# SAMPLE SYLLABUS FOR A SEMESTER COURSE

# Psychology 300: Personality

Required Text: Friedman, H. S. & Schustack, M. W. (2016). *Personality: Classic Theories and Modern Research*, 6th edition. Boston, MA: Pearson Education. ISBN-13: 978-0-205-99793-0

The purpose of this course is to familiarize you with the major theories of personality as well as current, relevant research, and to aid in your understanding of their origins and the theorists who created them. In addition, I hope that by the end of this semester you will have answered for yourself the questions, “What is personality?” and “What determines personality?” These are questions that philosophers and researchers have struggled to answer throughout time, and while there is no completely “correct” answer, there are some fundamentals that are generally accepted by psychologists today. To these basic tenets, you will add your own opinions and ideas—perhaps based on the writings of new and innovative researchers, and perhaps based on your own creative thoughts!

You will find that most of the lecture portion of the class occurs on Mondays, and that quizzes and hands-on learning occur on Wednesdays. Be sure to read your chapters BEFORE the Monday lectures. On Mondays, listen carefully and take good notes; on Wednesdays, come to class ready to discuss the previous period’s lecture, test your memory with a quiz, and participate in an activity that will allow you to apply the knowledge you have achieved.

Grading: Grades for this course will be assigned based on a straight percentage of points obtained. *Make-up exams will be given, and late work accepted only in cases of emergency and only with prior consent of the instructor*.

Assignments: Assignments and their point values are listed below.

Three midterms, 100 points each = 300 points (30% of grade)

One Final exam, 300 points = 300 points (30% of grade)

One Paper, 250 points = 250 points (25% of grade)

Fifteen Quizzes, 10 points each = 150 points (15% of grade)

# Class Schedule

*Readings will be discussed on the day they are listed. It is your responsibility to read them before class.*

Week 1 Mon: Introduction to the class; textbook; attendance; office hours.

 Wed: Chapter 1 (What is Personality?); Quiz

Week 2 Mon: Chapter 2 (How is Personality Studied and Assessed?)

 Wed: Paper Assignment; In-Class Activity/Video; Quiz

Week 3 Mon: Chapter 3 (Psychoanalytic Aspects of Personality)

 Wed: In-Class Activity/Video; Quiz

Week 4 Mon: Chapter 4 (Neo-Analytic and Ego Aspects of Personality: Identity); Quiz

 Wed: Midterm 1

Week 5 Mon: Chapter 5 (Biological Aspects of Personality);

 Wed: In-Class Activity/Video; Quiz

Week 6 Mon: Chapter 6 (Behaviorist and Learning Aspects of Personality)

 Wed: In-Class Activity/Video; Quiz

Week 7 Mon: Chapter 7 (Cognitive and Social-Cognitive Aspects of Personality)

 Wed: In-Class Activity/Video; Quiz

Week 8 Mon: Chapter 8 (Trait Aspects of Personality); Quiz

 Wed: Midterm 2

Week 9 Mon: Chapter 9 (Humanistic, Existential, and Positive Aspects of Personality)

 Wed: In-Class Activity/Video; Quiz

Week 10 Mon: Chapter 10 (Person-Situation Interactionist Aspects of Personality)

 Wed: In-Class Activity/Video; Quiz

Week 11 Mon: Chapter 11 (Male-Female Differences)

 Wed: In-Class Activity/Video; Quiz

Week 12 Mon: Chapter 12 (Stress, Adjustment, and Health Differences); Quiz

 Wed: Midterm 3

Week 13 Mon: Chapter 13 (Culture, Religion, and Ethnicity: Processes and Differences)

 Wed: In-Class Activity/Video; Quiz

Week 14 Mon: Chapter 14 (Love and Hate)

 Wed: In-Class Activity/Video; Quiz

Week 15 Mon: Chapter 15 (Where Will We Find Personality?); Quiz

 Wed: Conclusion

# SAMPLE SYLLABUS FOR A QUARTER COURSE

#  Psychology 300: Personality

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The purpose of this course is to familiarize you with the major theories of personality, as well as current relevant research, and to aid in your understanding of their origins and the theorists who created them. In addition, it is hoped that by the end of this quarter you will have answered for yourself the questions, “What is personality?” and “What determines personality?” These are questions that philosophers and researchers have struggled to answer throughout time, and while there is no completely “correct” answer, there are some fundamentals that are generally accepted by psychologists today. To these basic tenets, you will add your own opinions and ideas—perhaps based on the writings of new and innovative researchers, and perhaps based on your own creative thoughts!

Grading: Grades for this course will be assigned based on a straight percentage of points obtained. *Make-up exams will be given, and late work accepted only in cases of emergency and only with prior consent of the instructor*.

Assignments: Assignments and their point values are listed below.

Two midterms, 100 points each = 200 points (25% of grade)

One Final exam, 300 points = 300 points (38% of grade)

One term Paper, 200 points = 200 points (25% of grade)

Ten Quizzes, 10 points each = 100 points (12% of grade)

# Class Schedule

*Readings will be discussed on the day they are listed. It is your responsibility to read them before class.*

Week 1 Mon: Introduction to the class; textbook; attendance; office hours

 Wed: Chapter 1 (What is Personality?); Quiz

Week 2 Mon: Chapter 2 (How is Personality Studied and Assessed?); Quiz

 Wed: Chapter 3 (Psychoanalytic Aspects of Personality); Paper Assignment

Week 3 Mon: Chapter 3, cont.; In-class Activity; Quiz

 Wed: Chapter 4 (Neo-Analytic and Ego Aspects of Personality: Identity); Quiz

Week 4 Mon: Midterm 1

 Wed: Chapter 5 (Biological Aspects of Personality); In-Class Activity

Week 5 Mon: Chapter 6 (Behaviorist and Learning Aspects of Personality); Quiz

 Wed: Chapter 6, cont.; In-Class Activity

Week 6 Mon: Chapter 7 (Cognitive and Social-Cognitive Aspects of Personality); Quiz

 Wed: Chapter 8 (Trait Aspects of Personality)

Week 7 Mon: Midterm 2

 Wed: Chapter 9 (Humanistic, Existential, and Positive Aspects of Personality); Activity; Quiz

Week 8 Mon: Chapter 10 (Person-Situation Interactionist Aspects of Personality); Quiz

 Wed: Chapter 11 (Male-Female Differences); In-Class Activity; Quiz

Week 9 Mon: Chapter 12 (Stress, Adjustment, and Health Differences); Quiz Wed: Chapter 13 (Culture, Religion, and Ethnicity: Processes and Differences); In-Class

 Activity

Week 10 Mon: Chapter 14 (Love and Hate)

 Wed: Final Summary and Review

# Sample Term Project I: Theory Integration

The purpose of this assignment is to help you think deeply about the psychological theories presented in class, and to allow you to integrate portions of these theories to create your own eclectic theory of personality. By piecing together segments of existing theories, you will get some creative, theory-building experience without the time-involvement associated with traditional theory creation.

As we study different theories throughout the quarter, you should keep a record in a notebook of the theoretical components that interest you. This may be done in the form of a diary, lists of ideas, or whatever format is most personally useful—the main idea is to create for yourself a pool of ideas from which to draw when you are ready to write your paper. This notebook will be collected and graded weekly to give you feedback. The grades will be incorporated into your final grade for the paper.

The paper itself must provide an integration of ideas from at least three different theorists. These components may be large or small, and you are not limited to three. You may choose to use the ideas of one theorist as your main focus and integrate only small portions of other theories. Your paper must include the following: (1) a definition of personality; (2) a description of its markers (that is, how is it identified?); and (3) an outline of its developmental course.

Your paper should be between 10 and 15 pages in length and written following the guidelines of APA’s Publication Manual. Papers will be graded on creativity of theory, clarity of presentation, and adherence to all guidelines in the previous paragraph.

# Sample Term Project II: Eight Perspectives on a Famous Personality

The purpose of this assignment is to give you experience in applying the theories you are learning about to a real personality. You will begin by choosing an interesting person to study and analyze (be sure to choose someone you truly find interesting, since this person will be your focus throughout the course). You may choose any public person you like (a politician, celebrity, musician, author, etc.), living or dead. The only requirement is that there must be sufficient information available about this person’s life for you to adequately complete the assignment. Below is a short list of some interesting people whom you might want to consider; the instructor’s approval of your chosen famous personality is necessary.

Find a good biography or autobiography of this person and read it. (If you can’t find a book-length biography, choose someone else.) Supplement your reading with newspaper or magazine articles and interviews. Your goal is to get to know this person well, giving you plenty of information upon which to base your analyses of his or her personality.

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| --- | --- | --- | --- |
| Woody Allen  | Jim Morrison  | Malcolm X  | John F. Kennedy  |
| Maya Angelou  | Richard Nixon  | Doris Day  | Katherine Hepburn  |
| Fidel Castro  | Barack Obama  | Bill Cosby  | Oprah Winfrey  |
| Mohandas Gandhi  | Pablo Picasso  | Bill Gates  | Michael Jackson  |
| Benjamin Franklin  | Jonas Salk  | Marie Curie  | Napoleon Bonaparte  |
| Shirley Temple  | Elvis Presley  | Bill Clinton  | Woodrow Wilson  |
| Mike Tyson  | Saddam Hussein  | Steve Jobs  | Elizabeth Taylor  |
| Harry Truman  | Adolf Hitler  | Franklin D. Roosevelt  | John McCain  |
| The Dalai Lama  | Henry Ford  | Rosa Parks  | Princess Diana  |
| Cesar Chavez  | Eleanor Roosevelt  | Simone de Beauvoir  | Sigmund Freud  |
| Abraham Lincoln  | Winston Churchill  | Madonna  | Marilyn Monroe  |
| Anne Heche  | Hillary Clinton  | Eva Peron  | Elton John  |
| Paul McCartney  | Barak Obama  | Drew Barrymore  | Kurt Cobain  |
| Howard Hughes  | Greta Garbo  | Jimmy Carter  | Martin Luther King, Jr.  |
| Martha Stewart  | Babe Ruth  | Queen Elizabeth II  | George Washington Carver  |

You will analyze this person from each of the eight major perspectives addressed in your textbook (in Chapters 3 through 10). One week after each perspective is covered in class, a two-page analysis will be due; these will be graded and returned to you. For example, you will first analyze this person from Freudian perspective: What do you know about his or her childhood that would be of interest to a psychoanalyst? Does this person seem to be fixated at any stage? What are his or her personal relationships like? What conclusions can you draw? You do not have to believe every part of your analysis, but it must reflect the facts of the individual’s life and the theory you are using.

After all eight perspectives have been read, discussed, and written about, you will combine your short papers into a final 10- to 15-page paper. This paper will be an integration of everything you have already written, incorporating the feedback you have received. A thorough and well-written analysis is expected. Papers should conform to APA style, including citation of all sources used (biographical and personality theory).