

**PSY 255 THEORIES OF PERSONALITY**

**3 credits**

**CATALOGUE DESCRIPTION:** A systematic presentation of the major systems and theories of personality. Focus is on psychoanalytic and ego psychology perspectives, as well as social learning, cognitive and developmental, humanistic, and person situation theories. *Prerequisite: PSY 101*

**COURSE OBJECTIVES:** After successfully completing PSY 255, the student will be able to:

- understand and appreciate the development sequence of personality theories;
- understand the personal sources of ideas and the sequence of the theorist's thinking in the development of a theory of personality;
- distinguish between normal and abnormal personality development;
- review clinical nosology in a succinct manner;

**COURSE CONTENT:**

**1. Varieties of Theory and Basic Issues**

- "Normal" and "Abnormal" Personalities
- Short Course in Psychopathology
- "The Big Five"
- Personality Theories as Personal therapies: Creative Illness"
- Evaluating Personality theories

**2. Psychoanalysis: Sigmund Freud**

- Compromise Formation: The Meaning of Symptoms
- Sexual Motives as the Basis of Conflict: Origin of the Hypothesis
- Psychosexual Development: Oedipus and Electra
- Psychosexual Stages: Libidinal Organization
- Manifest and Latent Dream Content
- The Meanings of *Unconscious* in Psychoanalysis

**3. The Psychoanalytic Heritage: Ego Psychology and Object Relations**

**Theory**

- Ego Psychology: Anna Freud, Heinz Hartmann, Robert A. White
- Object Relations Theory: Margaret Mahler, Heinz Kohut

**4. Psychoanalytic Ego Psychology**

- Erik Erikson's Psychosocial Perspective
- Ego Identity: Sources of the Hypothesis
- The Life Cycle: Eight Stages of Human Development

**5. Analytical Psychology: Carl G. Jung**

Transcending the Unconscious  
 Structure of the Psyche: Ego, Personal and Collective Unconscious  
 Archetypes and Synchronicity  
 Development of the Self: a Teleological View

**6. Individual Psychology: Alfred Adler**

Inferiority - Superiority: From Minus to Plus Self-Estimates  
 Fictional Finalism: The Philosophy of "As if"  
 Striving for Perfection  
 Social Interest: The Task of Life  
 Ordinal Position within the Family as Indicator of Style of Life

**7. Interpersonal Theory: Harry Stack Sullivan**

Modes of Experience: Prototaxic, Parataxic, Syntactic  
 Nursing as the Prototype for Interpersonal Situations  
 Personifications of Self: Good-Me, Bad-Me, Not-Me  
 Developmental Epochs: From Infancy to Late Adolescence

**8. Existential Analysis and Phenomenology: R. D. Laing**

Existential Phenomenology  
 Ontological Insecurity: The Loss of Self  
 Disturbed Communication: The Double Bind

**9. Field Theory: Kurt Lewin**

Forces Toward Success and Away from Failure  
 Life Space as Field: Topology  
 Decision Theory: Conflicting Forces

**10. Humanistic Self-Actualization Theory: Abraham Maslow & Carl****Rogers**

The Paradox of Normality  
 Characteristics of Self-Actualizers  
 Hierarchy of Motives  
 Development of the Nondirective Viewpoint  
 The Need for Positive Regard  
 The Fully Functioning Person: Ideal Mental Health

**11. The Behaviorisms: Skinner; Miller & Dollard; Bandura**

The Tradition of Radical Behaviorism  
 Contemporary Radical Behaviorism  
 Operant Conditioning

The Transition to Cognitive Behaviorism  
Cognitive Social Learning Theory

**12. Other Theories**

Personal Construct Theory: George Kelly

Psychoanalytic Social Psychology: Karen Horney, Erich Fromm

Humanistic Trait and Self Theory: Gordon W. Allport

Biological Typology: Hans Eysenck

**APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

Group exercises and test questions require the students to apply concepts that have been studying in novel situations, thus going beyond rote learning. The required term paper is a biography of a famous person, using existing biographical materials and applying concepts and theories from the course to explain the personality development of the subject.

**EVALUATION:** Evaluation is based on the cumulative point total of quizzes, final exam, and the Biography. There are five quizzes. The lowest score is dropped. If a student misses a test, that counts as the "Drop", as no make-up tests are provided. Beginning with the third test, short answer questions are added to the multiple-choice format. These questions are better evaluative instruments for how well a student understands the material, as the mechanism tapped is recall, the student having to apply concepts to novel contexts contained in the question.

The Biography paper provides opportunity for the students to apply the theories being studied to a specific life. The Biography chosen must be approved by the instructor. Students are taught the APA style of manuscript preparation, listing references in the text, and preparing the References page.

Attendance is assumed to be acceptable - no more than four classes during the semester. The instructor reserves the prerogative of administratively withdrawing students from class for excessive absenteeism.

Occasionally, in class group exercises are introduced. These groups are assigned by the instructor, on the basis on test scores - mixing stronger and weaker students. These group exercises provide good review of the material, and give the students opportunity to work together in a cooperative manner, often with student of different ethnic backgrounds than they have had opportunity to interact with previously.

**TEXT:**

Monte, Christopher F. (1995). Beneath the mask (5th ed.). New York: Harcourt Brace.