PLEASE READ THE FIRST THREE CHAPTERS OF THE TEXT FOR THE FIRST NIGHT OF CLASS

Personality Theory
SYLLABUS
Daniela Kantorova, Psy.D.

PSY 2101 (08)
Fall 2015 Term I
Monday 6-10:15
Cuvilly Hall, Room 1

OH: By appointment
dkantorova@ndmu.edu

Course Text: Sollod, R.N., Monte, C.F. & Wilson, J. P. (2008) Beneath the Mask, 8th ed. (7th edition is also fine—only available online—much cheaper!).

Course Objectives:
The main objective of this course is to acquaint the student with the classical theories of how and why a person develops a “True Self,” as well as its defensive “mask.” The Monte text is used for its several admirable qualities. It is well written and scholarly; it also embeds these theories in the biographical context of their creators, and the historical times in which they were developed. The course will include readings, lecture, discussion, films, and a self-analytic paper (to be presented in class).

The prime objectives of the class include
1) Mastering the enduring content of the field of personality theory (PLO #1)*
2) Developing greater insight into one’s own psychological development and personality through the use of these theories (PLO #5)
3) Providing the grounding necessary to study the psychotherapy techniques based on these theories, e.g. in graduate school in psychology (PLO #1)
4) Applying these principles to the understanding of human behavior, both individually and en masse, e.g. the motives of war, business, religion, etc (PLO #4 & #5)

Course Grading:

* Psychology Program Learning Outcomes (PLOs)
1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the areas of psychology.
2. Students will understand and apply basic research methods in psychology, including research design, review of professional literature, data analysis (including use of statistical software), and interpretation.
3. Students will demonstrate and/or apply critical thinking, and, when possible, the scientific approach to solve psychological problems, while understanding the limitations of the scientific approach.
4. Students will understand the role and value of community engagement, and demonstrate the skills of assessing community need, working with diverse communities, and becoming a change agent.
5. Students will demonstrate empathy, tolerance of ambiguity, and ethical behavior, and apply effective strategies for psychological growth.
Grading will be based on the following components:

- Classroom Participation: 10%
- Midterm (take home): 30%
- Paper & Presentation (10 pages): 30%
- Final (take home): 30%

The paper will involve relating one or more of these theories of personality to one’s own psychological development, or to some specific time or event in one’s life. The topic must be approved by the instructor, and the paper will be presented in class (there will be only one grade given for the paper and presentation together). The midterm will be a take-home short-answer essay exam, and the final, a take-home long-answer essay exam. Both will assess the comprehension and integration of material covered in class.

**Workload Distribution:**

- Hours in Class: 30
- Readings: 45
- Term Paper: 35
- Exam Taking (Take Home): 25

The midterm, the final, and the paper will be graded using the following system:

- A+: 4.3
- A: 4.0
- A-: 3.7
- B+: 3.3
- B: 3.0
- B-: 2.7
- C+: 2.3
- C: 2.0
- C-: 1.7
- Etc.:

PLEASE NOTE: Final Course Grades of A+ and A will both equal 4.0, by university grading policy.

Midterm, paper, and presentation grades will be averaged to produce the final class grade. Class participation will be used to resolve any ‘ambivalent scores’, e.g. a grade average of 3.15 could be a B+ with good participation and a B, otherwise.

**Course Evaluations/Teaching Effectiveness Surveys**

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal from December 7 to December 25, 2015. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

**Directions:** To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the “You have an active survey” link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you’re enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.
Attendance Policy: As this is an accelerated class, anyone missing more than one class (or the equivalent of four class hours) must withdraw from the course. Please email me at if you must be absent or late (within those parameters). Make-up work will be required for any missing class time. Since this intensive class starts one week late due to Labor Day holiday, the class will have to meet for one makeup session on Saturday October 17, 10 AM – 2 PM.

Instructor Bio: Dr. Daniela Kantorova obtained her doctorate in clinical psychology from the Wright Institute. She completed her predoctoral internship at the UCSF Trauma Recovery Center/ Survivors International, wrote her dissertation on the topic of trauma sustained during political activism, and completed one year of postdoctoral fellowship with the Wright Institute Sanctuary Project (WISP). She is currently a postdoctoral fellow at the Wright Institute School Based Collaboration Program, training coordinator for the Wright Institute Sanctuary Project, and a steering committee member of Psychologists for Social Responsibility.
# COURSE CALENDAR

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<tr>
<th>NIGHT OF</th>
<th>LECTURE TOPIC(S)</th>
<th>READINGS</th>
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<tr>
<td><strong>September 14</strong>&lt;br&gt;Monday</td>
<td>The Nature of Personality Theory&lt;br&gt;Sigmund Freud&lt;br&gt;FILM: <em>Freud Bio</em></td>
<td>Sollod et al.&lt;br&gt;Ch 1, 2, 3</td>
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<td><strong>September 21</strong>&lt;br&gt;Monday</td>
<td>Erik Erikson&lt;br&gt;Film: <em>Everybody Rides the Carousel</em>&lt;br&gt;<em>Take home MBTI</em></td>
<td>Chapter 8</td>
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<td><strong>September 28</strong>&lt;br&gt;Monday</td>
<td>Carl Gustav Jung&lt;br&gt;Alfred Adler&lt;br&gt;<em>Score MBTI</em>&lt;br&gt;<em>Take home midterm</em></td>
<td>Chapter 4&lt;br&gt;Chapter 5</td>
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<td><strong>October 5</strong>&lt;br&gt;Monday</td>
<td>Anna Freud&lt;br&gt;Margaret Mahler&lt;br&gt;D.W. Winnicott&lt;br&gt;Film: <em>The Psychological Birth of the Infant</em>&lt;br&gt;<em>Turn in midterm</em></td>
<td>Chapter 6&lt;br&gt;Chapter 7</td>
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<td><strong>October 12</strong>&lt;br&gt;Monday</td>
<td>Karen Horney&lt;br&gt;Abraham Maslow&lt;br&gt;<em>STUDENT PRESENTATIONS</em></td>
<td>Chapter 10&lt;br&gt;Chapter 13</td>
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<td><strong>October 17</strong>&lt;br&gt;Saturday</td>
<td>John B. Watson and B.F. Skinner&lt;br&gt;<em>STUDENT PRESENTATIONS</em>&lt;br&gt;<em>Take home final</em>&lt;br&gt;<em>PAPER DUE</em></td>
<td>Chapter 14</td>
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<td><strong>October 19</strong>&lt;br&gt;Monday</td>
<td><em>STUDENT PRESENTATIONS</em>&lt;br&gt;<em>Turn in final</em></td>
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