Course Title: Theories of Personality
Instructor: S.S. Hill, Psy.D.
Office: BH 315
Meeting Room: CI-102
E-mail: sam.hill@tamucc.edu

Course Number: PSYC3361.003
Semester: Fall 2013
Telephone: 361-825-2394
Meeting Hour: TR 11:00 AM to 12:15 PM

SYLLABUS

I. TEXT (Required)


II. COURSE DESCRIPTION

Psychology 3361 is an undergraduate level survey course examining the principle theories of personality. During this semester we will learn how theories of personality are developed. We will see how the theorists who conceptualized these theories did so and the influences of history and culture on personality theory and on theory formation in general.

III. STUDENT LEARNING OUTCOMES

The learning outcomes for the students in this class are to:

1. understand the principles of personality theory formation and demonstrate their understanding in their examinations, class participation and term paper.
2. know the main theories of personality formation and demonstrate their understanding in their examinations, class participation and term paper.
3. understand the strengths and weakness of the major personality theories formation and demonstrate their understanding in their examinations, class participation and term paper.
4. understand how normal and pathological personality is explained by the theorists formation and demonstrate their understanding in their examinations, class participation and term paper.
5. understand the personality characteristics effect physical well-being and demonstrate this knowledge in their examinations.

IV. TERM PAPER

You will submit three proposed term paper topics for consideration on the date shown below in the syllabus. The selection will be returned to you at the next class meeting. The paper will be 220 lines of text, at an average of 22 lines per page it comes to about 10 pages of text. This total does not include the title page, the abstract, the references nor any diagrams, tables or pictures that accompany the paper. The type will be Time New Roman and the font size will be #12. The
papers format and style will be in accordance with the “The Sixth Edition of the Publications Manual of the American Psychological Association. The manual gives the details for all of the format and style requirements of this paper.

V. EXAMS:

There will six examinations worth 100 points each. Examinations will be given on the dates listed in the syllabus. The format of the examinations is follows;

20 multiple choice worth 2 points each
10 definitions worth 3 points each
and 3 of 4 short essays.

Your exams and papers will be held by me for 30 days after the end of the semester. You can copy them at your expense at anytime if you wish to have them earlier.

VI. ATTENDANCE

Class attendance is mandatory, you are expected to attend class at the hours scheduled. Your absence from class will surely affect your grade. If you miss a class, even if it is an excused absence, you will be held responsible for all that transpired during that class, including schedule changes, material covered, and exams given.

VII. DETERMINATION OF GRADES

Course grades will be based primarily on the total number of points earned by the end of the semester. There are 850 possible points. An "A" for the course, requires at least 766 points (or 90% of the possible points). A "B" requires 681 points (80%), a "C" requires 596 points (70%), and a "D" requires at least 511 points (60%).

At the discretion of the instructor a student's grade may be raised but never lowered, for any of the following reasons;

1. attendance and the quality of class participation,
2. improvement throughout the course,
3. isolated low grade.

The grade of "Incomplete" is not an automatic grade. Arrangements for this must be made with me prior to the end of the semester. A minimum requirement for eligibility will be that the student has successfully passed more than half of the course when an "I" is given. According to university regulations, the student must initiate the paperwork necessary to receive an "I".

VIII. STUDENTS WITH SPECIAL NEEDS

The Americans with Disabilities ACT (ADA) requires that all students with disabilities be
guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

**IX. ACADEMIC ADVISING**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and department chair. The College's Academic Advising Center is located in Driftwood 101 E, and can be reached at 825-3466.

**X. ACADEMIC RESPONSIBILITY**

The current University Catalog and Student Handbook discuss plagiarism and academic dishonesty. Any student violating these codes will be held responsible.

**XI. GRADE APPEALS**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.htm](http://www.tamucc.edu/provost/university_rules/index.htm). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XII. OFFICE HOURS**

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<thead>
<tr>
<th>Days</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday</td>
<td>3:00 PM to 5:00 PM</td>
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<tr>
<td>Tuesday</td>
<td>12:15 PM to 1:15 PM</td>
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<tr>
<td>Wednesday</td>
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<td>Thursday</td>
<td>12:15 PM to 1:15 PM</td>
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<td>Friday</td>
<td>by appointment</td>
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XIII. COURSE OUTLINE AND SCHEDULE OF ASSIGNMENTS

09/04 Course Introduction

09/06 Ch. 1 – BASIC ISSUES: HOW TO APPROACH THE STUDY OF PERSONALITY THEORIES 1 – 14

09/11 Ch. 2 – Sigmund Freud / Psychoanalysis: The Clinical Evidence 15 - 73

09/13 Paper topics due

09/13 Ch. 3 – Sigmund Freud / Psychoanalysis: The Dynamic Model 74 – 120

09/18 Ch. 4 – Alfred Adler / Individual Psychology 121 – 146

09/20 Examination #1 – Freud & Adler

09/24 Ch.5 – Carl Gustav Jung / Analytical Psychology 147 - 178

Psychoanalysis

09/26 Ch. 6 – Anna Freud /Widening the Scope of Psychoanalysis:

Ego Psychology 179 - 207

10/01 Paper outlines due

10/01 Examination #2 – Jung & A. Freud

10/03 Ch. 7 – Melanie Klein & Donald Winnicott / Melanie Klein 208 - 2236

The Psychoanalytic Heritage: Object Relations Theories

10/08 Ch. 7 – Melanie Klein & Donald Winnicott / Donald Winnicott 237 – 266

The Psychoanalytic Heritage: Object Relations Theories

10/10 Ch. 8 – Erik Homburger Erikson / Psychoanalytic Ego Psychology: The Centrality of Identity 267 – 297

10/15 Examination #3 – Klein, Winnicott & Erikson

10/17 Ch. 9 – Harry Stack Sullivan / Interpersonal Theory 298 - 321

10/22 Ch. 10 – Karen Horney / Psychoanalytic Social Psychology 322 – 345

10/24 Examination #4 – Sullivan & Horney
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors</th>
<th>Textbook</th>
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<tr>
<td>10/29</td>
<td>Ch. 11 – Humanistic Trait and Self Theory</td>
<td>Gordon W. Allport</td>
<td>346 – 372</td>
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<td>11/05</td>
<td>Ch. 12 – Existential Phenomenology</td>
<td>Rollo May</td>
<td>373 – 401</td>
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<td>11/07</td>
<td>Examination #5 – Allport &amp; May</td>
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<td>11/12</td>
<td>Ch. 13 – Humanistic Self-Actualization Theory</td>
<td>Abraham Maslow &amp; Carl Rogers</td>
<td>402 – 421</td>
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<td>11/12</td>
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<td>Maslow</td>
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<td>Ch. 13 – Humanistic Self-Actualization Theory</td>
<td>Abraham Maslow &amp; Carl Rogers</td>
<td>422 – 448</td>
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<td>11/14</td>
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<td>Rogers</td>
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<td>11/19</td>
<td>Ch. 14 – Personal Construct Theory</td>
<td>George A. Kelly</td>
<td>449 – 471</td>
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<td>11/21</td>
<td>Examination #6 – Maslow, Rogers &amp; Kelly</td>
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<td>11/26</td>
<td>Ch. 15 – Social Cognitive Theory</td>
<td>Albert Bandura</td>
<td>472 – 495</td>
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<td>11/28</td>
<td>Thanksgiving Holiday</td>
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<td>12/03</td>
<td>Ch. 16 – Biologically Based Typology</td>
<td>Hans Eysenck</td>
<td>496 - 533</td>
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<td>12/05</td>
<td>Ch. 17 – Evolutionary Psychology</td>
<td>Edward O. Wilson</td>
<td>544 – 566</td>
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<td>TBA</td>
<td>Examination #7 – Eysenck &amp; Wilson</td>
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