Syllabus
PSYC 5153, Theories of Personality
Spring, 2024

Arthur R. Cardona
OD-110
Tuesday & Thursday
9:30am to 10:50am
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Texts: Ewen, R. B. (2010). An introduction to theories of personality (7th ed.). New
York: Psychology Press

John, O. P., Robins, R. W., & Pervin, L. A. (2021). Handbook of personality;
Theory and research (4th ed.). New York: The Guilford Press

Course Description:
This course offers an in-depth exploration of major personality theories, tracing the
evolution of thought from early foundational concepts to contemporary perspectives.
Students will critically analyze the work of key theorists and examine the practical
applications of these theories in various fields of psychology.

Course Objectives:
1. Understand the historical development and foundational concepts of major
personality theories.
2. Critically analyze the contributions of significant personality theorists.
3. Apply these theories to understand individual differences and behavior.
4. Develop a comprehensive understanding of contemporary research and applications
in personality psychology.

Grades: Grades will be based on class preparation/participation and two exams.

Class Participation (10%): Reflection papers and Discussion
Midterm Exam (20%): Covering Weeks 1-7 material
Research Paper (20%): A critical analysis of a specific personality theory.
Presentation (20%): On a chosen personality theorist or theory.
Final Exam (30%): Cumulative

Attendance Policy: Graduate students are expected to make every effort to attend all
classes. Failure to do so reflects on your commitment and professionalism, and
will be taken into account in your evaluations.

Tentative Lecture, Reading and Exam Schedule

Week 1
1/16   Ewen: Chapter 1: Introduction to the class and theories of personality
1/18   Handbook: Chapter 1: History of Modern Personality Theory and Research
Chapter 2: Human Nature and Individual Differences: Evolution of Human Personality

Week 2
1/23   Ewen: Chapter 2: Sigmund Freud (Psychoanalysis)
1/25   Handbook: Chapter 3: Psychoanalytic Approaches to Personality

Week 3
1/30   Ewen: Chapter 3: Carl Gustav Jung (Analytical Psychology)
2/1:   Handbook: Chapter 23: The Psychological Unconscious
Chapter 25: Personality and the Capacity for Religious and
Spiritual Experience

Week 4
2/6   Ewen: Chapter 4: Alfred Adler (Individual Psychology)
2/8   Handbook: Chapter 13: Parents' Role in Children's Personality Development:
'The Psychological Resource Principle
Chapter 21: Culture and Personality

Week 5
2/13   Ewen: Chapter 5: Karen Horney (Neurosis and Human Growth)
2/15   Handbook: Chapter 16: Naturalizing the Self
Chapter 17: Identity Negotiation: A Theory of Self and Social
Interaction

Week 6
2/20   Ewen: Chapter 6: Erich Fromm (The Escape from Freedom)
2/22   Handbook: Chapter 18: Self-Regulation
Chapter 19: Self-Presentation of Personality: An Agency-
Communion Framework

Week 7
2/27   Ewen: Chapter 8: Erik Erikson (Ego psychology)
2/29   Handbook: Chapter 14: The Development of Personality Traits in Adulthood
Chapter 15: Challenges and Opportunities at the Interface of
Aging, Personality and Well-Being

Week 8
3/5   **Exam I**

3/7   **No Classes**

Week 9 SPRING BREAK

Week 10

3/19	Ewen:	Chapter 9: Carl R. Rogers (Self-Actualization Theory I)
		Chapters 12 and 13 The Trait Perspective (Allport, Cattell, Eysenck, 5-Factor Model)
3/21	Handbook:	Chapter 31: Personality and Health: A Lifespan Perspective
		Chapter 4: Paradigm Shift to the Integrative Big Five Trait Taxonomy: History, Measurement and Conceptual Issues
		Chapter 5: The Five-Factor Theory of Personality

Week 11

| 3/26 | Ewen: | Chapter 10: Abraham H. Maslow (Self-Actualization Theory II) |
| 3/28 | NO CLASS | HOLIDAY |

Week 12

| 4/2 Being | Handbook: | Chapter 32: Personality and Subjective Well- |
| 4/4 | Ewen: | Chapter 11: Rollo May (Existential Psychology) |

Week 13

4/9	Ewen:	Chapter 15: George A. Kelly (The Psychology of Personal Constructs)
4/11	Handbook:	Chapter 28: Emotion and Emotion Regulation: Personality Processes and Individual Differences
		Chapter 29: Self-Regulatory Processes, Stress and Coping

Week 14

| 4/16 | Ewen: | Chapter 14: B.F. Skinner (Radical Behaviorism) |
| 4/18 | Handbook: | Chapter 22: Persons, Situations and Person-Situation Interactions |

Week 15

4/23	Ewen:	Chapter 16: Albert Bandura (Social-Cognitive Theory)
	Handbook:	Chapter 10: Behavioral Genetics and Personality: A New Look at the Integration of Nature and Nurture
4/25		**PRESENTATIONS BEGIN**

Week 16   PRESENTATIONS

FINALS Week
5/7:   Final Exam

Overview:
Class participation is a vital component of this course, encompassing more than just attendance. It includes engagement in class discussions, contribution to group activities, thoughtful interaction with course materials, and the submission of reading reflection papers. This multifaceted approach ensures a rich learning experience and caters to different student strengths and preferences.

Expectations:
1. **Regular Attendance and Engagement: Regular** presence and active engagement in class discussions and activities.
2. **Preparedness for Discussions:** Completing assigned readings and being prepared to discuss them in class, offering insights, and connecting them to broader course themes.
3. **Respectful and Constructive Communication:** Contributing to a respectful and positive learning environment, open to diverse perspectives.
4. **Reading Reflection Papers:** Submitting brief reflection papers on the assigned readings as an alternative or supplementary form of participation.

Reading Reflection Papers:
1. **Frequency and Length:** Short reflection papers (approximately 1-2 pages) to be submitted for each assigned reading.
2. **Content:** Papers should reflect on the key themes of the readings, pose questions, and connect readings to course topics or personal experiences.
3. **Purpose:** To encourage deeper engagement with the material and to provide an alternative platform for students to express their understanding and perspectives.

Evaluation Criteria:
- **Quality of Participation:** Emphasis on meaningful, thoughtful contributions, whether in class discussions or through reflection papers.
- **Consistency:** Regular participation and submission of reflection papers throughout the semester.
- **Contribution to Learning Environment:** Enhancing the class through diverse forms of engagement.
- **Development and Insight:** Demonstrating growth in understanding and ability to critically engage with course materials.

Note:
- Participation is not solely measured by the frequency of speaking in class but by the overall contribution to the learning experience.
- Students who prefer not to participate frequently in oral discussions are encouraged to utilize reading reflection papers as a significant form of participation.
- Details regarding the submission process and specific guidelines for reflection papers will be provided.

Topic Selection:
- Students should choose a specific personality theory or theorist to focus on.
- They may also opt to compare and contrast two theories or explore the application of a theory in a practical setting (e.g., clinical, organizational, or educational psychology).

Paper Objectives:
1. **In-depth Analysis:** Provide a comprehensive understanding of the chosen theory or theories.
2. **Historical Context:** Discuss the historical development and foundational principles.
3. **Research and Evidence:** Examine empirical research supporting or challenging the theory.
4. **Practical Application:** Explore how the theory is applied in real-world scenarios.
5. **Critical Evaluation:** Critically assess the strengths, weaknesses, and relevance of the theory in contemporary psychology.

Structure and Content:
1. **Introduction:** Outline the purpose, relevance, and scope of the paper.
2. **Theoretical Framework:** Detailed overview of the theory/theories, including key concepts and propositions.
3. **Historical Background:** Discuss the development and evolution of the theory.
4. **Empirical Support:** Review relevant research studies, experiments, or case studies.
5. **Comparative Analysis (if applicable):** Compare and contrast with other theories.
6. **Critical Evaluation:** Analyze the theory's contributions, limitations, and areas for future research.
7. **Conclusion:** Summarize key findings and personal reflections on the theory's implications.

Research and References:
- Encourage the use of a variety of sources, including academic journals, books, and reputable online resources.
- Emphasize the importance of proper citation and academic integrity.

Length and Format:
- Suggested length: 15-20 pages, double-spaced.
- Format: Follow the APA standardized format.
- Include an abstract, introduction, main body, conclusion, and references.

Submission and Evaluation:
- Provide a timeline for proposal submission, draft review, and final submission.
- Evaluation criteria should include clarity of argument, depth of research, critical analysis, originality, and adherence to formatting guidelines.

Support and Resources:
- Offer guidelines for research paper writing.
- Provide opportunities for feedback on paper proposals or drafts.
- List available resources, such as access to academic databases or writing centers.

Research Paper Timeline:

- **Topic Selection Due: End of Week 3 (February 1, 2024).** This allows students to choose a topic after they have been introduced to several key theories and theorists.
- **Proposal Submission: End of Week 6 (February 22, 2024).** Students submit a brief proposal outlining their chosen topic, objectives, and preliminary resources.
- **Draft Submission for Feedback: End of Week 10 (March 28, 2024).** Submitting a draft ensures that students are making progress and allows you to provide feedback.
- **Final Submission: End of Week 13 (April 19, 2024).** This date gives students sufficient time to incorporate feedback and finalize their papers before the end of the semester.

Topic Selection:
- Students should choose a specific personality theorist or theory to focus on.
- They may also opt to present on a particular aspect of a theory, its application in a unique context, or a comparative analysis of two theories.

Objectives:
1. **Comprehensive Understanding:** Demonstrate a deep understanding of the chosen topic.
2. **Effective Communication:** Clearly and effectively communicate the key concepts and significance of the theory.
3. **Engagement:** Engage the audience with interactive elements or thought-provoking questions.
4. **Critical Analysis:** Provide a critical evaluation of the theory's strengths, weaknesses, and its relevance in the field of psychology.

Structure and Content:
1. **Introduction:** Briefly introduce the chosen topic and its relevance.
2. **Background:** Provide historical context and foundational principles.
3. **Main Content:** Detailed exploration of the theory, including major concepts, development, and empirical support.
4. **Critical Evaluation:** Analyze strengths, limitations, and areas of controversy or debate.
5. **Conclusion:** Summarize key points and open up for questions or discussion.

Format and Delivery:
- **Duration:** 20-25 minutes, followed by a 5-minute Q&A session.
- **Visual aids:** Use PowerPoint slides, videos, or other multimedia elements to enhance the presentation.
- **Handouts:** Consider providing a summary or additional resources for the audience.

Engagement Techniques:
- Encourage the use of real-life examples, case studies, or hypothetical scenarios.
- Include interactive components like polls, quizzes, or group discussions.
- Pose critical questions to the audience to stimulate thinking and discussion.

Evaluation Criteria:
- Clarity and organization of the presentation.
- Depth of content and understanding of the theory.
- Ability to engage and interact with the audience.
- Quality of visual aids and supplementary materials.
- Effectiveness in answering questions and handling discussions.

Preparation and Support:
- Provide guidelines on effective presentation skills and use of visual aids.
- Offer opportunities for practice presentations or peer feedback sessions.
- Make available resources for creating presentations and finding supplementary materials.

Both Assignments on the Same Topic: Students choose a personality theory or theorist for their research paper and then develop a presentation based on their research. This approach allows students to delve deeply into one topic, enhancing their understanding and expertise.

Topic Selection Due: End of Week 3 (February 1, 2024). Similar to the research paper, this allows students to choose a presentation topic early in the course.