

COURSE OUTLINE

<u>PSY208</u> Course Number		<u>PERSONALITY</u> Course Title		<u>3</u> Credits
<u>3/week</u> Class or Lecture Hours	<u>0/week</u> Laboratory Work Hours	<u>0/week</u> Laboratory, Shop, Studio or Clinic Experience	<u>0/week</u> Work Experience Hours	<u>15 weeks</u> Semester Length
<u>Not Applicable</u> Performance on an Examination/Demonstration			<u>Not Applicable</u> Telecourse	

Required Materials: Theories of Personality, Schultz, Duane and Schultz, Sydney Elber, Brooks/Cole, NY, 6<sup>th</sup> Ed.  
The Art of Loving, Fromm, Eric  
Mans Search for Meaning, Frankle, Victor  
Primer of Freudian Psychology, Hall, Calvin, Mentor, NY, 1954  
Primer of Jungian Psychology, Hall, Calvin and Nordby, Vernon, Mentor, NY, 1973

## Catalog Description:

Survey of major theoretical approaches to the study of personality. Assumptions underlining theories of personality will be presented. Therapies associated with theoretical positions will be discussed.

Prerequisites: PSY 101

Co-requisites: None

Latest Review: Fall 2004

Course Coordinator: Psychology Staff

## I. GENERAL OBJECTIVES

The student will be able to:

Challenge the concept of normality...

List the major theories of personality and discuss the assumptions underlying the theories...

Compare and contrast the major theories of personality...

Describe and evaluate the therapy process associated with different personality theories...

## II. METHOD OF EVALUATION

The student will be required to take 3 to 6 examinations, each consisting of any or all of the following: multiple choice items, matching, fill-in, and essay items. All tests will occur during the designated weeks and will involve a full period of class time. The course syllabus, to be distributed the first day of class, will specify the number of tests, approximate time of tests, the topic coverage of each test, and the policy on make-up examinations.

It is the prerogative of the Instructor to require a term project. If one were to be required, the nature of the project would be specified in the course syllabus. The value of the project might be considered as 20% of the student's grade.

If class size permits, a panel/group discussion might facilitate the learning process. If such a panel were to be required, it would be specified in the course syllabus. Panel discussion could be used as an alternative to the term project or as an additional requirement for the course.

The minimum passing standard would be that the student obtain an average of .6 of the total possible score.

## SPECIAL NOTE

The Psychology Cluster strongly encourages all instructors of this course to select assignments which will contribute to the development of writing skills in their students. There must be at least one writing component (e.g., essay test, term paper, etc.) contributing to the student's final grade.

## III. GENERAL TOPIC COVERAGE

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|----|------------------------|---------|
| A. | Freud, Adler, and Jung | 6 weeks |
| B. | Horney & Fromm         | 4 weeks |
| C. | Rogers, Frankl, Maslow | 3 weeks |

## IV. TOPICAL OUTLINE

A. Subject Matter: Freud, Alder, Jung

Time Period: Week 1, 2, 3, 4, 5, 6

Test I: End of 6th Week

B. Student Preparation:

Schultz, ch. 1, 2, 3, 4

Selections from: A Primer of Freudian Psychology

A Primer of Jungian Psychology

C. Cognitive Objectives: The Student will be able to:

Discuss Freud's view of the unconscious...

Discuss the concepts of Id, ego, Supergo...

Describe the 5 psychosexual stages in Freud's theory...

Discuss the major techniques used in Psychoanalysis...

List and describe the six major principles of Adler's theory...

Compare and contrast the theories of Freud, Adler, and Jung...

Describe the major concepts in the theory of Carl Jung...

Affective Objectives:

Challenge the validity of the Oedipus Complex as a universal phenomenon.

Critically evaluate the validity of the basic assumptions of the Freudian system...

D. Major Teaching Technique: Lecture/Discussion

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A. Subject Matter: Horney and Fromm

Time Period: Weeks 7, 8, 9, 10

Test II: End of 10th Week

B. Student Preparation:

Schultz, ch. 5, 6

Fromm, E. The Art of Loving (RESERVE)

C. Cognitive Objectives:

The Student Will Be Able To:

Compare and contrast the theory of Horney with Fromm Show the significant departures the Neo-Freudians made from orthodox Freudian theory...

D. Major Teaching Technique: Lecture/Discussion

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A. Subject Matter: Rogers, Frankl, and Maslow

Time Period: Weeks 11, 12, 13

Test III: Mid 13th Week

B. Student Preparation:

Schultz, ch. 11, Ch. 12

Frankl, V. Man's Search for Meaning (RESERVE)

C. Cognitive Objectives:

The Student Will Be Able To:

Describe Client-Centered Therapy...

Discuss the techniques of non-directive therapy...

State the assumptions underlying the Rogerian position...

List and explain Maslow's Hierarchy of needs...

State the philosophical assumptions underlying logotherapy and describe two logotherapy techniques...

Affective Objectives:

Reflect on Frankl's notion of meaning in life and evaluate one's own position...

D. Major Teaching Technique: Lecture/Discussion

E. Secondary Teaching Technique:

Films, slide/tapes, audio/tapes, role-playing, etc.