

Psychology of Personality
PSY 334
ID 1758

Spring 2013

Instructor: Dr. Mahinur Asanovna Mamatova

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Office Hours: M. 4:00 pm- 5:00 pm by previous appointment

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Prerequisites: PSY 101, 104 or PSY 102 or PSY 105

Course Status: required

Credits: 3

Classes: M. 12:45 pm; 2:10 pm

Language of teaching: English

Course Description:

This course is an introduction to basic psychological approaches to explaining the nature of human personality. It will explore classical theories of personality. This course is a platform for advanced study in Abnormal Psychology, Counseling Psychology, and Organizational Psychology.

Course Objectives:

Upon successful completion of this course, student will be able to:

1. Describe major divisions in the study of personality – theory, structure, development, and dynamics
2. Understand intrinsic and extrinsic factors that influence individual behavior;
3. Recognize the enduring features that differentiate people;
4. Understand basic factors that might lead to the onset of psychological disturbance.

Text-book:

Magnavita, Jeffrey J. (2002). Theories of personality: contemporary approaches to the science of personality. New York: John Wiley & Sons, Inc.

Or

Feist, Jess & Feist, Gregory, J. (1998). Theories of personality, 4th ed. McGraw-Hill, Inc.

Course Requirements

1. Classroom attendance is required – **60 points**. To be in class on time is expected. Late students will NOT be admitted into the class. Please finish up your personal businesses before class begins. Student is expected to be on class during entire class - time with no early leaving. Missed class by reason of general medical condition or emergency will NOT affect your attendance rate.

2. In-class work – 60 points. You are expected to take active part in on-class discussion of the assigned article, presentation, textbook chapter, and study case.

3. Presentation – 75 points. Each student will be required to make at least 1 presentation. Topics can be selected from class themes available below (see Class Schedule). This is your right to perform team-presentation. Creativity in performance of original idea is strongly encouraged. Please see the instructor to discuss a topic of your presentation ahead of time.

Grading Criteria for Presentation

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|-----------------------------|------------------|
| Content | 15 points |
| Understanding | 15 points |
| Criticism | 15 points |
| Ability to Answer Questions | 10 points |
| Clarity of statements | 10 points |
| Performance | <u>10 points</u> |
| | 75 points |

4. Term Paper – 105 points. Each student will be required to complete a literature review term paper. The paper should be a comprehensive analytical review of the classical and contemporary literature sources. All students prepare their term papers on the one common topic, which is “Comparative analysis of basic psychological approaches to understanding human personality:

Psychodynamic theories, Behavioral-Cognitive models, and Phenomenological perspective". The student should demonstrate the following knowledge and skills:

- a) To understand and clearly articulate the core idea of each theoretical approach
- b) To operate with basic terminological apparatus of each perspective
- c) To differentiate basic assumptions of theoretical approaches
- d) To recognize advantages and limitations of basic personality models

At least 4 primary sources must be referenced. You are strongly recommended to attend individual consultation to discuss your paper plan as well as revisions. There should be 2 revisions of your paper. 1st revision due to **March 4**, and 2nd revision should be submitted by **April 4**.

The term paper should be done in the American Psychological Association (APA) style. Please see APA Student Writer's Manual (1999) for detail*. The final paper should be submitted by **May 4**. Late papers will NOT be accepted.

Grading Criteria for Term Paper

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|------------------------------------|-----------|
| Theme development | 15 points |
| Integration of Material/References | 15 points |
| Analysis, Logic and Criticism | 17 points |
| Terminology | 10 points |
| 1 st Revision | 18 points |
| 2 nd Revision | 18 points |
| Format and Literacy | 12 points |

105 points possible

5. Quizzes: Three quizzes will be given during the semester. Quizzes will cover the information surveyed the textbooks, lecture materials, discussion, readings, factual information, and other illustrative material. Quizzes will be short answer essay, multiple choices, analysis of study case, and true-false. Each quiz will be running over the first 30 minutes of class. The exam is worth 25 points each.

6. Final Exam: The final will be given during the session time. This exam will cover all factual materials of the course plus the information from class discussions. If you miss a scheduled exam, you must hold an oral make up exam with the instructor within three (3) days of the exam. Failure to do so will result in a score of 0 on the missed exam. The exam will be multiple choice and short answers. The exam will be worth **150 points**.

Course Grading Scale

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|---------------|------------|
| Attendance | 60 points |
| In-class work | 60 points |
| Presentation | 75 points |
| Term Paper | 105 points |
| Quizzes | 75 points |
| Final Exam | 100 points |

475 points

A = 443-475 points

- A=- 407-442 points
- B+= 376-406 points
- B = 345-375 points
- B- = 314-344 points
- C+= 283-313 points
- C = 252- 282 points
- C- = 221-251 points
- D = 190-220 points
- F = below 190

There are no extra-assignments for this course. However bonus (up to 20 points) will be given for creativity and independence of thoughts.

Course Cheating Policy

The proven cases of plagiarism will be processed by AUCA Academic Dishonesty Policy. If you do not understand clearly what plagiarism is, please see the instructor or apply to any other accessible explanatory source. To prevent cases of academic dishonesty document references properly and accurately (see APA Student Writer’s Manual (1999)).

Course Conduct Policy

Norms and rules of academic conduct are common for everyone on-campus. Politeness and intelligence of personal behavior are unconditionally expected. Recurrent cases of academic misconduct will be a reason to administrative drop from the course. Please turn off your cells, beepers and other ring sounders. If you are waiting for important call set the cell on regime “vibration”. Finish up your breakfast or taking a snack before coming to class. Don’t chat on the class. It interrupts my attention and attention of your classmates.

Class Schedule

| Date | Topic | Basic Definitions | Discussion | Presentation Topic and Recommended Reading |
|-------------|--|---|---|---|
| 01/14 | Introduction to syllabus Definition of Personality. Theories of Personality. Psychodynamic approach to Personality. Freud and Classical Psychoanalysis. | Personality; Persona; Theory; Empirical evidence; Traits, Dispositions; Consistency; Behavior. Basic theoretical concepts of classical psychoanalysis: mental apparatus, homeostasis and hedonism, reality principle, pleasure principle, psychological energy, the instincts, psychological determinism, libido and Tanatos. | How do psychologists define personality and use the concept of personality? Psychological determinism and multiple layers of the psyche. | |
| 01/14 | Classical Psychoanalysis: pre-genital phases of libido development | Sexual instinct and Death instinct. Erotogenic zones. Fixation. Repression. Personality structure: The Id, the Ego, and the | Repression of Libido | Recommended reading: Sigmund Freud, <i>The History of the Psychoanalytic Movement</i> |

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| | | Super-Ego | | |
| 01/21 | Classical Psychoanalysis: Oedipus Complex | Repression of libido, ambivalence of motivations, castration anxiety and castration complex; phallic fixation; anxiety, Ego and defense mechanisms; psychological conflict | Oedipus Complex - the central concept of Classical Psychoanalysis | Recommended reading: Sigmund Freud, <i>The History of the Psychoanalytic Movement</i> |
| 01/28 | Classic Psychoanalysis: anxiety and defense mechanisms. The general theory of psychological disorders. | Resistance and Repression. The onset of symptoms. Latent meaning of symptoms. Dreaming. Manifest and hidden thoughts of dreams. The transference and counter-transference | The symbolism of dreams | |
| 02/04 | Quiz #1: Basic assumptions of Classical Psychoanalysis | | | |
| 02/04 | Revision of Classical Freud's Psychoanalysis: Rivals to Freud. The Analytical Psychology of Carl Gustav Jung: basic theoretical concepts. | Revising the central role of Oedipus Complex in process of personality development. Archetypes and Collective Unconsciousness; libido, individuation, extraversion and introversion. Persona, shadow, anima, animus, the self | Advantages and limitations of Freud's Psychoanalysis Basic assumptions of Analytical Psychology | Presentation: Revisions of Classical Psychoanalysis: Carl Gustav Jung and Archetypes of Collective Unconsciousness Recommended reading: C.G. Jung, <i>Memories, Dreams, Reflections</i> |
| 02/11 | Alfred Adler's Individual Psychology: basic concepts. | Social interest, fixation finalism, will to power, superiority striving and superiority complex; inferiority complex; castration complex and masculine protest; general goals and life styles | Basic assumptions of Individual Psychology | Presentation: Alfred Adler's view on personality Presentation: Comparative analysis of motivational forces in Classic Psychoanalysis, Analytical psychology, and Individual psychology Recommended reading: Alfred Adler, <i>Basic Principles of Individual Psychology</i> |
| 02/18 | Neo-Freudians | Social and cultural basis of personality | Individual and society: Neo-Freudian perspective | Presentation and Recommended reading: Karen Horney, <i>The Neurotic Personality of our Time</i> Presentation and Recommended reading: Erich Fromm, <i>The Heart of Man, its genius for good and evil</i> |
| 02/25 | Quiz # 2: Revisions and Upgrade of | | | |

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| | Classical Psychoanalysis | | | |
| 02/25 | Learning approach to personality | Learning Principles Stimulus – Response learning. Habits and drives. Classical Pavlovian conditioning. Operant conditioning Extinction. Observational learning | The phenomenon of a conditioned reflex | Presentation: Classical Respondent Pavlovian Conditioning |
| 03/11 | Learning approach to personality: reinforcement theory | Operant conditioning. Radical behaviorism. Operant Reinforcement. Applications and Limitations of Operant Reinforcement Theory | On-class discussion: basic assumptions of Radical behaviorism | Presentation: Basic assumptions of Reinforcement Theory Recommended reading: B-F. Skinner, <i>The Behavior of Organisms: An Experimental Analysis</i> |
| 03/18 | Learning approach to personality: Albert Bandura’s Social Learning Theory | Modeling and imitation, observation, learning and memory. Applications and Limitations of Social Learning Theory. | On-class discussion: Advantages and limitations of Social Learning Theory | Presentation and Recommended reading: Albert Bandura, <i>The Social Learning Theory</i> |
| 03/25 | Cognitive approach to personality | The theory of personal constructs | George Kelly and the Fundamental Postulate | Presentation and Recommended reading: George Kelly, <i>A theory of personality. The psychology of personal constructs</i> |
| 04/01 | Cognitive approach to personality | Albert Ellis and the A-B-C’s | Application of Cognitive Theory | Presentation: “I think therefore I have a Personality” |
| 04/08 | Gordon Allport: Trait Theory | The proprium. Personal dispositions. Central traits. Secondary traits. Cardinal traits. Psychological maturity. Functional autonomy. | Personality through the prism of Trait Theory | Presentation and Recommended reading: Gordon Allport, <i>Pattern and growth in personality</i> |
| 04/15 | Quiz # 3: Learning approach and Cognitive theories | | | |
| 04/15 | Phenomenological Theories of Personality: basic concepts of existential - humanistic approach to understanding personality | Subjective experience as psychological phenomenon. The existence of human being. The principle of here-and-now. Personal constructs. Personal growth; The I; the Real I image; the Ideal I image; defense mechanisms; unconsciousness; here- and- now principle; subjective experience | An experiencing subject and principle here-and-now | Presentation and Recommended reading: Carl Rogers, <i>The Client-Centered Therapy</i> Presentation: Comparative analysis of psychodynamics, cognitive-behavioral, and phenomenological perspectives |
| 04/22 | Phenomenological Theories of Personality: | Maslow’s Organismic Humanism. Self-Actualization and | Actualizing tendency | Presentation and Recommended reading: Abraham Maslow, <i>Motivation and Personality</i> |

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| | Abraham Maslow's theory of personality | Hierarchy of Needs | | Presentation: Applications and limitations of the Phenomenological approach. |
| 04/22 | Course Review | | | |
| 04/29 | Final Exam | | | |

* Jill M. Scott, Russell E. Koch, Gregory M. Scott, Stephen M. Garrison (1999). *The Psychology Student Writer's Manual*. Prentice Hall, Inc.