SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Personality
COURSE NUMBER: PSYC-0204
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITE(S): PSYC-0101

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
An examination of the main tenets, research methods and findings, and applications of major psychological theories of personality, the course provides information on how those theories are constructed, tested, and evaluated.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Introduction: Evaluating Personality Theories
II. The Psychoanalytic Approach: Sigmund Freud
III. The Neopsychoanalytic Approach  
   A. Analytical Psychology: Carl Jung  
   B. Individual Psychology: Alfred Adler  
   C. Psychoanalytic Social Psychology: Karen Horney  

IV. More Recent Trends in Psychoanalytic Theory: Object Relations Theory  

V. Social Learning Theory: Albert Bandura  

VI. Dispositional Theories  
   A. Traits and Personology: Gordon Allport  
   B. Factor Analytic Theories  
   C. Biological Traits: Hans Eysenck  

VII. Humanistic Theories  
   A. Abraham Maslow  
   B. Carl Rogers  

VIII. Cognitive-Behavioral Theories  

IX. A Non-Western Approach: Zen Buddhism  

EXPECTED LEARNER OUTCOMES:  

A. The student will be able to describe the general nature of personality theory, and discuss its role in psychology.  
B. The student will be able to identify the philosophical and scientific foundations of personality theory.  
C. The student will be able to describe Sigmund Freud’s psychoanalytic theory of personality.  
D. The student will be able to summarize ideas of Carl Jung’s analytical psychology.  
E. The student will be able to report Alfred Adler’s contribution to the study of personality.  
F. The student will be able to describe Karen Horney’s theory of personality, and compare and contrast it with Freud’s theory.  
G. The student will be able to report recent trends in psychoanalytic theory.  
H. The student will be able to describe the social learning theory of Albert Bandura.  
I. The student will be able to review characteristics of dispositional theories of personality, including factor analysis and the work of Gordon Allport and Hans Eysenck.  
J. The student will be able to identify key elements of the humanistic theories of Abraham Maslow and Carl Rogers.  
K. The student will be able to describe cognitive-behavioral theories of personality.  
L. The student will be able to summarize important ideas of Eastern approaches to personality.  

COURSE COMPETENCIES:  

The student will be able to describe the general nature of personality theory, and discuss its role in psychology.  
   1. The student will be able to list various definitions of personality.  

The student will be able to identify the philosophical and scientific foundations of personality theory.  
   2. The student will be able to define the term theory.  
   3. The student will be able to discuss the role of personality theory in psychology.
4. The student will be able to identify some of the basic philosophical issues on which personality theorists differ.
5. The student will be able to explain the characteristics of scientific statements.

The student will be able to describe Sigmund Freud’s psychoanalytic theory of personality.
6. The student will be able to discuss Freud’s attitude toward emotion and repression in human life.
7. The student will be able to describe the technique of free association and indicate the premise on which it is based.
8. The student will be able to explain why Freud considered dreams and slips the “royal road” to the unconscious and tell how they may be analyzed.
9. The student will be able to describe the development and resolution of the Oedipal complex.
10. The student will be able to describe the characteristics of the id, ego, and superego.
11. The student will be able to describe the function of defense mechanisms, and give examples of at least five defense mechanisms.

The student will be able to summarize ideas of Carl Jung’s analytical psychology.
12. The student will be able to describe the two basic attitudes and four functions and explain how they may be organized into different psychological types.
13. The student will be able to describe Jung’s concept of the personal unconscious and its complexes.
14. The student will be able to explain how Jung’s concept of the collective unconscious builds on Freud’s concept of unconscious forces.
15. The student will be able to explain what is meant by an archetype and describe at least four commonly recognized archetypes.

The student will be able to report Alfred Adler’s contribution to the study of personality.
16. The student will be able to explain what Adler meant by social interest and tell why it must be cultivated.
17. The student will be able to explain what is meant by fictional finalisms and give examples of some fictions.
18. The student will be able to discuss Adler’s concept of striving for superiority.
19. The student will be able to explain how feelings of inferiority shape one’s personality.
20. The student will be able to explain how the family constellation and family atmosphere may influence an individual’s style of life.

The student will be able to describe Karen Horney’s theory of personality, and compare and contrast it with Freud’s theory.
21. The student will be able to compare and contrast Freud’s and Horney’s concepts of anxiety.
22. The student will be able to explain why Horney’s ten neurotic needs or trends can be summarized in terms of three ways of relating to others and three basic orientations toward life.
23. The student will be able to distinguish between the real self and the idealized self.
24. The student will be able to compare and contrast Freud’s and Horney’s views of
The student will be able to report recent trends in psychoanalytic theory.

25. The student will be able to explain the basic premise behind object relations theory.
26. The student will be able to describe the thesis of Jean Baker Millers’ Toward a New Psychology of Women.

The student will be able to describe the social learning theory of Albert Bandura.

27. The student will be able to explain what Bandura means by reciprocal determinism and identify the factors that are involved.
28. The student will be able to describe four processes that enter into observational learning.
29. The student will be able to discuss the role of reinforcement in observational learning.
30. The student will be able to discuss the controversies surrounding television and aggression.

The student will be able to review characteristics of dispositional theories of personality, including factor analysis and the work of Gordon Allport and Hans Eysenck.

31. The student will be able to cite and discuss Allport’s definition of personality.
32. The student will be able to describe and give examples of Allport’s three levels of personal dispositions.
33. The student will be able to name and discuss Allport’s seven proprieate functions.
34. The student will be able to discuss Allport’s concept of functional autonomy.
35. The student will be able to describe Allport’s concept of the healthy personality and discuss his criteria of maturity.
36. The student will be able to distinguish between nomothetic and idiographic approaches to the study of personality.
37. The student will be able to explain how Cattell identified traits through factor analysis.
38. The student will be able to identify the Big Five and describe how they were derived.
39. The student will be able to discuss applications of the Big Five.
40. The student will be able to explain how Eysenck constructs his theory of personality.
41. The student will be able to describe Eysenck’s superfactors and compare them with those of Cattell and the Big Five.
42. The student will be able to identify the biological origins of extraversion-introversion, emotional stability-neuroticism, and psychoticism.
43. The student will be able to discuss Eysenck’s contribution to understanding intelligence.

The student will be able to identify key elements of the humanistic theories of Abraham Maslow and Carl Rogers.

44. The student will be able to describe Maslow’s hierarchy of needs.
45. The student will be able to distinguish between D-needs and B-needs and indicate the importance of these distinctions.
46. The student will be able to identify four key dimensions of self-actualized persons and describe the characteristics of each dimension.
47. The student will be able to discuss some of the criticisms of Maslow’s portrait of the self-actualized person.
48. The student will be able to explain what Rogers meant by congruence and incongruence and describe two processes that may lead to incongruence.
49. The student will be able to discuss what is meant by unconditional and conditional positive regard and describe their roles in influencing personality development.
50. The student will be able to describe Rogers’s concept of a fully functioning person.

**The student will be able to describe cognitive-behavioral theories of personality.**

51. The student will be able to discuss the A-B-C theory of personality and tell how people develop irrational and mustabatory belief systems.
52. The student will be able to explain the goal of rational emotive therapy and tell how it is achieved.
53. The student will be able to discuss the theory of personality behind cognitive therapy.
54. The student will be able to explain what cognitions, schemas, and cognitive distortions mean.

**The student will be able to summarize important ideas of Eastern approaches to personality.**

55. The student will be able to list and briefly explain the Four Noble Truths.
56. The student will be able to discuss the three characteristics of Eastern psychologies.
57. The student will be able to explain what sets Buddhism apart from practically all other philosophies and psychologies.
58. The student will be able to explain the principle of dependent origination.

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means of exams, written assignments, and class participation.

**SPECIAL NOTES:**
*This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.*

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