

COURSE TEXT: PERSONALITY AND PERSONAL GROWTH 4th Edition
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Personality, as defined by the American Heritage Dictionary:

“The dynamic character, self, or psyche that constitutes and animates the individual person and makes his or her experience of life unique; A person as the embodiment of distinctive traits of mind and behavior; The pattern of collective character, behavioral, temperamental, emotional, and mental traits of an individual; Distinctive qualities, especially those distinguishing personal characteristics that make one socially appealing.”

This course will introduce students to a cross section of major theories, related theorists, approaches and issues concerning the study of Personality. Major Western and Eastern premises and assumptions will be identified, explored and analyzed. Specific areas of emphasis include, but are not limited to: the study of Personality and its development in regards to both continuity and change; design and implementation of valid and reliable research, and; application and interpretation of sample assessments and inventories.

A Chaminade classroom often holds individuals of different cultural and social backgrounds, learning styles and educational interests. Therefore, a variety of teaching and learning modalities will be used, including issues clarification, lectures, group discussions and projects, hands-on experientials, reflective exercises, field explorations, guest speakers, and student presentations.

COURSE OBJECTIVES:

By the completion of this course the student will be able to:

- *Develop a clear definition of Personality; Its framework, concepts, dynamics and implications.
- *Identify major Western and Eastern theoretical and/or philosophical approaches to Personality, become familiarized with key elements associated with each theory or approach, and compare and contrast these elements against the backdrop of time and place.
- *Examine key ethical, legal, cross-cultural and historical developments and implications integral to the field and study of Personality.
- *Research a pre-approved issue on a specific Personality theory, premise or concept, and document the findings in a minimum, 4 page, empirically sound research paper with at least 3 “pro” and 3 “con” sources or citations. (Note: Generic WWW, Internet, etc., resources are NOT empirical, therefore not acceptable. Refer to a formal writing style for research, such as the APA.)
- *Develop an appreciation of the process by which Personality is studied, analyzed and interpreted, and to integrate knowledge about Personality into daily life so as to enrich one’s understanding of self and others.

COURSE REQUIREMENTS:

<u>Assignments</u>	<u>POINTS</u>
Attendance and Participation.....	40
Review Quizzes (6 @ 5 points each).....	30
MBTI Long Form or DISCOVER and write-up.....	30
Field Observation and write-up.....	30
Research Project and Presentation.....	30
Final Examination.....	40
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	200 TOTAL

GRADING SYSTEM:

The total points are 200. Letter grades are based on the following point system:

180 – 200	A
160 – 179	B
140 – 159	C
120 – 139	D
Below 140	F

EXPLANATION OF COURSE REQUIREMENTS:

Attendance and Participation 40 Points

Because this is an accelerated class, every absence constitutes a major loss of data and ability to participate in class activities. There is **NO** exception for absences. Each four-hour class is worth four attendance and participation points, one point per attendance hour. **If you arrive late or will be leaving class early, be sure to inform the Instructor so you receive correct attendance points instead of a four-point absence.**

Review Quizzes (6) 5 points each – 30 Points, Total

Each quiz is comprised of approximately five to six questions as a brief review of the previous week's information and materials. They require the student to gather, reflect on, and integrate the subject matter in an insightful and scholarly manner. The six quizzes also serve as a comprehensive study guide for the Final Exam.

MBTI Long Form or DISCOVER (Career Center Assessment) 30 Points

The Career Center is available most days on campus in Eiben 129. The person in charge of the Career Center is **Nancy Oide**, and her office phone # is **734-4654**. **You MUST SCHEDULE an appointment with her and be sure to keep it, or cancel ahead of time, as assessment requires her to invest a great deal of her time.** Through this hands-on field experience you should be able to reflect on the "goodness-of-fit" between assessment results and perception of self. You will generate a 2 to 3 page reflective paper and discuss how well or poorly the results "fit" with your perception of self, and why or why not. You will also provide some feedback regarding your overall experience of the Career Center and the assessment process, usefulness, etc.

Field Observation and write-up 30 Points

This assignment calls upon students to perform naturalistic observation, to create and keep a checklist to measure all observed related phenomena, and to analyze and present data as measured. Dyads will pick a specific behavior and observe 3 males and 3 females of the same race, age, and general background, perform that behavior. (Some examples are: eating an ice cream cone; standing in a long line to buy a ticket to an event; getting a haircut; browsing in a video store or bookstore; smoking a cigarette; etc.) Each member of the dyad will independently observe at the same time, each of the eight subjects performing the same phenomena. Matching checklists will be designed and used for recording purposes. **Both the location and the behavior to be observed, as well as the checklist, MUST BE CLEARED WITH INSTRUCTOR BEFORE starting this assignment.** This assignment will help students learn about and become familiarized with valid and reliable methodology applications; gain experience with and an appreciation for the rigors of field research, and develop a keener sense of what is involved with observing and identifying components of expressed Personality.

Don't forget to turn in a rough draft of the research and results by Week 6. The rough draft needs to contain ALL of the following information:

- *A copy of the checklist to be used.
- *Explanation of exactly what and whom you will be observing and measuring, and why that time, date and place has been selected as appropriate for yielding data.

Research Project and Presentation 30 Points

Students will select a specific issue (area of controversy) regarding a Personality theory, theorist, premise, concept, assessment or inventory, and document the findings in an empirically sound, four-page minimum, research paper. At least three empirical sources or citations must be included and identified that support one side of the issue, and three more that identify and support another, opposing side of the issue. **The researcher is to remain objective and not take sides either in the research paper, or during the presentation.** This assignment provides the student with the opportunity to reflect on, critically analyze, compare and contrast information and data from a spectrum of positions, in order to help develop a truly open, scientific approach to the field and study of Personality. The following are examples of specific issue areas:

- *Alternative theories of why we dream.
- *The usefulness and/or accuracy of dream analysis and interpretation.
- *Strengths and weaknesses of Personality assessments and inventories
- *Male and female personality traits; Are men and women really different?
- *Personality as described by the Arousal Theory versus the Drive Reduction Theory.
- *The Human Potential Movement – Pros and Cons
- *Participant research – Is it valid and reliable? Why or why not.
- *Individualistic versus Collectivistic value systems.
- *Pros and cons of being a high achiever.
- *The positive and negative side of altered states of consciousness.
- *Aggression: Is it more a matter of genes or environment?

Final Exam 40 Points

The Final Exam will be administered on Week 10 to determine the general understanding and retention of course content. **There will be NO make-up exam offered.**

PSY 321 – COURSE SYLLABUS

WEEK 1	Course Introduction and Requirements Icebreakers/Video Ch. 1: Brief Intro and Overview Ch. 2: Sigmund Freud and Psychoanalysis Due by start of next week's class: L/R Brain & Annoyance Inventories
WEEK 2	Inventories discussion and exercises Ch. 3: Carl Jung and Analytic Psychology Ch. 4: Alfred Adler and Individual Psychology Ch. 5: Anna Freud and the Post-Freudians Next Week: Quiz #1
WEEK 3	Quiz #1: Chapters 1, 2, 3 Ch. 5: Gestalt Therapy of Fritz and Laura Perls Ch. 6: Karen Horney and Humanistic Psychoanalysis Ch. 7: Erik Erikson and the Life Cycle Dyad break-out groups to discuss and select field observations Next Week: Quiz #2, and field observation topic selections are due
WEEK 4	Quiz #2: Chapters 4, 5, 6 Turn in Field Observation topic selections Ch. 8: Wilhelm Reich and Somatic Psychology Ch. 9: The Psychology of Women – A Relational Approach Video: "Still Killing Us Softly" Next Week: Quiz #3
WEEK 5	Quiz #3: Chapters 7, 8, 9 Ch. 10: William James and the Psychology of Consciousness Ch. 11: B.F. Skinner and Radical Behaviorism Break-out groups to discuss research projects Next Week: Quiz #4, and Field Observation rough drafts are due
WEEK 6	Quiz #4: Chapters 10 and 11 Turn in Field Observation rough drafts Ch. 12: Personal Construct Theory of George Kelly & Cognitive Psychology Ch. 13: Carl Rogers and the Person-Centered Perspective Video: "Why Man Creates" Field Observation Dyad Presentations next week Next Week: Quiz #5, and Research Paper Rough Drafts are due
WEEK 7	Quiz #5: Chapters 12 and 13 Turn in Research Paper Rough Drafts Field Interview Dyad Presentations

Note: HAVE YOU COMPLETED THE MBTI OR DISCOVER, AND WRITE-UP YET?
Next week is the last opportunity to complete this assignment and turn in the results.

