

PSYC 207: Theories of Personality
Course Syllabus
Fall 2022
M, W, F: 5th Period (1:20pm - 2:30pm)

<u>Instructor</u>	<u>Office</u>	<u>Phone</u>	<u>Google Classroom Code</u>
Chris Dabbs, Ph.D. crdabbs@knox.edu			

Drop-in hours: I host virtual drop-in hours via Discord on Mondays and Wednesdays from 9:00am-10:00am and Tuesdays from 1:00pm-2:00pm.

Discord link:

Feel free to contact me via email (preferred), phone, or Discord message to set up a meeting outside of the above hours (in-person or virtual) to discuss aspects of the course. Please also feel free to stop by my office if you have any questions!

Email and Discord: These will be the forms of communication that I will use most and will respond to quickest. My email hours are 9:00am to 6:00pm, Monday-Friday. I will try to respond to your emails within 24 hours, unless I am otherwise unable. If email is sent outside of my email hours, response times may vary.

Description of course from the Knox College Office of the Registrar Course Catalog:

PSYC 207 – Theories of Personality

1 credit

Prerequisite: PSYC 100

A study of how both classic and modern psychological theories explain personality. Perspectives covered include Freudian, attachment, Eriksonian, self-concept, trait, humanistic, and existential.

Course Goals and Learning Objectives

The primary goal for this course is to assist learners in understanding how personality and related constructs are conceptualized, studied, and implemented by psychologists experimentally and clinically. To achieve these goals, we will review modern and classical theories of personality and the sociocultural stew that led to their creation. Class content will include discussions of personality development, ways in which personality may influence behavior, cultural influences on personality, personality psychopathology, and self-reflection.

You will be tasked with:

1. Recalling concepts related to personality theories.
2. Illustrating an understanding of different theories and their contexts.
3. Examining differences across personality theories.
4. Applying your understanding to fictionalized situations and people.

Departmental Goals

In addition to the course goals listed above, this course aims to meet the following overarching goals of the Knox College Psychology Department:

Goal 1: Effectively and ethically apply the scientific method to studying the mind, the brain, and behavior.

Goal 2: Successfully search the scientific psychological literature to find existing work that can inform the specific claims they are making.

Goal 3: Understand the basic theoretical approaches and classic empirical findings of psychology.

Goal 5: Effectively communicate with clear, grammatically-correct writing that conforms to APA style.

Goal 7: Demonstrate an empathetic understanding of people of diverse abilities, experiences, backgrounds, and perspectives.

Assignments

All assignments for this course will be submitted via Google Classroom.

Google Classroom link:

Quizzes: 20 points x 4 quizzes= 80 points possible

This course contains four knowledge-based quizzes that generally map on to the overarching personality theory themes of the course. The quizzes will contain multiple choice, true/false, fill-in-the-blank, and short answer questions. Quizzes will not be cumulative and will largely reference the material from the relevant theoretical section(s) only. Quizzes will cover material from lectures and readings. There will be no class during Quiz Days, as quizzes will be taken via the Google Classroom page for the course. Quizzes will open at 8:00am on the day of class and will be due via Google Classroom by 11:59PM the day they are assigned. You will have 40 minutes to complete the quizzes once opened.

Team Essays: 10 points x 3 essays = 30 points possible

One of the goals of this course is to help increase your skills in independent consumption of primary scientific literature. In aiding this goal, you will be tasked with completing three creative essays with a partner throughout the course. Students will be assigned a partner who will remain the same throughout the semester. Unlike a “normal essay” that may have a specific prompt, your team will create your own prompts and answer your own questions. First, you and your

partner will identify a relevant peer-reviewed journal article, either from the list provided at the end of the syllabus or independently sourced. Second, you and your partner will create two questions based on your reading of the literature. Third, you and your partner will answer your own questions based on a [critical analysis of the article](#). Submitting a summary of the article does not satisfy the assignment criteria. **Do not submit a summary of your article.** Finally, you and your partner will express one of your team's key article insights in a creative, non-scientific fashion (e.g., limerick, haiku, drawing, watercolor). Written components should be submitted via Google Classroom as a Google Doc or Microsoft Word document. If the expression component is digital, it may also be submitted via Google Doc. If physical media in-person submission is warranted. Creative pieces will be collected into a mixed-media collage at the end of the course! Teams who adequately source their research articles independently (i.e., not from the list of approved articles) will receive three extra credit points. Independently found articles must be approved by the professor in advance of assignment submission. Please view the [Seymour Library's Psychology Research Guide](#) for tips and tricks on finding articles! Team essays should not exceed two double-spaced pages. The Psychology Department Writing Policy applies to Team Essays.

Personality Case Study: 30 points x 1 case study = 30 points possible

To aid in sharpening your personality assessment application and critical analysis skills, you will be tasked with completing a personality case study of a fictional or real-world historical figure. You may choose to analyze this figure's personality via facets of the [OCEAN](#) (5-factor model), the [HEXACO](#) (6-factor model), or one of the humanistic/existential models discussed in class. After you choose your model, you will conduct research into the model's factors—this research may come from course readings, lectures, and/or independently (most students will select a combination), and write a case study analyzing your figure from your chosen model. Case studies should not exceed four double-spaced pages. The Psychology Department Writing Policy applies to the Personality Case Study.

Course Policies and Procedures



Text and Readings:

We will not be using a traditional textbook for this course. Instead, our readings will consist of an open-source (free) textbook and additional readings provided by the instructor. You do not have to buy any materials for this course. All of the readings will be provided or accessible in electronic format. If you do not have an electronic device to read materials on, please talk with

me. Please feel free to print the materials on one of the networked computers on campus using your \$100 printing budget (resets on July 1st of every year) if you prefer physical materials. We will primarily draw from the following open access textbook for this course:

1. *Introduction to Theories of Personality* by The American Women's College Psychology Department and Michelle McGrath, M.A.. [Click here for the text](#) or follow this link:
 - a. <https://open.baypath.edu/psy321book/front-matter/introduction/>

Unless otherwise specified, all readings come from the McGrath textbook. I link to the specific chapters in the reading list at the end of the syllabus, and I also list rough page numbers where available for students reading from the provided .pdf. Any readings outside of our text will be listed *in italics* and provided on Google Classroom.

Additional readings from:

1. Feist, G. J., Roberts, T-A., & Feist, J. (2021). *Theories of Personality*. McGraw Hill.
 - a. Chapter 1: Introduction to Personality Theory
 - b. Chapter 2 excerpt, *Critique of Freud*
 - c. Chapter 11 excerpt, *Critique of May*
2. Rowland, D. L., & Dabbs, C. R. (2018). Psychosexual stages of development. In M. H. Bornstein (Ed.), *Sage Encyclopedia of Lifespan Human Development* (pp. 1769-1771). Sage. <http://doi.org/10.4135/9781506307633.n660>
3. Allen, C. (2020). *The Balance of Personality*. Portland State University Library. <https://doi.org/10.15760/pdxopen-25>
 - a. Chapter 4 excerpts, *Karen Horney: A Contrast to Freud, Nancy Chodorow's Psychoanalytic Feminism and the Role of Mothering, Contemporary Psychoanalysis, Empirical Research on Psychodynamic Theories*
 - b. Chapter 7: The Nature-Nurture Question
4. Ravilochan, T. (2021, April 4). *Could the Blackfoot wisdom that inspired Maslow Guide Us Now?* GatherFor. <https://gatherfor.medium.com/maslow-got-it-wrong-ae45d6217a8c>
5. Cherry, K. (2022, February 14). *What is self-concept?* verywellmind. <https://www.verywellmind.com/what-is-self-concept-2795865>
6. Fransson, M., Granqvist, P., Bohlin, G., & Hagekull, B. (2013). Interlinkages between attachment and the Five-Factor Model of personality in middle childhood and young adulthood: A longitudinal approach. *Attachment & Human Development*, 15(2), 219-239. <http://dx.doi.org/10.1080/14616734.2013.754985>
7. Abes, E. S., Jones, S. R., & McEwan, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development*, 48(1), 1-22. <https://doi.org/10.1353/csd.2007.0000>

Grades:

Grades are based on a point system. There are 140 points possible in this course. The distribution of points for each assignment is listed above. Grade assignment is as follows:

- 140 - 126 points: A
- 125 - 112 points: B

- 111 - 98 points: C
- 97 - 84 points: D
- Below 84 points: F

Attendance:

Decades of college learning research shows a positive connection between class attendance and success—when you come to class you do better. That said, I do not count your course attendance for points in this course. Please do not interpret this to mean that course attendance is not important; it is. **Regular attendance is expected.** In giving you agency over your decisions as budding scholars, I will not be micromanaging your time. My attendance policy is to encourage you to take time off when you **absolutely need it**. A non-exhaustive list of time-off needs may include: unexpected family or friend emergencies, dependent-care needs, irregular employment conflicts, or mental/physical health needs. Please let me know via email if you are going to miss class. Although attendance is not mandatory, I will be keeping attendance records. If you miss more than three course periods over the semester, I will ask that you meet with me to discuss how I can help you succeed in the course.

Mask Policy

To take into account the needs of each student, and how we can be the healthiest possible class and college community, we will discuss and develop our class' masking policy on the first day.

Illness Policy:

Please do not come to class sick. In coming to class ill, you expose everyone in the class to your illness. Please don't share your germs.

Late Work:

Google Classroom assignments are due by 11:59pm on the due date. It is your responsibility to see that work is turned in on time. If you know that you will be unable to submit an assignment on time, please let me know, and we can work through it together. Communication is a vital part of becoming a successful professional, and your communication with me regarding your work will be important to your success.

Plagiarism and Writing:

The Knox College Honor Code was written by students, just like you. You are expected to follow the Honor Code throughout your time at Knox. You can find information on plagiarism, the Knox College Honor System and the Psychology Department writing policy at the following links:

https://www.knox.edu/documents/AcademicAffairs/Honor_System.pdf

https://departments.knox.edu/psychdept/Psychology_Department_Writing_Policy_sept_2021.pdf

Academic accommodations: Students with disabilities who have approved accommodations should have Disability Support Services notify me about the specifics of the accommodations as soon as possible.

Commercial course material websites: Use of (e.g., uploading to or downloading from) websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) has the potential to violate Knox College's honor policy. Also, please do not upload or distribute any aspect of the course materials that the instructor has created (e.g., handouts, exams, assignments, presentations) outside of this class as that is a violation of copyright.

Course Calendar

Reminder: All readings in *italics* are available on Google Classroom :)

Week	Date	Theory	Topics	Readings & Activities (due by class)	Assignment Due
1	09/12 (class ends at 3:00pm)		Introductions & Syllabus	None :)	
	09/14		What is Personality? What is Theory?	<i>Feist et al., ch. 1: Introduction to Personality Theory</i>	
	09/16		Studying Personality and Cultural Influences	McGrath, ch. 1: Part 2 Part 3	
2	09/19	Theory 1: Psychodynamic	Freud's Psychoanalysis	<i>Rowland & Dabbs (2018) + Critique of Freud</i>	
	09/21	Theory 1: Psychodynamic	Freud's Psychoanalysis cont.		
	09/23	Theory 1: Psychodynamic	Jung & Neo-Freudians	Crash Course Mythology #40 + Allen, <i>Post-Freudian Psychodynamics</i> , pp. 51 - 60	
3	09/26	Theory 1: Psychodynamic	Erik Erickson & Identity	Erickson's Stages , YouTube Video (12:10)	

	09/28		Quiz 1: Personality, Theory, and Psychodynamics		Quiz 1 due on Google Classroom by 11:59PM
	09/30	Theory 2: <u>Humanistic</u> /Existential	Rogers' Person-Centered Theory & Client-Centered Psychotherapy	McGrath, ch. 22: Part 1 Part 2 Part 3 Carl Rogers and Gloria (will watch in class)	Team Essay #1 due by 11:59pm on Sunday
4	10/03		Flex/Catch up day	None, just come to class :)	
	10/05	Theory 2: <u>Humanistic</u> /Existential	Maslow's Holistic-Dynamic Theory	McGrath, ch. 23: Part 1 Part 2	
	10/07	Theory 2: <u>Humanistic</u> /Existential	Maslow, business, and indigenous wisdom	McGrath, ch. 23 Part 3 + Ravilochan (2021)	
5	10/10	Theory 2: Humanistic /Existential	Frankl's Logotherapy	McGrath, ch. 24: Part 1 Part 2 Part 3	
	10/12	Theory 2: Humanistic /Existential	May's Existential Psychology	McGrath, ch. 25: Part 1 , Part 2 Part 3 , Part 4 Part 5 , Part 6 + <i>Critique of May</i>	
	10/14		Quiz 2: Humanistic and Existential Theories		Quiz 2 due on Google Classroom by 11:59PM
6	10/17	Theory 3: Disposition	Allport's Individual Psychology + Self-concept	McGrath, ch. 16: Part 1 Part 2 Part 3	

	10/19	Institute Day	No class! :)		
	10/21	Theory 3: Disposition	McCrae & Costa's Five-Factor Trait Theory	McGrath, ch. 19: Part 1 Part 2	
7	10/24	Theory 3: Disposition	Personality Trait Assessments	McGrath, ch. 19 Part 3	
	10/26	Theory 4: Evolutionary/Biological	Eysenck's Biologically Based Factor Theory	McGrath, ch. 18 Part 1 Part 2	Team Essay #2 due by 11:59pm on Wednesday
	10/28	Theory 4: Evolutionary/Biological	Genetics, nature, and nurture	TEDx talk by Dr. Tina Thomas + Allen, ch. 7: The Nature-Nurture Question , pp. 96 - 110	
8	10/31		Quiz 3: Dispositional and Evo-Bio Theories		Quiz 3 due on Google Classroom by 11:59PM
	11/02	Theory 5: Learning & Social-Cognitive Theories	Skinner's Behavioral Analysis	McGrath, ch. 11: Part 1 Part 2 Part 3	
	11/04	Theory 5: Learning & Social-Cognitive Theories	Bandura's Social Cognitive Theory	McGrath, ch. 12: Part 1 Part 2 Part 3	Team Essay #3 due by 11:59pm on Sunday
9	11/07	<u>Attachment and Self-Concept</u>	Attachment + Links to Five-Factor Model	Attachment Theory , YouTube Video (10:28) + <i>Fransson et al. (2013)</i>	

	11/09	Attachment and <u>Self-Concept</u>	How do you understand yourself?	<i>What Is Self-Concept?</i> + <i>Abes et al. (2007)</i>	
	11/11		Quiz 4: Learning and Attachment Theories		Quiz 4 due on Google Classroom by 11:59PM
10	11/14		Personality Case Study Q&A		Final Day of Class
	11/16		No class		Reading Day
	11/19	Final	Personality Case Study		Submission due on Google Classroom by 5:00PM

Pre-approved articles for Team Essays:

- Hogan, R., & Sherman, R. A. (2020). Personality theory and the nature of human nature. *Personality and Individual Differences, 152*. <https://doi.org/10.1016/j.paid.2019.109561>
- Matthews, G. (2020). A grand challenge for personality and social psychology: competition, cooperation, or co-existence? *Frontiers in Psychology, 11*. <https://doi.org/10.3389/fpsyg.2020.01570>
- Dweck, C.S. (2017). From needs to goals and representations: Foundations for a unified theory of motivation, personality, and development. *Psychological Review, 124*(6), 689-719. <https://doi.org/10.1037/rev0000082>
- Wrzus, C., Quintus, M., & Egloff, B. (2022, September 1). Age and context effects in personality development: A multimethod perspective. *Psychology and Aging*. Advance online publication. <http://dx.doi.org/10.1037/pag0000705>
- Kroencke, L., Kuper, N., Bleidorn, W., & Japp, D. (2021). How does substance use affect personality development? Disentangling between and within-person effects. *Social Psychological and Personality Science, 12*(4), 517-527. <https://doi.org/10.1177/1948550620921702>