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 112601 Dynamics of Success
This course traces the origin of success in family dynamics and cultural heritages. It presents three major individual 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.

Textbooks & Readings (Required)

THE THREE READINGS BELOW ARE ONLY AVAILABLE via e-mail from me
1. Canavan, Garner and Gumpert The Success Fearing Personality (CGG)
2. Lim, Integrative and Conventional Success (LIM)
3. Canavan Papers CP
   . PAPER TITLES. For specific papers are listed at the end of this syllabus.
STUDY GUIDES FOR SUCCESS-FEARING PERSONALITY, AND CANAVAN PAPERS CAN BE FOUND IN THE CANAVAN PAPERS. (pg. )

THE TWO BOOKS BELOW SHOULD BE AVAILABLE IN THE BOOK STORE
Kaplan, Louise  Oneness and Separateness
Kasser, Tim,  The High Cost of Materialism
Swartz, Barry  Why We Work

THE LAST BOOK u can get at Amazon or where/ever
Maslow, A. Toward a Psychology of Being
Textbooks & Readings Recommended but NOT required:
Goleman, D. - Emotional Intelligence (recommended)
BROWN, D. & ELLIOTT, D. (Sept. 2016)

MOVIES- WE WILL SEE TWO MOVIES THE CORPORATION (CONVENTIONAL SUCCESS)
WHERE TO INVADE NEXT (HEALTHY SUCCESS)

OTHER REFERENCES: These are relevant articles in journals; I will make them available if I assign them — e-mail or reserve
Johnson, S - Character Styles Ch 8&9 on Narcissism and Self-defeat

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


Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here

Course Objectives
1. Students will learn the psychological theory that describes three individualized achievement motives: Fear of Success, Conventional Success and Integrative Success
2. Students will learn about the developmental processes (parent-child, and cultural) 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”, a continuum 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. (Most psychologists, especially teaching/researching do work at the same ideas for years, often decades.) Hopefully, students will also see that good thinking is generated in the writing process, (not so much before), and that rewriting clarifies, improves and communicates these ideas.
4. The student will demonstrate competency of these understandings in class discussion, by completing several exams, perhaps some quizzes, by producing a weekly one page “Thought Paper” (described above and below) and by completing 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 (aka Integrative) differs from Conventional Success, particularly in the following characteristics: productive vs successful, sharing vs winning, bragging vs gratitude. Intrinsic vs extrinsic motives. Of some interest, we will consider the relative ethical status of Healthy Success vs. Fear of Success. (Self-Defeat)

6. Students will have an opportunity in this course to learn and utilize TWO different psychological approaches to these three achievement motives. The first is a Social Psychological approach which emphasizes the effect of situational factors in both the development and expression of the three types. This approach is tested and supported by empirical research. The second approach is from Clinical Psychology and emphasizes relationships, internal dynamics and therapeutic approaches, and is not very research based. While the uninitiated might not notice the difference between the Social and Clinical perspectives, hopefully their distinction and their emphasis will reveal them as different, complementary, and useful.

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. AND WILL BE NOTED)
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,(MUST BE DONE WEEKLY) 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. LATE PAPERS WILL ONLY BE ACCEPTED IF I GIVE PERMISSION.
3. Completed Study Guides for Success-fearing personality, Canavan Papers, Oneness and Separateness. Most study guides are in back of Canavan Papers –PG 152-163
4. Midterm Exam: October 18. IN class based on 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: IN class based on 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 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.

The undergraduate grading system for Woods College is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.
Deadlines and Late Work
Assignments, especially the weekly one-page paper, are due on the specified dates unless my permission has been given. The one page paper must be sent by e-mail, and you do not have to turn in a paper copy.

Course Assignments
It is expected that you will spend 8 hours per week 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.

Course Schedule

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30-9/6</td>
<td>Defining and researching success: types: Fear Success, Conventional, Healthy</td>
<td>CGG Ch1: CP, P1 Portrait of Adult Children of Alcoholics., and 2 papers on Psychological Separateness (CP 5 &amp; 6) Kaplan Ch 1-4. (Complete Questionnaires)</td>
<td>First weekly paper due by 9/13, or sooner</td>
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<tr>
<td>9/13</td>
<td>Fear of Success: Basic research social psych</td>
<td>CGG; Ch 2&amp;5</td>
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<tr>
<td>9/20</td>
<td>Development of the orientations</td>
<td>CGG Ch 3,4, &amp; 10, CP 10 Family Dynamics. WEB assignment: David Brooks “Resume vs Eulogy” <a href="http://www.ted.com">www.ted.com</a></td>
<td>Look at Brooks on Ted Weekly</td>
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<tr>
<td>9/27</td>
<td>Development</td>
<td>CP, 4 &amp; 7 (projective identification and I feeling )</td>
<td>Weekly</td>
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<tr>
<td>10/4</td>
<td>Development</td>
<td>Read Maslow Ch 1-9, Kaplan Ch 4-7, On race, culture see videos by Canada and Tough</td>
<td>Weekly</td>
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<tr>
<td>10/11</td>
<td>Fear of Success vs Fear of Failure</td>
<td>CGG, Chs 5 and 7</td>
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<tr>
<td>10/18</td>
<td>Correlates and Consequences</td>
<td>CGG Ch6, and CP 3 and 11 MIDTERM</td>
<td>Midterm 10/18 Weekly paper forgiven</td>
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<tr>
<td>10/25</td>
<td>Treatment</td>
<td>CGG Ch 9, and 11</td>
<td>Weekly</td>
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<tr>
<td>11/1</td>
<td>Treatment of FOS and Narcissism</td>
<td>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)</td>
<td>Weekly</td>
</tr>
<tr>
<td>11/15</td>
<td>More on Healthy Success</td>
<td>CP 8, 9 and 14 on Social Energy; Maslow Ch 11-14, and the 2 Ryan and Deci articles (in recommended) THANKSGIVING--ENJOY</td>
<td>Weekly</td>
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<tr>
<td>11/22</td>
<td></td>
<td></td>
<td>Gift-no weekly</td>
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<tr>
<td>11/29</td>
<td>Fear of Intimacy</td>
<td>Short outline in CP pg 164-5</td>
<td>Weekly</td>
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<tr>
<td>12/6</td>
<td>Two Look-Alike to FOS</td>
<td>Adult children od Alcoholics and Attention Deficit Disorder share similarities and differences with FOS</td>
<td>Weekly</td>
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Written Work
Woods College students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center. Please remember in this course to provide me with BOTH hard copy and e-mail (canavang@bc.edu).

Attendance
Attending class is an important component of learning. Students are expected to attend ALL class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. As stated above, attendance is REQUIRED and will be recorded.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.
Scholarship and Academic Integrity

Students in Woods College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material 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. Please see the Boston College policy on academic integrity for more information.

On any TAKE_HOME work, students may NOT communicate with ANYONE but ME. Any such communication will be considered cheating. Students working with a tutor should consult with me for permission to obtain certain help from the tutor.

THIS IS THE 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 Cooperation 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. Pg 152-163