PS 10101: Theories of Personality  
Credits 3  Summer, 2013 

Instructor: Dr. Donnah Canavan  email: canavang@bc.edu  Telephone: 617-552-4116 
Office: McGuinn 435  Office Hours: By Appointment (usually soon after class) 
Schedule (class times & day(s): Tuesday & Thursday 8:30 - 11:30 AM  Room: Campiom 009 

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 

PS 101 New developments and increasingly sophisticated technology inform and expand our understanding of personality and individual differences. Course takes a fresh look at whether something as complex as personality can be reduced to a few basic traits. Is personality inherited or acquired? How can modern psychology reconcile individual needs with those of the community? Readings consider theories of key figures and such factors as temperament, resilience, parenting, education, gender, attachment. 

Course Objectives 

1. Students will learn the psychological theories of human nature as presented by the major theorists like Freud, Jung, Horney, Fromm and Maslow, 
2. Students will learn to apply and recognize how some of these theories have been translated into complex therapeutic processes. 
3. Students will have opportunities, especially in writing their Parents’ Story to see the amazing and intricate and vital relationship between stories (literature) and good psychology, whether therapeutic understanding or grand psychological theory. 
4. The student will demonstrate these understandings by completing several written essay exams, by producing a weekly one page ‘Thought Paper” and by the composition of the Parents’ Paper assignment. The major portion of the final exam will provide the student with an opportunity to produce his/her own Theory of Personality 

Grading 

The following input will be used in assessing each student’s letter grade for the course: 
Participation in class discussions 
Preliminary Parents Paper 
Completed Study Guides for Fadiman & Frager (FF) 
Midterm Exam (FF study guides for Chs Intro, 1,2,3, 6, 13, 14, 15 
Parents Paper Final Version 
Final Exam including Theory of Personality (FF study guides for FF Ch 4,5,7,8,9,10,11)
**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- (0.67), 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.

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.

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

- Fadiman & Frager (2013) Personality and Personal Growth 7th (F&F)
- Friedman, H and Schustack, EDs (2007) Readings in Personality Theories. 2nd Ed (F&S)

**FILMS Req’d**

- A Matter of the Heart (Jung)
- A Dangerous Method (Freud and Jung)

**Text(s)/Readings (Recommended)**

- Johnson, James, Biography: Literature of Personality
- Auchincloss, Louis, Writers and Personality

**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. 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 Preliminary Parents Story – first draft Handout instructions

**Weekly Thought Paper:** In one page develop an idea from class, readings on topic

**Study Guide questions** on Fadiman and Frager text – Due with midterm and with Final Midterm Exam - Essays based on both the texts and class lectures

We will have a class visit with M.L. Shields where we will discuss her parents’ story and prepare to write your own.

**Parents Paper Final Draft**

**Final Exam - Personality Theory**

Scholarship and Academic Integriuty

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 involve, 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.

**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](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 twice a week. In addition we will make use of chat sessions on blackboard and class blog per outline below.

It is expected that 10 hours per week of your study time out 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 10 hours per week over the semester. Thursday class does not meet on July 4.

Students are expected to complete the following out of class course assignments:
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Exercises/Experiences</th>
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<tbody>
<tr>
<td>June 25</td>
<td>Introduction to Course</td>
<td>F&amp;F Ch 1 and Shields book</td>
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<td>Instruction Parents’ Story</td>
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<td>June 27</td>
<td>Psychology and Stories/Literature</td>
<td>Handout: First Draft</td>
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<td>Parents story due next week</td>
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<td>Finish Shields</td>
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<td>July 2</td>
<td>Freud Psychoanalysis and Psychotherapy</td>
<td>F&amp;F Ch 6,7</td>
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<td>July 9</td>
<td>Freud: basics and development</td>
<td>F&amp;F Ch 3,8</td>
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<td>July 11</td>
<td>Freud Influence and Eval</td>
<td>F&amp;F Ch 2 QUEST</td>
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<td>July 16</td>
<td>Jung Intro</td>
<td>F&amp;F Chs</td>
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<td>July 18</td>
<td>Jung Compl &amp; Influence/Ev</td>
<td>F&amp;F Chs 9 &amp;13</td>
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<td>Midterm 1,2,3,6,7,8,9,13</td>
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<td>July 23</td>
<td>Erich Fromm &amp; Marx</td>
<td>F&amp;F Ch 9,&amp;10</td>
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<td>July 25</td>
<td>Karen Horney</td>
<td>F&amp;F Ch 4 &amp;5</td>
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<td>July 30</td>
<td>Fulfillment theorists Rogers and Maslow and</td>
<td>F&amp;F 11,12, &amp;14</td>
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<td>Final Ch 4,5,10,11,12,4,15</td>
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<td>August 1</td>
<td>Biological/physical Perspectives: Conclusion</td>
<td>F&amp;F Chs 15</td>
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<td>Sheldon, Rank, Reich, Bowlby</td>
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