

## Crafton Hills College Course Outline

1. **Discipline:** Psychology
2. **Department:** Social Sciences
3. **Course Title:** Theories of Personality
4. **Course I.D.:** PSYCH 103
5. **Prerequisite(s):** PSYCH 100  
**Corequisites(s):** None  
**Departmental Recommendation(s):** ENGL 101, Reading: pass a standardized test of reading comprehension at or above the 12th grade level
6. **Semester Units:** 3
7. **Minimum Semester Hours**  
Lecture: 48                      Lab: 0                      Clinic: 0                      Field: 0
8. **Need for the Course:**  

PSYCH 103 provides students with access to current theory and research on personality. This course applies to the associate degree and fulfills a requirement for an associate of arts degree in psychology. This course transfers to UC and CSU, fulfills a CSU general education requirement in area D9, Social, Political and Economic Institutions and an IGETC requirement in area 4, Social and Behavioral Sciences.
9. **Goals for the Course:**  

This course prepares students with the terminology, knowledge of, and critical thinking techniques relevant to the attempts by psychologists to develop a comprehensive understanding of the human mind. Specifically, this course is intended to develop a critical approach to thinking about the application of theoretical constructs to human behavior; develop an understanding of, and tolerance for, individual and cultural differences; and develop an ability to apply this knowledge and understanding to a variety of future research and counseling contexts.
10. **Catalog Description:**  

Survey of the theoretical attempts to describe and explain human nature, especially the models of the mind and behavior developed by psychoanalytic, behavioral, humanistic, and cognitive psychologists.
11. **Schedule Description:**  

Survey of psychological theories including psychoanalytic, behavioral, humanistic, and cognitive.
12. **Entrance Skills**

**A. Requisite Skills:**

**Upon entering the course, the student must be able to:**

1. explain psychology's status as a science
2. explain the role social science gives to both data and theory
3. explain the differences between psychology, psychiatry, psychotherapy, psychoanalysis, pseudo-psychology, pop-psychology
4. explain the difference between, and the uses and limitations of introspection, case studies, correlational research, and experiments
5. identify and interpret correlations by direction (direct/inverse) and magnitude (strong / weak)
6. identify and interpret  $p$  values for statistical significance
7. explain the difference between the cognitive and affective dimensions
8. explain the difference between mood and personality
9. explain the difference between test validity and reliability
10. define dreams and identify their physiological concomitants
11. explain homeostasis
12. explain the purpose of defense mechanisms
13. define personality

**B. Recommended Skills:**

**It is highly recommended that students upon entering the course be able to:**

1. read and comprehend a college-level textbook
2. Write an essay using proper spelling, grammar and punctuation, incorporating concepts and data and research into a coherent paragraph, that demonstrates inference to support a point

**13. Course Objectives:**

**Upon satisfactory completion of the course, students will be able to:**

- A. explain issues involving the definition of personality
- B. describe some theoretical models which have been used in the study of personality (e.g., structural, topographical, dynamic, developmental, functional, trait)
- C. identify the theories and historical contexts of individuals who engaged in pre-scientific speculation about personality (e.g., Plato, Hippocrates)
- D. explain why such theories are not scientific
- E. identify and define the key terms of psychoanalysis
- F. discuss the historical context of Freud's life and career
- G. discuss to what extent classical psychoanalysis can be viewed as a branch of science or as a cult
- H. apply psychoanalytic theory to discourse on clinical and social topics (e.g., women, religion, homosexuality)
- I. identify and define the key terms of Adler's theory
- J. discuss the scientific status of Adler's theory
- K. compare and contrast Adler's and Freud's theories, noting differences and similarities
- L. discuss Adler's place in the development of psychological theory, who influenced him, and who was influenced by him
- M. apply Adler's theory to discourse on clinical and social topics
- N. identify and define the key terms of Jung's theory
- O. discuss the scientific status of Jung's theory

- P. compare and contrast Jung's and Freud's theories, noting differences and similarities
- Q. discuss Jung's place in the development of psychological theory, who influenced him, and who was influenced by him
- R. apply Jung's theory to discourse on clinical and social topics
- S. identify the key terms and persons in the Neo-psychoanalytic and Dynamic Psychology movements (e.g., Rank, Erikson, Ego Psychology, Horney, Brown, Lacan, Ricoeur, Object Relations), discuss their place in the development of psychological theory, and apply them to discourse on clinical and social topics
- T. identify the key terms and persons in the Marxian psychology movement (e.g., Fromm, Marcuse, Reich), discuss their place in the development of psychological theory, and apply them to discourse on clinical and social topics
- U. identify the key terms and persons in the interpersonal psychology movements (e.g., Adler, Erikson, James, Mead, Vygotsky, Sullivan), discuss their place in the development of psychological theory, and apply them to discourse on clinical and social topics
- V. identify the key terms and persons in the Learning Theory (e.g., Pavlov, Watson, Skinner, Bandura), discuss their place in the development of psychological theory, and apply them to discourse on clinical and social topics
- W. identify the key terms and persons in the Holistic and Humanistic movements (e.g., Adler, Jung, Lecky, Goldstein, Angyal, Allport, Maslow, Murray, Lewin, Rogers, Perls), discuss their place in the development of psychological theory, and apply them to discourse on clinical and social topics
- X. identify the key terms and persons in the trait movement (e.g., Hippocrates, Allport, Cattell, Eysenck, NEO-5, MMPI, Adorno, Bem, Friedman, Holland), discuss their place in the development of psychological theory, and apply them to discourse on clinical and social topics
- Y. identify the key terms and persons in the cognitive psychology movement (e.g., Adler, Kelly, Ellis, Beck, Rotter, Seligman), discuss their place in the development of psychological theory, and apply them to discourse on clinical and social topics
- Z. identify the key terms and persons in the alternative psychology movements (e.g., Asian, Afro-centric, Mestizo, Womanist, Islamic, Christian, ecological), discuss their place in the development of psychological theory, and apply them to discourse on clinical and social topics

**14. Representative Texts and Instructional Materials:**

Burger, J.M. (2004) Theories of Personality Belmont, CA: Wadsworth.

Cloninger, S. (2004) Theories of Personality: Understanding Persons, (4/e) Englewood Cliffs, N.J.: Prentice Hall.

Feist, J. & Feist, G.J. (2004) Theories of Personality, (5/e). New York: McGraw-Hill.

Fragar, R. & Fadiman, J. (2005) Personality and Personal Growth, (6/e). Englewood Cliffs, N.J.: Prentice Hall.

Hergenhahn, B. & Olson, M. (2003) Introduction to Theories of Personality, (6/e). Englewood Cliffs, N.J.: Prentice.

Ryckman, R.M. (2004) Theories of Personality, (8/e). Belmont, CA: Wadsworth.

Schultz, D.P. & Schultz, S.E. (2005) Theories of Personality, (8/e). Belmont, CA: Wadsworth.

**15. Course Content:**

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Last Updated: 2/3/05

Board Approved: 5/12/05

Semester Effective: Fall 2005

- A. What is Psychology and Personality?
- B. Pre-scientific speculation (e.g., Plato, Hippocrates)
- C. Freud and Psychoanalysis
- D. Adler and Individual Psychology
- E. Jung and Analytical Psychology
- F. Modifications of Psychoanalysis (e.g., Erikson, Rank, Erikson, Ego Psychology, Horney, Brown, Lacan, Ricoeur, Object Relations, Reich, Marcuse, Fromm)
- G. The Interpersonal Approach (e.g., Adler, James, Mead, Sullivan, Vygotsky, Erikson)
- H. Learning Theory (e.g., Pavlov, Watson, Skinner, Bandura)
- I. Holism and Humanism (e.g., Adler, Jung, Murray, Allport, Rogers, Maslow, Angyal, Goldstein, Lewin, Lecky, Perls)
- I. Empirical Assessment of Traits (e.g., Allport, Hippocrates, Cattell, NEO-5, Eysenck, MMPI, Adorno, Bem, Friedman, Holland)
- J. The Cognitive Revolution (e.g., Adler, Kelly, Ellis, Beck, Seligman, Rotter)
- K. Alternative Approaches (e.g., Asian, Islamic, Afro-centric, Mestizo, Womanist, Ecological)

**16. Methods of Instruction:**

This course may be taught on campus using any combination of the following instructional techniques: lecture, discussion, group activities, and/or multimedia presentation. It may also be taught using links to multiple locations.

**17. Assignments and Methods of Evaluation:**

Instructors may use a combination of the following, of which at least 35 percent of the total course grade must be written or essay in format:

- A. Objective testing (e.g., true-false, multiple choice, fill-in): weekly quizzes, group tasks, and final examination. (10-75%)
- B. Essay testing: weekly quizzes, group tasks, midterm and final examination.(10-75%)
- C. Term projects involving interviews, internet and library research paper in APA or MLA format. (0-50%)
- D. Several essays of approximately 250-500 words in length using standard rules of punctuation, spelling, grammar, involving incorporation of course terms and concepts, and interpretation of narrative data into coherent paragraphs which support a point.(0-50%)
- E. A journal with daily entries of reflections on course content.(0-50%)
- F. On-line discussion using email lists, newsgroups and/or chat rooms. (0-25%)
- G. Participation. (0-25%)

**18. Distributed Education Methods of Instruction:** See attached form