ADPS112601: DYNAMICS OF SUCCESS
Credits 4 FALL, 2015

Instructor: Dr. Donnah Canavan
Office: McGuinn 435
Telephone: 617-835-9140
Schedule: Wednesday 6:15 to 9:15 PM

email: canavang@bc.edu
Office Hours: Wednesday 5:30-6:30
Room: Stokes 211S

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
ADPS 1126  This course traces the origin of success in family dynamics and cultural heritages. It presents three major personal orientations to success: Fear of Success, Healthy or Integrative Success and Conventional Success. We explore the effects of these Orientations to Success on individuals’ behavior in interpersonal, group, organizational and private settings. The concept of success is discussed in the broader contexts of well-being, happiness and effects in society.

Course Objectives
1. Students will learn the psychological theories of three fold achievement motives: Fear of Success, Conventional Success and Integrative Success
2. Students will learn about the developmental processes from which each of these achievement motivations originate and how the processes relate to the larger society.
3. Students will have opportunities to write each week on the notion of “psychological separateness” which underlies each of these orientations. This weekly writing will lead them to see these theories in their practical forms in their own lives. It will also give them the opportunity, unusual for undergraduates, to wrestle with and develop the same set of ideas (theory) over a whole semester.
4. The student will demonstrate competency of these understandings by completing several written essay exams, by producing a weekly one page ‘Thought Paper” (described below) and by completing s series of study guide questions on the readings.
5. The student will demonstrate ethical knowledge, skill and/or competency, in class discussion, and in study guide questions. This is highlighted in considering how Healthy Success differs from Conventional Success, particularly in the following characteristics: productive vs successful, sharing vs winning, bragging vs gratitude. Intrinsic vs extrinsic motives.

Grading
The following input will be used in assessing each student’s letter grade for the course:
1. Participation in class discussions. CLASS ATTENDANCE IS REQUIRED.
2. **Weekly Thought paper** on psychological separateness-(except midterm week). One purpose of this paper is for you to have the experience of following a single idea over time, applying it in real life situations, and developing your understanding of it. Canavan papers 5 and 6 give a basic definition of this important idea. Your first paper can be a definition of the term. Subsequent papers may apply the idea in your own life, seeing other variables correlated with it, relating it to Fear of Success, as well as considering how it develops. E-mail it to me by Tuesday night.

3. Completed Study Guides for Success-fearing personality, Canavan Papers, Oneness and Separateness. Most study guides are in back of Canavan Papers (Yellow) --

4. **Midterm Exam**: Class notes, Canavan Papers (CP) (1,3,4,5,6,7, 10, & 11) Success Fearing Personality (CGG)-Chs 1,2,3,4,5,6,7,& 10 , and Kaplan’s Oneness and Separateness.

5. **Final Exam**: Class notes, Canavan Papers (CP) (2,8,9,10,13,14) Success fearing Personality (CGG) (Chapters, 8,9,10, & 11) Lim Paper, and High Cost of Materialism.

6. I will give NO incompletes, though I am willing to negotiate some paper and exam copy deadlines.

7. I require that you BOTH e-mail and turn in, in hard copy your written work. (the e-mail requirement is a kind of filing system for me. I know what I have and where to find it.

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**WCAS Grading System**

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (0.00), failure; I (0.00), incomplete; F (0.00), course dropped without notifying office; W (0.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67) and C (2.00), passing but not for degree credit; F (0.00), failure. An INCOMPLETE GRADE IS GIVEN ONLY WITH MY PERMISSION.

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Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

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**Text(s)/Readings (Required)**

THE THREE READINGS BELOW ARE ONLY AVAILABLE online or e-mail (TBA)

1. Canavan, Garner and Gumpert The Success Fearing Personality (CGG)
2. Lim, Integrative and Conventional Success (LIM)
3. Canavan Papers CP

**TABLE OF CONTENTS FOR CANAVAN PAPERS (CP)-i.e. PAPER TITLES. PAPERS (CP)**

2. Canavan, A preliminary portrait of adult children of alcoholics
4. Canavan, Projective identification in college students
5. Canavan, Separation/individuation conflict and thinking in college students
6. Canavan, Psychological separation in male and female college students
7. Canavan, The I feeling.
8. Canavan, A mind of one's own
9. Carreiro, J. Social energy
10. Canavan et al Family Dynamics
11. Canavan et al Field Studies of Conflict and Self Sabotage in Success fearers
12. Canavan et al MMPI Profiles of Success Fearers
13. Canavan et al When Success Fearers Succeed: Effects of Cooper and Competition Performance
14. Canavan,D. Social energy: The remarkable consequences of shared enthusiasm

**STUDY GUIDES FOR SUCCESS-FEARING PERSONALITY, AND CANAVAN PAPERS CAN BE FOUND IN THE CANAVAN PAPERS.**
THE TWO BOOKS BELOW SHOULD BE AVAILABLE IN THE BOOK STORE
Kaplan, Louise  Oneness and Separateness
Kasser, Tim,  The High Cost of Materialism

THE LAST BOOK u can get at Amazon or where/ever
Maslow, A. Toward a Psychology of Being

Recommended but NOT required:
Goleman, D. - Emotional Intelligence (recommended)
Johnson - Character Styles Ch 8&9 on Narcissism and Self-defeat

OTHER REFERENCES:  These are relevant articles in journals; I will make them available if I assign them — e-mail or reserve
Baumeister, Roy F.; Ego depletion, the executive function, and self-control: An energy model of the self in personality. Ch 13
Ryan, R., and Deci, E.; From Ego depletion to Vitality: Concerning the facilitation of Energy available to the Self  Social and Personality Compass 2/2 2008

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. ON A TAKE HOME EXAM YOU MAY CONSULT WITH ONLY ME (of course notes, books, handouts are just fine). You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

N.B.: Please E-mail all written work to me at canavang@bc.edu and pass in hard copy in class. The e-mail is my official copy and how I keep track of student work.

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also
involves, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. As above, ON A TAKE HOME EXAM YOU MAY CONSULT WITH ONLY ME (of course notes, books, handouts are just fine).

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Course Assignments (readings, exercises and/or experiences)
This is a four credit class that meets for 3 hours. In addition we may make use of chat sessions and class blog per outline below.

It is expected that 8 hours per week of your study time will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

Wednesday classes do not meet on November 26, (Thanksgiving)
Students are expected to complete any announced out of class course assignments.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2 and 9</td>
<td>Defining and researching Success: the 3 types: Success-fearers, Conventional Succeeders, and Integrative Succeeders (See charts and Summaries). 2 Approaches: Social Psychological and Clinical. Generally, the CGG is social psych and the CP is more clinical</td>
</tr>
</tbody>
</table>

**September 16 - Fear of Success the basic research CGG Ch 2&5**

**September 23** Development/ Read CGG ch 3,4, &10 (pg185-194) and CP P10. Fear of Success and Family Dynamics. DAVID BROOKS, “Resume vs. Eulogy”—web https://www.ted.com/

**September 30** Development/Read in Canavan Papers P4 Projective Identification & P7, The I Feeling”,

**October 7** Development Cont’d READ: Maslow ch 1-9,(not required) Kaplan ch 4-7. (On race and culture, See Canada and Tough videos if it can be arranged (See below for video if we can get it)

**October 14** Fear of Success and Fear of Failure CGG ch5 &7

**October 21** Correlates and Consequences. Read CGG Ch 6,: and in CP.the P3 (review) and P11.Field Studies of Conflict and Self Sabotage: and LIM Conventional and integrative orientations to success.

**MIDTERM** gn 14th due 21rd. also in E-mail for record

**October 28** Treatment/Read CGG Ch 9,11, clinical version

**November 4** Treatment social psych version Read Canavan papers on Adult children of alcoholics as an example of self defeat. And also in CP the Chapter on Fear of Success ;( Johnson chapters on Narcissism and Self-defeat Are recommended and optional)

**November 11 - Conventional and Healthy Success Read Lim and Kasser book**

**November 18- Process of Healthy Success.** Read Canavan “The I feeling”, “The Suchness of Things”, 2 Social energy papers; CGG Ch 10, Maslow Ch 11-14., two Ryan and Deci articles

**NOVEMBER 25** – Thanksgiving Holiday

**December 2- Fear of Intimacy—Short outline in your CP. (Final given –due December 16th)—**

**December 9—Two Look-Alike (to Fear of Success) problems. They are different, not necessarily, but actually correlated with FOS . They are Adult children of Alcoholics (maybe even Dysfunction) and AADD/ADHD, Attention Defecit (Hyperactivty) Disorder. Concluding Class Healthy Success, Psychological Separateness, and Growth Motivation vs. Fear of Success, Conventional Success, Psychological UNseparateness, Defecit Motivation--**
Paul Tough: How Children Succeed—HE WAS HERE 2 YEARS AGO, AS WAS J. CANADA.

I HOPE WE CAN ACCESS THE VIDEOS.-
Gasson 100  7:00 p.m. OCTOBER 9  Paul Tough is the author, most recently, of How Children Succeed: Grit, Curiosity, and the Hidden Power of Character. His first book, Whatever It Takes: Geoffrey Canada’s Quest to Change Harlem and America, was published in 2008. Tough is a contributing writer to the New York Times Magazine, where he has written extensively about education, parenting, poverty, and politics, including cover stories on character education, the achievement gap, and the Obama administration’s poverty policies. His writing has also appeared in the New Yorker, Slate, GQ, Esquire, and Geist, and on the op-ed page of the New York Times. He has worked as an editor at the New York Times Magazine and Harper’s Magazine and as a reporter and producer for the public-radio program “This American Life.” He was the founding editor of Open Letters, an online magazine.
## CHART FOR DYNAMICS OF SUCCESS

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Success Fearers</th>
<th>Western Success</th>
<th>Healthy Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ego</td>
<td>Conscience Ego</td>
<td>Super Ego</td>
<td>Ego in Touch with Reality</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>Low</td>
<td>High (but defensive)</td>
<td>Self-acceptance</td>
</tr>
<tr>
<td>Stability of Esteem</td>
<td>Unstable</td>
<td>Stable (but rigid)</td>
<td>Stable (flexible)</td>
</tr>
<tr>
<td><strong>Preoccupation of Task</strong></td>
<td>Trying hard to get into process. Finds it difficult to get on track toward goal; process of achieving goal takes longer and is more painful; and is unable to achieve as much. Procrastinates and becomes immobilized.</td>
<td>Success and goal-oriented; content and process are not of consequence. Preoccupied with money, status and recognition. Does not place a lot of emphasis on type of work.</td>
<td><strong>PRODUCTIVE</strong> Process and content are important; being productive is an issue.</td>
</tr>
<tr>
<td>Preoccupation with Interpersonal Relations</td>
<td>Preoccupied with competition and evaluation.</td>
<td>WIN Evaluative, narcissistic; pride and superiority are important. Procrastinates in social context but not in professional situation. Needs constant attention.</td>
<td>Maintaining good interpersonal relationships is important and values good relationships with the work product (craftsmanship) as well. Does not spend a lot of time evaluating.</td>
</tr>
<tr>
<td>Reaction to Success</td>
<td>Becomes anxious in face of impending success and self-sabotages; repudiates competency; fears retaliation and rejection.</td>
<td>Feels a sense of pride and superiority; brags.</td>
<td>Feels grateful; feels an obligation to take care of his talent; can be happy.</td>
</tr>
<tr>
<td>Motivation</td>
<td>Success fearers want to succeed (consciously) but fear success.</td>
<td>Winning is crucial; want to feel proud.</td>
<td>Guided by ego and makes more mature decisions. Wants to be happy.</td>
</tr>
</tbody>
</table>

Success-fearers—who do not aspire to "Western Success"—must lose their senses of fear and guilt in order to progress toward experiencing "Healthy Success" and self-acceptance.
FOS EXTENSION OF FIRST CHART
Success-fearers—who do not aspire to "Western Success"—must lose their senses of fear and guilt in order to progress toward experiencing "Healthy Success" and self-acceptance.

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<th>Characteristics</th>
<th>Success Fearers</th>
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</thead>
<tbody>
<tr>
<td>CONFLICT</td>
<td>YES BIG –PROB PART CONSCIOUS PART UNCONSCIOUS SO IRRESOLVABLE</td>
<td>NO—JUST EXTRINSIC</td>
<td>YES-CONSCIOUS-RESOLVE-FEEL SAD FOR A WHILE THEN REDUCE DISSONANCE</td>
</tr>
<tr>
<td>PROCRASTINATE</td>
<td>YES—MAGNETS TIME-DEADLINE FAM-REALITY CONFLICT</td>
<td>NO-MAYBE EVEN SUPERFICIAL</td>
<td>A LITTLE TO USE THE PUSH HEALTHY PROCRASTINATION</td>
</tr>
<tr>
<td>VACILLATE</td>
<td>YES</td>
<td>NO</td>
<td>TAKE TIME-THEN NO</td>
</tr>
<tr>
<td>INDECISIVE DISSATISFIED</td>
<td>YES</td>
<td>NO</td>
<td>TIME-RESOLVE DO EMOTIONAL WORK</td>
</tr>
<tr>
<td>IMMOBILIZATION</td>
<td>YES — IN PROCRASTINATION, DELAY AVOID</td>
<td>NO</td>
<td>NO-TIME MAY HESITATE</td>
</tr>
<tr>
<td>REALITY CONNECTION</td>
<td>NO-UNDERESTIMATE TO REDUCE CONFLICT ABOUT USING RESOURCES IN OWN BEHALF</td>
<td>NO—MUST BE HE POSITIVE IMAGE</td>
<td>YES-COMES OF REALITIC ACCEPT AND SEPARATE</td>
</tr>
<tr>
<td>INTRINSIC/EXTRINSIC MOTIVATION</td>
<td>BOTH</td>
<td>EXTRINSIC</td>
<td>BOTH-WITH RESOLVE AND INTEGRATION-BACK AND FORTH TITRATE</td>
</tr>
</tbody>
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