

SYLLABUS

Psy 321: Theories of Personality
2004 Spring Term
WF 9:30-10:45 E262 (I can change this when you find
out what it will be)

Dr. John A. Teske
Esbenshade 265C x1332
Office Hours: 11:00-12:30 WF
and by appointment

Course Description

Purpose:

This course will acquaint you with some of the major theories and perspectives on what human personalities are, how they work, and what ends they might serve. You will learn that there is no single view about what human persons are, or how they might best be understood. This course will help you understand what some of the historical issues and controversies have been, what research to date has established, and what are some of the difficulties in forming an integrated understanding of human personality. The central purpose is to equip you with the ability to think critically, evaluate the scientific evidence, and understand the influence of personality theory, not only for psychological knowledge and clinical application, but for other fields of human endeavor: literature, history, anthropology, economics, politics, education, and even philosophy and religion. At base, the study of personality must ultimately be a self-conscious pursuit, both of personal development and of human freedom, rooted in an understanding of our biological, psychological, and cultural limitations.

Organizing Questions:

Teaching and learning are always parts of a dialogue, and dialogues are organized around questions. The objective of the course is for each of you to address the following questions, to arrive at your own tentative answers, and to understand why all answers need to be tentative.

1. What philosophical assumptions do we need, about the meaning of life, human nature, and knowledge, to best characterize personality?
2. What are the features of personality theories, and what are the criteria for evaluating those theories as well as our own thinking about personality?
3. To what extent do people have any unified integrity, any central identity, or any stable personality structure, and how can we know?
4. What is the relationship between the subjective, private, inner reality of emotions, memories, dreams, and beliefs and the objective, public, outer reality of danger, aggression, achievement, curiosity, and love.
5. Do we construct reality as active agents or are we largely constructed by the objective reality of the situations in which we find ourselves?
6. Are our personalities structured and to what extent are those structures unique for each person?
7. Is the genesis of personality due to biology, to childhood experience, to our historical and cultural nexus, to some interaction among these, or to some unique and separate source or emergent?
8. What is the therapeutic value of personality theory; how might it be used to make lives more meaningful, productive, fulfilled?
9. Can we distinguish between who we really are and the roles we play, the fictions and illusions we create, both for ourselves and for others?
10. How might we be more aware of the limits of self-reflection, the inhibition of our wills, and the vast, hidden world of our self-ignorance and self-delusion in order to better deal with the tasks of life, and the construction of our integrity?

Instructor Goals:

If any branch of psychology holds out a hope of understanding the fullness of whole persons, it is personality theory. Much of psychology is limited either to subparts of individuals, or to the social bonds between them. A study of personality theory allows us to think about the psychology of individuals per se, to address the meaning of personal existence, and that complex symbolic and historical world between biological substrate and social nexus. No other course in the curriculum touches so closely the most personal concerns and sensitivities of each student. My first goal is to capitalize on your natural curiosity about your own personhood to help you understand a range of issues: how you are moved by forces never fully grasped, cope with the world of curiosity, anger, and love, and account for yourself and the meaning of your life. My second goal is to build in you an intellectual discipline in these questions, an ability to think critically, to recognize coherence, evaluate evidence, and value the struggle for truth even in the seductive and cynical face of bias and preconception. I want you to come to appreciate the compatibility of humanity and science, but never to lose sight of the person. Finally, I want you to grow in your respect for the range of human variation, and to value the variety of interpretation of points of view, and of levels of analysis in personality theory. In understanding the understanders understanding themselves, we can better realize ourselves as entities about which there is something it is like to be.

Reading

Required: McAdams, Dan P. (2000). The Person: An Integrated Introduction to Personality Psychology (Third Edition). New York: Harcourt College Publishers. [ISBN: 0-15-508066-0]

Recommended: Regular perusal of American Psychologist and the research journals of the field: Journal of Personality and Social Psychology, Journal of Personality, Psychological Bulletin, and Psychological Review.

Reference: High Library, 150's and Ref. 150's, Esbshade 264, 263 lounge, instructor loans. See especially PsychINFO. Some journal copies are in the lounge. Documentation standard is that of the American Psychological Association, described in the Publication manual of the APA, or in How to write psychology papers, both available in E263 lounge. Students are also encouraged to browse in the library and get their ACLCP cards to use other area libraries.

Course Policies

Grading:

Exams will be mixed objective and short essay, the latter requiring some integration or application of knowledge. Three in-class essays are scheduled and will be based on thought questions handed out in advance. You may replace one essay with a 5-page essay involving a self-analysis from the viewpoint of one specific theory. You will keep an ongoing journal in which you will include the results of a series of studios, for which there will be individual assignments that will vary with the topic and format of the studio. There will also be a participation grade based on the quality of your contribution to class (preparation, appropriate questions or comments in class, completion of outside exercises, and newsgroup postings). Make up exams must be approved in advance. No make-up in-class essays will be given.

Semester grades will be broken down as follows:

Midterm Examination (Introduction and Parts I & II)	20%
Final Examination (1/3 Review, 2/3 on new material)	30%
Written work (Quizzes & Essays)	20%
Studio Journal	20%
Participation.	10%

Supplementary work is available for those unhappy with their daily preparation and participation; it is also encouraged for majors in any of the social or behavioral sciences, or anyone interested in working on writing skills. This work can be of two kinds: 1) A short (5 page) applications paper, involving the application of personality concepts to the analysis and explanation of a documented personal characteristic or incident. 2) A full research paper (10 pages or more) in which you discuss and integrate the research bearing on an issue or problem of your interest. See instructor for suggestions and approval. 3) A compilation of student journal results from one or more of the studio assignments, with commentary. Supplementary work cannot lower your grade, but it won't automatically raise it. An applications paper can count up to 10% of your grade, a research paper up to 25%, although neither can be used to replace examination grades.

Academic Integrity:

In support of the increase of academic integrity on campus, students in this class are encouraged to abide by the following pledge which is part of the code of integrity on this campus. "Knowing that every commitment I make to integrity strengthens my self-respect and respect for others, I hereby pledge to abide by the Elizabethtown College Code of Integrity. I will be guided by principles of truth, self-respect, and respect for others. I will cooperate to make campus conditions favorable to fair, honest behaviors by adhering to procedures such as the following. During tests I will sit somewhere that will discourage the giving or receiving of unauthorized aid, and I will keep my work out of sight. In each class I will be sure I understand what is considered fair help and what is not, and I will not give or receive unfair help on any assignments, including papers, homework, or take-home tests. On written assignments I will avoid plagiarism. I will uphold the spirit of fair, truthful, and honest behavior to the utmost of my ability."

Lecture:

Since participation is graded, lecture attendance is required but will not be recorded separately. Lectures will clarify and build on assigned reading, so at least a first reading of material should be done prior to the lecture on the material. Appropriate questions, comments, and discussion are encouraged. Students will also occasionally be asked to bring in outside examples or exercises.

Studio:

The series of fifteen studios is an important part of the class, and your scheduling of the studio time and accomplishment of assigned studio work is required for the course. A selection of your studio assignments (reports, analyses, commentaries) will be rewritten in response to peer commentary, to be submitted for a grade. Studio work will require approximately an additional three hours a week, including scheduling time for particular activities, doing the relevant assignments, and writing up reports in your studio journals. Studio work is intended to include richer, deeper, and relatively more autonomous participant-engagement activities. Students will use actual inventories, do data analyses, read and write narrative material, and participate in research demonstrations. Times and locations of these activities will vary as appropriate; handouts and scheduling information will be made available at the beginning of each week for that week's studio(s). Studios will include asynchronous reading and analysis of case study material, viewing and commentary on relevant cinematic material, data collection (including compilation and analysis of material on the Internet), and the taking and scoring of various inventories (which can also be electronically shared), a dream interpretation (including collection, selection, peer interpretation, and self-evaluation of dream material), and several review sessions. Research demonstrations will include data collected from peers, posted on the Internet, requiring summary and interpretation in studio journals.

Newsgroup:

An Internet newsgroup will be set up for the use of the class, and is one of the avenues for class participation, and for getting group and/or professorial feedback for studio work.

Instructor Availability:

I am available during office hours or by appointment. I will be available during relevant studios as scheduled. I will also regularly provide selective response or commentary on newsgroup postings. I also encourage "drop-ins," especially Friday afternoons. I love to talk about psychology (also philosophy, anthropology, religion, sociology, history, the arts, computers, etc.) so if something interests you, drop in and we'll pursue it. If you don't understand something or are lost **please** see me; if I can't help you, maybe the learning center, or a peer tutor can. Or just stop by to chat. This also gives us a chance to get to know each other better, always to your advantage. There are, as students of psychology know, rather large advantages of face-to-face communication over electronic, given the multiple channels, mimetic and expressive possibilities, and paralinguistic modifications of literal linguistic communications which the former facilitates and the latter inhibits. The chart on my door will tell you when I am available. Office hours are always the easiest. For more exclusive attention (or to make sure I will be there), make an appointment. Most nights, I am also available at home in Mt. Joy before 10:00 PM at 653-9360. I also regularly check my email, which I can access from home or office: teskeja@etown.edu.

Course Outline

<u>Meeting</u>	<u>Topic</u>	<u>Reading</u>
Introduction: Persons, Lives, and Science		
W Jan 21	1. Love, Work, and Identity	Preface, Browse
F Jan 23	1. Dispositions, Adaptation, and Stories <i>Studio: Interpretive Exercise: Myth and Story</i>	Ch. 1, pp. 2-21
W Jan 28	1. Theory and Evaluation: Philosophy, Science, and Art	Ch. 1, pp. 21-44
Part I. Constituting the Person: Human Nature, Psychodynamics, and Culture		
F Jan 30	2. Evolution and Human Nature	Ch. 2, pp. 47-89
W Feb 4	2. Attachment and Love	Ch. 2, pp. 89-112
F Feb 6	3. The Emergence of Psychoanalysis <i>Studio: Attachment and Romance: Gender Differences in Jealousy</i>	Ch. 3, pp. 113-132
W Feb 11	3. Psychoanalytic Theory	Ch. 3, pp. 136-164
F Feb 13	3. Spirit, Archetype, and Individuation	Ch. 3, pp. 132-136, 164-166
W Feb 18	3. Psychodynamic Interpretation: Dream Analysis <i>Studio: Dream Interpretations</i>	Ch. 3, pp. 166-186
F Feb 20	4. Social Learning and Social Cognition [Essay] <i>Studio: Mastery and Performance</i>	Ch. 4, pp. 187-218
W Feb 25	4. Social Ecology, Gender, and Culture <i>Studio: Gender in Dangerous Beauty; Gender Bending in Being John Malkovich</i>	Ch. 4, pp. 218-245
Part II. Dispositions: Traits, Environments, and Lifespan		
F Feb 27	5. Traits: The Big Five and Measurement	Ch. 5, pp. 249-301
Spring Break		
W Mar 10	5. Extraversion and Neuroticism <i>Studio: Personality Inventory</i>	Ch. 5, pp. 302-335
F Mar 12	6. Openness, Conscientiousness, and Agreeableness	Ch. 6, pp. 335-366
W Mar 17	7. Change, Complexity, and the Lifespan [Essay] <i>Studio: Three Generation Family Interview</i>	Ch. 7, pp. 367-429
F Mar 19	MIDTERM EXAMINATION	
Part III. Adaptations: Motives, Social Cognition, and Ego Development		
W Mar 24	8. Achievement, Power, and Intimacy	Ch. 8, pp. 433-483
F Mar 26	8. Purposes and Projects <i>Studio: Personal Project Analysis</i>	Ch. 8, pp. 483-494
W Mar 31	9. Cognition, Multiple Selves, and Self-Regulation <i>Studio: Dramatic Personae and Emotional Regulation</i>	Ch. 9, pp. 495-551
Easter Recess		
W Apr 14	10. Identity and Intimacy; Generativity and Integrity	Ch. 10, pp. 553-589
F Apr 16	10. Ego Development <i>Studio: Couples Interviews – Intimacy Status & Ego Development</i>	Ch. 10, pp. 589-613
Part IV. Stories: Scripts, Narratives, and Biography		
W Apr 21	11. Narrative and Interpretation <i>Studio: Narrative and Memory in Matrix and Sliding Doors</i>	Ch. 11, pp. 617-635
F Apr 23	11. Affects, Scenes, Scripts, Life Stories [Essay] <i>Studio: Trauma and Narrative Healing</i>	Ch. 11, pp. 635-666
W Apr 28	11. Narrative, Voice, and Deconstruction	Ch. 11, pp. 666-678
F Apr 30	12. Case Study, Culture, and History	Ch. 12, pp. 679-703
W May 5	12. Seasons of Life <i>Studio: Case Studies – Levinson's Men and Women, Gardner's Extraordinary Minds</i>	Ch. 12, pp. 703-731
F May 7	Dialogue on Integration and Disintegration [Essay]	
M May 10	FINAL EXAMINATION (7:30 - 10:30 AM)	