

PERSONALITY THEORIES
Psychology 279
Term 8, 2011

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Class Hours:

Class hours selected from 9-11 AM (until 11:30 on several Fridays) & 1-3 PM.

Overview: This course surveys major theories of human personality. We will discuss the major contributions of personality theorists, critique their works from a variety of perspectives (including feminist and multicultural perspectives), and examine potential methods for integrating theories. In addition, we will explore recent empirical research methods and findings in personality psychology.

Readings:

Engler, Barbara. (2009). *Personality theories* (8th ed.). Houghton-Mifflin.
Frankl, V. (1959). *Man's search for meaning*. New York: Washington Square Press.
All other readings (see schedule) available on Moodle

Attendance and Participation:

Class members should plan to attend all class sessions. Promptness is expected and represents a matter of courtesy toward other members of the class. Frequent absences or tardiness will have a negative impact on your grade. If an absence is unavoidable, please notify me prior to your absence or immediately upon returning to class. Active participation in small group and large group discussion is also expected and is an important measure of your intellectual engagement with course content.

Inclusive Language:

Many of the original works that we will read use words such as "man" or "he" to refer to people in general. Most of these articles and books were written during the first half of this century when the use of generic masculine terms was considered an appropriate way of referring to all individuals. This practice is no longer considered acceptable within the field of psychology (since the early 1970s), and all publications must make use of nonsexist language. (More information is available in the *Publication Manual of the American Psychological Association*.) Research in psychology also reveals that noninclusive language contributes to cognitive practices supportive of sexism and other forms of bias.. Consistent with practices within the field of psychology, I will expect class members to use inclusive language in all speaking and writing practices in this course.

Tests/Quizzes: Friday, April 8 (short quiz); Thursday, April 14 (test); & Wednesday, April 27 (test). Tests will focus on your knowledge and understanding of specific concepts as well as your ability to compare, contrast, critique, and integrate theories and research.

Occasional Short Reactions

Short directed papers are overnight assignments that require approximately one-page reactions to a specific topic of study discussed in class.

Personality Application and Assessment Paper

Due: Thursday, April 21

Each class member will complete a variety of class activities and assessments that facilitate the application of personality theories to an individual's life. You will be asked to select at least six of these assessments and use them to write a short integrative summary about yourself or some other person. The following questions may be helpful in the completion of this assignment:

- How can you use these theories and the results of these surveys to conceptualize your own personality or that of another person?
- To what degree do these surveys or instruments represent an adequate representation or assessment of the theory?
- What are the common themes that appear across these surveys? How can you integrate the findings of these surveys in a meaningful way?
- In what ways are the results of these instruments inconsistent? How do you account for this inconsistency?

Short Research Paper (Choose from options A or B)

Tuesday, April 12: Topic choice/statement and abstracts of 3 articles or brief summaries of book sources.

Final paper due date: Monday, April 26

Option A: Theoretical paper.

This option will allow you to explore a specific aspect of the theory of one personality theorist or to compare several theorists' understanding of a particular concept. This paper should elucidate the specific aspects of a theorist's work, and evaluate/critique the theory. You should also include at least one empirical study that is designed to test or add depth to the theoretical concept. You should utilize at least four sources, the majority of which should be original writings of the theorist. Examples of the types of titles/topics appropriate for this assignment include: Jung's view of the collective unconscious, Karen Horney's conceptualization of feminine psychology, the meaning of narcissism in Freud's Psychology, Adler's and Jung's views on personality and gender. In other words, you should narrow your topic so that you can provide a reasonably comprehensive description of the person's work in the relevant domain. The use of illustrative quotes from the person's writings as well as specific examples will enhance the quality of this paper. The Cole Library holdings include many of the original writings of early personality theorists, and these sources will be important to a theoretically oriented paper.

Option B: Review of empirical research.

This option will help you become familiar with an area of contemporary personality research. You will describe the theoretical basis for a line of research and then summarize, evaluate, and integrate two research studies on the topic. This paper should be based on a minimum of 3 sources: a source that informs your conceptual overview and definition of the topic, and at least two sources that summarize studies relevant to the topic. Whenever possible, the two research studies should be closely related so that you are able to write a well-focused paper. For example, self-efficacy is a widely studied concept. Thus, it will be important to narrow the topic to something like self-efficacy and coping with abortion or self-efficacy and math performance. Examples of some potential research topics include:

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|---|---|
| -attachment styles and personality | -resilience and/or hardiness |
| -self-monitoring | -self-enhancement |
| -optimism | -rumination |
| -self-efficacy | -mindfulness and psychological well-being |
| -positive emotion (the broaden-and-build model) | -perfectionism |
| -depressive personality style | -correlates of happiness |
| -collectivism and personality style | -correlates of life satisfaction |
| -gender/sexism and personality | -stereotype threat and achievement |

Research relevant to the short research paper can be found in many types of resources. However, the following journals may be especially useful:

Journal of Personality and Social Psychology
Journal of Personality
Personality and Social Psychology Bulletin
Sex Roles
Personality and Individual Differences
Journal of Research in Personality
Journal of Counseling Psychology
Journal of Personality Assessment
Journal of Happiness Studies

Make-up Exams and Late Papers

Occasionally students become ill immediately before an exam or the due date of a paper. Make-up exams may be allowed or due dates for papers may be moved back for health or personal emergencies. Students who need to negotiate extensions must notify me in a timely fashion (e.g., on or before the day the assignment is due or before the test begins.) Grades for late work will be lowered unless extensions have been negotiated in a timely manner.

Computers and Electronic Communication

You may bring computers to class if the purpose of doing so is to take notes. It is not acceptable to use class time to check e-mail or “surf” the internet or to complete other class assignments. Similarly, texting during class time is not acceptable. Discussion will be a primary emphasis throughout this class, and the presence of computers often detracts from one’s ability to be “fully present” in class discussion. As a result, computers should not be used during discussion.

Accommodations for Disabilities

Cornell College is committed to providing equal opportunities to all students. If you have a documented learning disability and will need any accommodation in this course, you must request the accommodation(s) from the instructor of the course within the first three days of the term. Additional information about the policies and procedures for accommodation of learning disabilities is available on the Cornell website at http://cornellcollege.edu/student_affairs/compass/academic-policies.shtml.

Class Grading (Percentages are approximate)

Tests and quizzes:	54-60%	160-180 points
Short reactions (e.g., one page):	4-6%	12-20 points
Short research review:	22-25%	60-70 points
Personality profile/application:	8-10%	26-30 points
Participation/attendance:	12-15%	36-40 points
Total: Approximately 300 points		

General grading scale (percentage of points earned on assignments)

A=94%, A-=90%, B+=88%, B=83%, B-=80%, C+=77%, C=73%, C-=70% etc.

Some Notes About Formal Writing

Citations, References, and Writing Format

For research papers, you should make use of a specific writing format. If you are a psychology major, you should use APA style. For examples of citation style and references, refer to any psychology journal article or the *Publication Manual of the American Psychological Association*. The library website also includes APA style directions (Research by topic: social science). Any sources that are discussed in papers must be documented through appropriate references and citations. Whenever you quote an author's work or provide a summary of ideas, you must cite that work within the text and in the reference section at the end of your paper.

Honesty in Academic Work (Cornell College policies)

A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty.

Dishonesty in academic work includes both cheating and plagiarism. Cheating refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the marker or evaluator of an examination, paper or project. Plagiarism is the act of taking the work of another and passing it off as one's own, without acknowledgement of the original source.

Acknowledging Sources

Quotations and Paraphrasing. All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author – even two or three words – must be placed in quotation marks and cited. If an existing idea is used by paraphrased or summarized, both the original author's words and sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility for the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources. Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.

Ideas and Data. Each student is expected to do her or his own work in the completion of an assignment or examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. Second, submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the permission of all the instructors involved. Third, all data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work.

Class Topics and Tentative Schedule

Psychodynamic Perspectives on Personality

Monday, April 4

Introduction to the study of personality
 The challenges of integrating classic theories and contemporary research
 Freud: Pioneer in the study of personality
 P.M. Movie: Focus on applying Freud's personality theory

Tuesday, April 5

Sigmund and Anna Freud on personality development

Reading: Engler, Chapters 1 & 2, 6 (pp. 148-151)

Freud, excerpt from *Five lectures on psychoanalysis*.

Benjamin, L. T. (2009). Psychoanalysis, American style. *Monitor on Psychology*, 40(8), 24-26

Freud, Some psychological consequences of the anatomical distinction between the sexes.

Gloria Steinem, G. Womb envy, testyria, and breast castration anxiety: What if Freud were female?

Okonogi, K. The Ajase Complex. Brief excerpt from *Asian culture and psychotherapy*.

Wednesday, April 6

Alfred Adler, Individual psychology
 Contemporary research practices and issues

Reading: Engler, Chapter 4 (pp. 92-107)

Alfred Adler, Style of life.

Alfred Adler, Birth order and personality development.

Herrera, N. C., Zajonc, R. B., Wieczorkowska, G., & Cichomski, B. (2003). Beliefs about birth rank and their reflection in reality. *Journal of Personality and Social Psychology*, 85, 142-150.

Mancillas, A. (2006). Challenging the stereotypes about only children: A review of the literature and implications for practice. *Journal of Counseling and Development*, 84, 268-275.

Relevant personality assessment:

Lifestyle analysis (Adler)

Psychological Birth Order Inventory (Adler)

Thursday, April 7

Contemporary research practices and issues
 Jung, Analytical psychology

Reading: Engler, Chapter 3

Carl Jung, Psychological types.

Carl Jung, Archetypes of the collective unconscious.

Relevant personality assessments:

Keirsey Temperament Sorter (Jung)

www.personalitytest.net (click on "types." After scrolling to the bottom of the introduction, click on "take the test.")

Friday, April 8

Horney: Psychoanalytic social theory, short **quiz** on reading and class content

Reading: Engler, Chapter 5 (pp. 121-134)

Karen Horney, The three neurotic trends & The search for glory.

Karen Horney, The tyranny of the should.

Karen Horney, Cultural influences on personality.

Relevant personality assessments: Paper and pencil inventories, Type Inventory (Horney's 3 types)
www.personalityresearch.org/tests.html (click on attachment theory, then on C. Farley questionnaire)

Monday, April 11

Erik Erikson on identity

Identity development: Social identity, white identity, and ethnic identity development

Reading: Engler, Chapter 6

Erik Erikson, Eight stages of man.

Mio, J. S., Barker-Hackett, L., & Tumabling, J. (2006). *Multicultural psychology*. Excerpt on cultural identity development. (176-189)

Tatum, Beverly. (1994). Teaching white students about racism: The search for white allies in the restoration of hope. *Teachers College Record*, 95, 462-476.

Dispositional and Trait Approaches to Personality**Tuesday, April 12**

Allport: The psychology of the individual

Hans Eysenck: Trait and factor theories

Due at 5 P.M.: Short statement of paper topic and three abstracts or summaries

Reading: Chapter 10 (pp. 262-274) & Chapter 12

Gordon Allport, Patterned individuality.

Gordon Allport, The mature personality.

Dan McAdams (1995). What do we know when we know a person? *Journal of Personality*, 63, 365-396.

Relevant personality assessment:

www.personalityresearch.org (click on general personality, then tests, then values test)

Eysenck Personality Test (distributed in class)

Wednesday, April 13

The "Big Five" theory of personality

Biology, traits, evolutionary theory, and personality

Reading: Chapter 11 (pp. 290-311).

Ozer, D. J., & Benet-Martinez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, 57, 401-421.

Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. *Current Directions in Psychological Science*, 17, 31-35.

Relevant personality assessment:

www.personalitytest.net/ipip/ipipneo1.htm ("Big Five" measure of personality)

Thursday, April 14

Test #1

P.M.: Movie

Humanistic and Existential Approaches to Personality**Friday, April 15**

Humanistic Psychology: Abraham Maslow

Positive psychology and “flow”

Reading: Engler, Chapter 13 (pp. 348-358, 373-376)

Maslow selections: The Jonah Complex, The beginnings of self-actualization studies.

Mihalyi Csikszentmihalyi, Flow: The psychology of optimal experience.

Relevant personality assessments:

www.authentichappiness.org Approaches to Happiness Questionnaire/Meaning in Life Questionnaire

Monday, April 18

Humanistic and existential psychology: Carl Rogers

Positive psychology

Reading: Engler, Chapter 13 (pp. 358-379)

Rogers selection: A therapist’s view of the good life: The fully functioning person.

Seligman, M., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410-421.

Lyubormirsky, S., Shelson, K.M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, 9, 111-131.

Victor Frankl, *Man’s search for meaning*.

Relevant personality assessments:

Q-sort assessment of congruence

www.authentichappiness.org This site includes many assessments relevant to positive psychology, including the optimism test, the regular or brief Signature Strengths Scale

www.personalityresearch.org (click on general personality, tests, Values in Action Strengths Scale)

Paper and pencil assessments of optimism

Tuesday, April 19

Existential personality theory: Victor Frankl & Rollo May

Existential theory, hardiness, and resilience

Reading: Engler, Chapter 14

Frankl, *Man’s search for meaning*

Relevant personality assessments:

www.personalityresearch.org (click on general personality, then tests, then alienation)

Paper and pencil assessment of hardiness, Post-traumatic growth questionnaire

Behavioral and Cognitive Perspectives on Personality

Wednesday, April 20

B. F. Skinner: Radical behaviorism
 Bandura: Social cognitive theory
 Rotter: Locus of control

Reading: Engler, Chapter 8 (pp. 217-231) & Chapter 9 (pp. 233-254).

Skinner, B.F. (1986). What is wrong with daily life in the Western world? *American Psychologist*, 41, 568-574.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.

Recommended/Enrichment:

Skinner, B. F. (1987). Whatever happened to psychology as the science of behavior? *American Psychologist*, 42, 780-786.

Skinner, B. F. (1990). Can psychology be a science of mind? *American Psychologist*, 45, 1206-1210.

Bandura, A. (2002). Selective moral disengagement in the exercise of moral agency. *Journal of Moral Education*, 31, 101-119.

Thursday, April 21

George Kelly: Personal construct theory
 Cognitive Behavioral Therapists: Aaron Beck and Arnold Lazarus
 Choice and personality: maximizing and satisficing

Reading: Engler, Chapter 15 & Chapter 16 (pp. 435-454)

Schwartz, B. (2004, April). The overwhelmed shopper. *Advertising Age*, 75 (16).

Schwartz, B. (2004, April). The tyranny of choice. *Scientific American*, 290 (4).

Due at 5 P.M.: Personality Application paper

Culture, Social Identity, and Personality

Friday, April 22

Gender, culture, and personality

Reading: Engler, Chapter 7 (emphasize pp. 182-204)

Bem, S. L. (1983). Gender schema theory and its implications for child development. *Signs: Journal of Culture and Society*, 8 (4).

Gilligan, C. (1982). Excerpt from *In a Different Voice*. Cambridge, MA: Harvard University Press.

Fiske, S.T. (2010). Venus and Mars or down to earth: Stereotypes and realities of gender differences. *Perspectives on Psychological Science*, 5, 688-692.

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56, 109-118.

Relevant personality assessments:

Bem Sex Role Inventory

Ambivalent Sexism Inventory

Monday, April 25

Culture and personality

Asian philosophies

Zen Buddhism and personality

Reading: Engler, Chapter 17

Ross, M., & Wang, Q. (2010). Why we remember and what we remember: Culture and autobiographical memory. *Perspectives on Psychological Science*, 5, 401-409.

Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, 5, 420-430.

Wang, Q. (2006). Culture and the development of self-knowledge. *Current Directions in Psychological Science*, 15, 182-187.

Recommended/Enrichment Readings:

Dahlsgaard, K., Peterson, C., & Seligman, M. E. P. (2005). Shared virtue: The convergence of valued human strengths across culture and history. *Review of General Psychology*, 3, 203-213.

Gaskins, R. W. (1999). "Adding legs to a snake": A reanalysis of motivation and the pursuit of happiness from a Zen Buddhist perspective. *Journal of Educational Psychology*, 91, 204-215.

Relevant personality assessment:

www.personalityresearch.org (click on general personality, tests, independence/interdependence questionnaire)

Due at 5 PM: Short research or theory review

Tuesday, April 26

Culture, social identity, and personality

Reading: Engler, Conclusion

Wednesday, April 27

Final test