receive the extra credit.* Occasionally, I will ask for volunteers for participation in specific projects. In these situations, I have already vetted the research, so you need not obtain any prior documentation of your participation to receive credit.
- ψ Third, by completing specific extra credit PMPs.

Blackboard

Consistently checking Blackboard will be very important for your success in this course. Much of the material I need to provide you will be available on Blackboard. These include, but are not limited to:

- ψ Lecture notes - typically posted 24-48 hours before the class. You will be able to download these and combine them with the lecture notes you take in class.

Syllabus for Psychology 317

Theories of Personality: Section I

- ψ Additional readings posted and available both for download and for printing.
- ψ PMPs available through Blackboard the week before they are due. They should be completed through Blackboard before the due date.
- ψ I will use Blackboard to send you email as well. Please make sure that Blackboard has your email correctly specified.
- ψ Other materials (e.g., course announcements, syllabus, multiple choice portion of the exams).

Course Grades

I understand grades are important and that many students are concerned. To help with this concern, here is the grade distribution for last three semester's PSY 317 class. As you will see, even though my tests are difficult and challenging, between half and two-thirds of the students in the class received an A or B over the last year and a half. I expect a similar distribution this term as well.

Semester Grade	Fall, 2009	Spring, 2010	Fall 2010	Spring, 2011	Average
A	17%	21%	28%	16%	21%
B	43%	43%	24%	32%	36%
C	28%	19%	33%	33%	28%
D	6%	9%	12%	10%	9%
F	7%	9%	2%	8%	7%

Your grade will be based on the table below (see *CSUCI 2011-2012 Catalog*, p. 62).

Percent Range	Grade	Percent Range	Grade	Percent Range	Grade
00% – 59%	F	73% – 76%	C	90% – 92%	A-
60% – 62%	D-	77% – 79%	C+	93% – 96%	A
63% – 66%	D	80% – 82%	B-	97% – 100%	A+
67% – 69%	D+	83% – 86%	B		
70% – 72%	C-	87% – 89%	B+		

Note. Grade change is at the midpoint between intervals (e.g., 59.5%, 62.5%, 82.5%)

Please see the *Catalog* or *Schedule of Classes* for other grades (I, IC, W, WU). In calculating the semester grade, each type of assignment will be worth a certain proportion (weight) of the overall course grade, as shown in the table below. In the example below, the student would receive a **B-** for the semester grade.

Type of Assignment	Weights	Grade on Assignment	Cumulative
PMPs	10%	100%	10.0%
PMP Feedback and Self-Reflection	15%	100%	15.0%
Semester application paper	15%	80%	12.0%
First midterm exam	20%	75%	15.0%
Second midterm exam	20%	70%	14.0%
Final exam	20%	70%	14.0%
Extra Credit	0%		.0%
Total	100%		80.0%

Let's say the she same student as above also attended ten discussion sections (each worth 0.2% of the overall semester grade) and one extra credit PMP (worth 1.0% of the overall semester grade.) With the extra credit, the same student now receives a **B** for the semester grade.

Syllabus for Psychology 317

Theories of Personality: Section I

Type of Assignment	Weights	Grade on Assignment	Cumulative
PMPs	10%	100%	10.0%
PMP Feedback and Self-Reflection	15%	100%	15.0%
Semester application paper	15%	80%	12.0%
First midterm exam	20%	75%	15.0%
Second midterm exam	20%	70%	14.0%
Final exam	20%	70%	14.0%
Extra Credit	0%	3%	3.0%
Total	100%		83.0%

Attendance Policy

To do well in this course, it is important to arrive on time and stay for the entire class each session. Given that we all have busy and ‘compartmentalized’ lives, I know there will be times you cannot attend class. Consistent with CSUCI policy (*CSUCI 2011-2012 Catalog, p. 66*), please let me know via email (preferred) that you will be unable to attend class.

Late Work Policy

Late PMPs will not be permitted. However, there is a one-week grace period for up to two (2) self-reflection assignments. The midterms and final exams cannot be made up except by special arrangement. If you cannot take an exam at the designated time, you need to contact me in advance to arrange a mutually acceptable time.

Academic Honesty

For complete details, please consult the *CSUCI 2011-2012 Catalog (pp. 76-77)*. Particularly relevant to this class is the following:

- Ψ Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
- Ψ Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student’s academic performance or the academic integrity in a course, the student’s grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; ***a failing grade in the course where the dishonesty was premeditated or planned.*** (Emphasis added.)

Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that support the learning process, create an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.

Syllabus for Psychology 317

Theories of Personality: Section I

Discrimination, Equity and Disability Concerns

California State University Channel Islands prohibits discrimination or harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. The University also prohibits discrimination against anyone due to a relationship or association with an individual with a known disability. The University practices equal opportunity in admission to, access to, and operation of instruction, programs, services, and activities. Also, the University provides equally effective communication. The University considers reasonable accommodation for these purposes: (a) completion of the admission and enrollment processes; (b) participation in instruction, programs, services and activities; and (c) equally effective communication, upon request by persons with legally protected disabilities. Questions, concerns, complaints, and requests for reasonable accommodation or additional information may be forwarded to the Office of Access and Development, (805) 437-8510 (voice and TDD). California State University Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Disability Resource Programs (DRP) is dedicated to providing a broad range of quality support services to meet the needs of students with all types of physical, learning, psychological and/or sensory impairments that limit major life activities. Services are available to any student who finds his or her disability to be a barrier to achieving their educational goals. Contact DRP [(805) 437-3331; Educational Access Center, Bell Tower Room 1541; accommodations@csuci.edu].

Personality Measure Packets (PMP) Available on Blackboard

PMP	Contains	PMP Due	Self-Reflection Due
01	Find Your Interests Inventory	Sep 04	Sep 07
02	Life Style Index	Sep 04	Sep 14
03	Basic Character Inventory	Sep 11	Sep 21
04	MBTI	Sep 18	Sep 26
05	Psychosocial Development	Sep 25	Oct 03
06	Horney-Coolidge Type Inventory	Oct 09	Oct 12
07	Attachment and Object Relations	Oct 16	Oct 19
08	NEO PI Inventory	Oct 16	Oct 24
09	16PF	Oct 23	Oct 26
10	Humanistic psychology	Oct 30	Nov 07
11	Self-Efficacy	Nov 13	Nov 28

Note. PMPs are due on *Sundays* at midnight.

Readings Available on Blackboard

Reading	Date	Title
Read 01	Aug 31	Cloninger, S. (2009). Conceptual issues in personality theory. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 3-26), Cambridge: Cambridge University Press.
Read 02	Aug 31	Murray, H. A., & Kluckhohn, C. (1953). <i>Personality in nature, society and culture</i> . New York: Knopf. (Downloaded and edited from: http://www.panarchy.org/kluckhohn/personality.1953.html)

Syllabus for Psychology 317
Theories of Personality:
Section I

Reading	Date	Title
Read 03	Sept 07	Holland, J. L. (1985). <i>Making vocational choices: A theory of vocational personalities and work environments</i> (2nd ed.). Odessa, FL: Psychological Assessment Resources. [Ch. 2 "The Personality Types", pp. 15-33; Ch. 3 "The Environmental Models", pp. 34 – 46.]
Read 04	Sept 12	Freud, S. (1926). "Psychoanalysis." <i>Encyclopedia Britannica</i> (13th ed.).
Read 05	Sept 19	Tallis, R. C. (1996). Burying Freud. <i>Lancet</i> , 347, 669-671.
Read 06	Sept 19	Gedo, J. E. (2002). The enduring scientific contributions of Sigmund Freud. <i>Perspectives in Biology and Medicine</i> , 45, 200-211.
Read 07	Sept 28	Erikson, E. (1968). "The Life Cycle: Epigenesis of Identity." In E. Erikson, <i>Identity, youth and crisis</i> . New York: W. W. Norton. (pp. 91-96).
Read 08	Oct 12	Hopkins, J. R. (1995). Erik H. Erikson. <i>American Psychologist</i> , 50, 9, 796-797.
Read 09	Oct 12	Fromm, E. (1955). <i>The sane society</i> . Florence, KY: Routledge Press. [Ch. 3: "The human situation: The key to humanistic psychoanalysis", pp. 21-64.]
Read 10	Oct 17	Wallin, D. J. (2007). <i>Attachment in psychotherapy</i> . New York: Guilford Press. [Ch. 2: "The foundations of attachment theory", pp. 11-24.]
Read 11	Oct 24	McCrae, R. R., & Costa, P. T. (2008). The five factor theory of personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), <i>Handbook of personality theory and research</i> (3rd ed.) (pp. 518-541). New York: Guilford Press.
Read 12	Oct 26	Rogers (1957). A note on "The Nature of Man." <i>Journal of Counseling Psychology</i> , 4, 199-203.
Read 13	Oct 31	Olson, M., & Hergenhahn, B. R. (2011). <i>An introduction to theories of personality</i> (8 th ed.). New York: Pearson. [Chapter 15 "Abraham Maslow", pp. 466-499.].
Read 14	Oct 31	Maslow, A. H. (1967). Self-actualization and beyond. In J. F. T. Bugental (Ed.), <i>Challenges of humanistic psychology</i> (pp. 279-286). New York: McGraw-Hill.
Read 15	Nov 07	Olson, M., & Hergenhahn, B. R. (2011). <i>An introduction to theories of personality</i> (8 th ed.). New York: Pearson. [Chapter 16 "Rollo Reese May", pp. 500-526.].
Read 16	Nov 21	Feist, J., & Feist, G. J. (2006). <i>Theories of personality</i> (6 th ed.). New York: McGraw-Hill. [Chapter 16 "Bandura: Social Cognitive Theory", pp. 467-498.]
Read 17	Nov 21	Bandura, A. (2000). Exercise of human agency through collective efficacy. <i>Current Directions in Psychological Science</i> , 9, 75-78.
Read 18	Nov 28	Figuerdo, A. J., Gladden, P., Vasquez, G., Wolf, P.S. A., & Jones, D. N. (2009). Evolutionary theories of personality. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 265-274), Cambridge: Cambridge University Press.
Read 19	Nov 30	Boeree, C. G. (2004). <i>Buddhist Psychology</i> . Downloaded January 18, 2011 from: http://www.ship.edu/%7Ecgboree/perscontents.html .

Syllabus for Psychology 317

Theories of Personality: Section I

Weekly Course Schedule		
Date	Day	Material Covered/Assignment Due
Aug 29	M	The nature of personality, theories and personality theories Crowne Ch. 01 “The Scientific Study of Personality” (pp. 1 – 29)
Aug 31	W	The nature of personality, theories and personality theories Crowne Ch. 01 “The Scientific Study of Personality” (pp. 1 – 29) Read01 Cloninger, S. (2009). Conceptual issues in personality theory. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 3-26), Cambridge: Cambridge University Press. Read02 Murray, H. A., & Kluckhohn, C. (1953). Personality in nature, society and culture. New York: Knopf. (Downloaded and edited from: http://www.panarchy.org/kluckhohn/personality.1953.html)
Sept 04	S	PMP01: <i>Find Your Interests Inventory (due by midnight)</i> PMP02: <i>Life Style Index (due by midnight)</i>
Sept 05	M	Labor Day – No class
Sept 07	W	Holland: The simplest personality theorist Read03 Holland, J. L. (1985). <i>Making vocational choices: A theory of vocational personalities and work environments</i> (2nd ed.). Odessa, FL: Psychological Assessment Resources. [Ch. 2 “The Personality Types”, pp. 15-33; Ch. 3 “The Environmental Models”, pp. 34 – 46.]
Sept 11	S	PMP03 <i>Basic Character Inventory (due by midnight)</i>
Sept 12	M	Freud and the Psychoanalytic tradition Crowne Ch. 03 “Sigmund Freud: Psychoanalysis” (pp. 52 – 96) Read 04 Freud, S. (1926). “Psychoanalysis.” <i>Encyclopedia Britannica</i> (13th ed.). <i>Due PMP01 Find Your Interests Inventory Self-Reflection</i>
Sept 14	W	Freud and the Psychoanalytic tradition Crowne Ch. 03 “Sigmund Freud: Psychoanalysis” (pp. 52 – 96) <i>Due PMP02 Life Style Index Self-Reflection</i>
Sept 18	S	PMP04 <i>MBTI (due by midnight)</i>
Sept 19	M	Freud and the Psychoanalytic tradition Read 05 Tallis, R. C. (1996). Burying Freud. <i>Lancet</i> , 347, 669-671. Read 06 Gedo, J. E. (2002). The enduring scientific contributions of Sigmund Freud. <i>Perspectives in Biology and Medicine</i> , 45, 200-211.
Sept 21	W	Jung Crowne Ch. 04 “Analytic Psychology: Carl Jung” (pp. 97-127) <i>Due PMP03 Basic Character Inventory Self-Reflection</i>
Sept 25	S	PMP05: <i>Psychosocial development (due by midnight)</i> MT I Objective portion available on Blackboard covers all course materials from Aug 28 through Oct 03, and must be completed by midnight, Friday, Oct 07. MT I Study guide for in-class portion available

Syllabus for Psychology 317
Theories of Personality:
Section I

Weekly Course Schedule		
Date	Day	Material Covered/Assignment Due
Sept 26	M	<p>Ego psychology I Crowne Ch. 05 “Ego Psychology: Anna Freud, Heinz Hartmann, and Erik Erikson” (pp. 128-157) <i>Due PMP04 MBTI Self-Reflection</i></p>
Sept 28	W	<p>Ego psychology II Crowne Ch. 05 “Ego Psychology: Anna Freud, Heinz Hartmann, and Erik Erikson” (pp. 128-157) Read 07 Erikson, E. (1968). “The Life Cycle: Epigenesis of Identity.” In E. Erikson, <i>Identity, youth and crisis</i>. New York: W. W. Norton. (pp. 91-96). Read 08 Hopkins, J. R. (1995). Erik H. Erikson. <i>American Psychologist</i>, 50, 9, 796-797.</p>
Oct 03	M	<p>Freudian offshoots: Adler Crowne Ch. 06 “The Neo-Freudians: Alfred Adler” (pp. 160-190) <i>Due PMP05 Psychosocial development Self-reflection</i></p>
Oct 05	W	Midterm I In-class portion
Oct 07	F	Midterm I Blackboard portion due by midnight
Oct 09	S	PMP06 Horney-Coolidge Type Inventory (due by midnight)
Oct 10	M	<p>Freudian Offshoots: Interpersonal Theorists Crowne Ch. 07 “Three Eminent Neo-Freudians: Harry Stack Sullivan, Karen Horney, and Erich Fromm” (pp. 191-249)</p>
Oct 12	W	<p>Freudian Offshoots: Interpersonal Theorists Crowne Ch. 07 “Three Eminent Neo-Freudians: Harry Stack Sullivan, Karen Horney, and Erich Fromm” (pp. 191-249) You Tube “Erich Fromm on ‘To Have or to Be’” Read 09 Fromm, E. (1955). <i>The sane society</i>. Florence, KY: Routledge Press. [Ch. 3: “The human situation: The key to humanistic psychoanalysis”, pp. 21-64.] <i>Due PMP06 Horney-Coolidge Type Inventory Self-reflection</i></p>
Oct 16	S	PMP07 PMP07 Attachment and Object Relations (due by midnight) PMP08 NEO PI (due by midnight)
Oct 17	M	<p>Attachment perspectives Read 10 Wallin, D. J. (2007). <i>Attachment in psychotherapy</i>. New York: Guilford Press. [Ch. 2: “The foundations of attachment theory”, pp. 11-24.]</p>
Oct 19	W	<p>Trait Theory: Allport and Cattell Crowne Ch. 09 “Gordon Allport, Raymond Cattell, Hans Eysenck, and the Big Five” (pp. 288-333) <i>Due PMP07 Attachment and Object Relations</i></p>

Syllabus for Psychology 317
Theories of Personality:
Section I

Weekly Course Schedule		
Date	Day	Material Covered/Assignment Due
Oct 23	S	<p><i>PMP09 16PF (due by midnight)</i></p> <p>MT II Objective portion available on Blackboard covers all course materials from Oct 10 through Oct 26, and must be completed by midnight, Friday Nov 04.</p> <p>MT II Study guide for in-class portion available</p>
Oct 24	M	<p>Trait Theory: “Big Five” Approach</p> <p>Crowne Ch. 09 “Gordon Allport, Raymond Cattell, Hans Eysenck, and the Big Five” (pp. 288-333)</p> <p>Read 11 McCrae, R. R., & Costa, P. T. (2008). The five factor theory of personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), <i>Handbook of personality theory and research</i> (3rd. ed.) (pp. 518-541). New York: Guilford Press.</p> <p><i>Due PMP08 NEO PI Self-Reflection</i></p>
Oct 26	W	<p>Humanistic perspectives: Rogers</p> <p>Crowne Ch. 11 “Carl Rogers’ Theory of the Person, George Kelly’s Personal Construct Theory, and Positive Psychology” (pp. 358-401)</p> <p>Read 12 Rogers (1957). A note on “The Nature of Man.” <i>Journal of Counseling Psychology</i>, 4, 199-203.</p> <p><i>Due PMP09 16PF Self-Reflection</i></p>
Oct 30	S	<i>PMP10 Humanistic Psychology (due by midnight)</i>
Oct 31	M	<p>Humanistic perspectives: Maslow</p> <p>Read13 Olson, M., & Hergenhahn, B. R. (2011). An introduction to theories of personality (8th ed.). New York: Pearson. [Chapter 15 “Abraham Maslow”, pp. 466-499.].</p> <p>Read14 Maslow, A. H. (1967). Self-actualization and beyond. In J. F. T. Bugental (Ed.), <i>Challenges of humanistic psychology</i> (pp. 279-286). New York: McGraw-Hill.</p>
Nov 02	W	Midterm II In-class portion
Nov 04	F	Midterm II Blackboard portion due by midnight
Nov 07	M	<p>Existential perspectives: Rollo May</p> <p>Read 15 Olson, M., & Hergenhahn, B. R. (2011). <i>An introduction to theories of personality</i> (8th ed.). New York: Pearson. [Chapter 16 “Rollo Reese May”, pp. 500-526.].</p> <p><i>Due PMP10 Humanistic Psychology Self-Reflection</i></p>
Nov 09	W	<p>Learning approaches: Dollard and Miller</p> <p>Crowne Ch. 12 “The S-R Theory of John Dollard and Neal Miller” (pp. 404-440)</p> <p><i>Due PMP09 Big Five Inventory Self-Reflection</i></p>
Nov 13	S	<i>PMP11 Self-Efficacy (due by midnight)</i>
Nov 14	M	<p>Learning Theory Approaches: Skinner</p> <p>Crowne Ch. 13 “The Radicalism Behaviourism of B. F. Skinner” (pp. 441-471)</p> <p><i>Due PMP10 Humanistic Psychology Self-Reflection</i></p>

Syllabus for Psychology 317
Theories of Personality:
Section I

Weekly Course Schedule		
Date	Day	Material Covered/Assignment Due
Nov 16	W	Social – cognitive approach: Bandura Crowne Ch. 15 “The Social Cognitive Learning Theories of Albert Bandura and Walter Mischel” (pp. 499-535)
Nov 20	S	Semester paper assignment available on Blackboard
Nov 21	M	Social – cognitive approach: Bandura Crowne Ch. 15 “The Social Cognitive Learning Theories of Albert Bandura and Walter Mischel” (pp. 499-535) Read 16 Feist, J., & Feist, G. J. (2006). <i>Theories of personality</i> (6 th ed.). New York: McGraw-Hill. [Chapter 16 “Bandura: Social Cognitive Theory”, pp. 467-498.] Read 17 Bandura, A. (2000). Exercise of human agency through collective efficacy. <i>Current Directions in Psychological Science</i> , 9, 75-78.
Nov 23	W	No Class Happy Thanksgiving!!
Nov 28	M	Personality as Biology Crowne Ch. 16 “Genes, behavior, and Personality” (pp. 538-568) Read 18 Figuerdo, A. J., Gladden, P., Vasquez, G., Wolf, P.S. A., & Jones, D. N. (2009). Evolutionary theories of personality. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 265-274), Cambridge: Cambridge University Press. <i>Due PMP11 Self-Efficacy Self-Reflection</i>
Nov 30	W	Buddhist personality theory Read 19 Boeree, C. G. (2004). <i>Buddhist Psychology</i> . Downloaded January 18, 2011 from: http://www.ship.edu/%7Ecgboree/perscontents.html .
Dec 04	S	MT III Objective portion available on Blackboard covers all course materials from Nov 07 through Dec 07, and must be completed by midnight, Friday Dec 16. MT III Study guide for in-class portion available
Dec 05	M	Conclusions and Wrap-up Crowne Ch. 17 “Personality Theory in Perspective” (pp. 569-593) <i>Video Groundhog Day</i>
Dec 07	W	Conclusions and Wrap-up Crowne Ch. 17 “Personality Theory in Perspective” (pp. 569-593) <i>Video Groundhog Day</i>
Dec 14	W	Midterm III In-class portion (Time: 4-6PM)
Dec 16	F	Midterm III Blackboard portion due by midnight Semester Paper due in Sage Hall 2129 by 5:00PM

Note. Schedule and assignments subject to change.