



Personality Theories

HPSY.330.01

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Meeting Links [Zoom Meet](#) - ID: 892 4288 0604; Passcode: 233153

Texts: [The Person: An Introduction to the Science of Personality Psychology.](#)
Fifth Edition, Hoboken: NJ, Wiley (McAdams).
[The Mind of Donald Trump \[The Atlantic, June 2016\].](#)

Suggested: [Identity Orchestration: Black Lives, Balance and the Psychology of Self Stories.](#)
Lanham, MD: The Rowman & Littlefield Group (Rice)

Course Description:

Personality Theories is where scholars are afforded the opportunity to carefully consider daily experiences through the levels of (a New Big Five) personality psychology. The course is designed to be challenging — not *hard*, but challenging. Here personality is positioned as the psychological exploration of the whole person. Traditional theorists such as Freud, Jung, Adler, Maslow, Erikson, and others will be discussed in a dynamic way that will give Personality Theories classic rooting and contemporary relevance by connecting “typical” theory to culturally crucial scientists including but not limited to Camara Jules P. Harrell, Edmund W. Gordon, W. Curtis Banks, Asa Hilliard, William Cross, Margaret Beale Spencer, and Robert Sellers. This class is where one solidifies a core that will influence how they come

to experience and construct the person within the *their* sphere of psychology. The intent is to ensure that this analytical core is well built and future-proof. Accordingly, it is important to note that in this course considerable time will be required to: 1) read and study book chapters, supplementary materials and published research articles; 2) prepare for periodic in class assignments on presented material; 3) write and consider theory across media in and out of class; and 4) collaborate with classmates in and out of class in order to complete assignments and to advance individual understanding of course concepts. Given these general expectations scholars are encouraged to weigh other academic and non-academic commitments for the semester before committing to take this course. Because this course integrates contexts, experiences and media that are often familiar, scholars are typically highly engaged. It is important to match this expected high involvement with academic rigor. Failure to spend appropriate time on task and attention to scholarly components of the material presented in this course can negatively impact in your final grade. Prerequisite: Psychology 102 or Sociology 102 and/or with instructor's approval. Three hours.

Entry Level Expectations

- Concepts and issues of student mastery should include critical reading where the student is able extract content and meaning from a sample, while also identifying knowns and unknowns within a journal article or book chapter, and locate the essential properties of the underlying "problem" presented in said article or chapter.
- Students must have a firm understanding of moderate-level critical thinking, reading and writing and when to use them as informed by the successful completion of PSYC 102 or SOC 102.
- Students must demonstrate English 101/3-level writing proficiency with an ability to clearly articulate a thesis statement and associated supporting statements with a logical progression of thought.
- Students must successfully complete Math 130 or a departmental equivalent that contributes to student ability to list and define the steps of Scientific Method, identify and write scientific notation, calculate and recognize summary and descriptive statistics (mean, median, mode, frequency, standard deviation).

Instructional Goals:

- Establish and/or develop student's base understanding of core concepts in personality theories.
- Increase conceptual knowledge of research methods, design and strategies by building upon prior knowledge.
- Create a learning environment that evokes independent thinking and creative applications of new knowledge to real-world situations of and relating to personality theories.
- Contribute to the progress and the advancement of critical thinking, reading, writing, research, and learning skills within the context of a psychology curriculum that provides measured treatment of Black persons across the Diaspora.
- Prepare students for graduate-level study and research.

Student Learning Objectives and Learning Outcomes:

Personality Theories is an upper level, analytical course that should extend disciplinary

literacy and acumen of majors by engaging them with foundational and developing theories of personality that frames the science psychology. Student objectives are designed so that upon course completion students will be prepared for advanced undergraduate and graduate level courses that demand the application of theory to practice.

Student learning objectives anticipate that, students will:

- understand broad issues and definitions concerning personality psychology theory through critical reading, writing and class projects;
- work toward a dynamic understanding of research by identifying, defining and drafting arguments anchored in the four major knowledge claims that govern modern scientific inquiry;
- be aware of complex and nuanced explanations of identity as informed by the application of logical progression of thought in discerning (through identification and writing) the difference between affirming and deficit identity models;
- adopt a perspective (a position) relative to personality as demonstrated through achievement on exams, multi-media assignments and in-class discussion and exercises.

Learning outcomes for Personality Theories are informed by six (6) of the nine (9) Psychology Department-specific learning outcomes. *In order to successfully complete the present course, students will:*

- respond to several tasks that require their use of critical thinking skills, and the scientific approach to problem solving related behavior and mental processes;
- demonstrate familiarity with major concepts theoretical perspective, empirical findings, and historical trends in psychology;
- be able to demonstrate their understanding of psychological theories, skills and approaches to a variety of professional and non-professional settings with particular emphasis on working and community environments;
- be able to understand and critique professional and popular publications, in the area of psychology, without prejudice toward various approaches used to interpret behavior in an ethical and respectful manner;
- will be required to find original articles in the scientific literature using current information retrieval procedures and will be able to critically identify and distinguish between sources of information in print and electronic form;
- will be able to identify the major contribution of African–American psychologists in the area of theory and research and understand the significance of these contributions for the discipline of psychology in general.

Student Responsibilities:

This course is positioned such that the instructor provides opportunities for each student to learn via exposure to skill sets, tools and techniques that the student applies in an effort to further their understanding of personality theories. As such, it is the instructor's responsibility to facilitate the opportunity and environment within which to learn, and the student's responsibility to exploit the opportunity and environment to expand their knowledge base.

Class Execution:

- Traditional-*ish* lecture and scheduled asynchronous sessions. Interactive discussions with media references and periodic slide decks and pre-recorded discussion.
- Integration of a semester long "problem" across the course with foundational peer-reviewed pieces.
- Significant portions of the course will incorporate Internet assignments and activity.
- Each student should be signed up to the class GroupMe for supplementary materials.
- When in class cameras MUST BE TURNED ON.

Grading:

- Exam, Individual Project and Course Project (100 points each). The project will be a multimedia presentation. Projects will incorporate the major themes, concepts and perspectives of the course.
- Attendance - Attend class with your camera on. Be on time. Understand that school policy stipulates that more than 3 unexcused absences in this three-credit hour course allow the instructor latitude to fail the student in question.

Final Grade (Assessment Sum/3):

A+	96 – 100	B+	86 – 89	C+	76 – 79	D+	66 – 69
A	93 – 95	B	83 – 85	C	73 – 75	D	63 – 65
A-	90 – 92	B-	80 – 82	C-	70 – 72	D-	60 – 62

Please Note:

- A syllabus is not a contract.
- I reserve the right to alter the course requirements and/or assignments based on new materials, class discussions, or other legitimate pedagogical objectives.

Morehouse College is an equal opportunity employer and educational institution. The College makes reasonable accommodations for all qualified individuals with disabilities. Any student requesting academic accommodations based on his disability is required to register with our Student Counseling & Disability Center (the "Center") at 104 Sale Hall Annex, Suite 100 every semester. A disability accommodation letter can be obtained from ODS. Students are required to provide a copy of the disability accommodation letter to each of their professors upon approval of their accommodations. Please contact our Coordinator of Disability and Counseling Services with any questions at (470) 639-0231

Sections, Readings and Media Materials (a working guide)

1	8.18; 8.23; 8.25; 8.30; 9.1	Intro and Grounding. Traits, Goals and Stories. A New Big Five. Politics of Personality. The Mind of Donald Trump.	Another Big Five for Personality (Psychology Today); A New Big Five (McAdams and Pals); The Politics of Personality (Jones); Base Module
2	9.6; 9.8	Culture as Contextual Lens for Behavior w/Continuity and change in traits	McAdams Chapter 2, <i>evolution and human nature</i> Cultural Psychology of Racial Ideology in Historical Perspective: An Analytic Approach to Understanding Racialized Societies and Their Psychological Effects on Lives (Winston and Winston); McAdams Chapter 6, continuity and change in traits (207 - 219)
3	9.13; 9.15	McAdams Chapter 6, continuity and change in traits (207 - 219)	McAdams Chapter 6, continuity and change in traits (207 - 219)
4	9.20; 9.22	Review and Exam I	
5	9.27; 9.29	PVEST and The Politics of Personality	Phenomenological Variant of Ecological Systems Theory (Spencer); The Politics of Personality (Jones)
6	10.6	PVEST, the Politics of Personality and Social Learning and Culture	The Politics of Personality (Jones); McAdams Chapter 3, <i>social learning and culture</i>
7	10.11; 10.13	Social Learning and Culture	McAdams Chapter 3, <i>social learning and culture</i>

8	10.18; 10.20	Motives and Goals	McAdams Chapter 7, <i>motives and goals</i>
9	10.25; 10.27	Review and Exam II	
10	11.1; 11.3	Self and Other: Social Cognitive Aspects; and Developmental Stages and Tasks	McAdams Chapter 8, <i>self and other: social cognitive aspects</i>
11	11.8; 11.10	Developmental Stages and Tasks...	McAdams Chapter 9, <i>developmental stages and tasks;</i>
12	11.15; 11.17	Developmental Stages and Tasks; Life Scripts, Life Stories and The Mind of Donald Trump	McAdams Chapter 9, <i>developmental stages and tasks;</i> McAdams Chapter 10, <i>life scripts and life stories and The Mind of Donald Trump</i>
13	11.22; 11.29	Life Scripts, Life Stories and The Mind of Donald Trump	McAdams Chapter 10, <i>life scripts and life stories and The Mind of Donald Trump</i>
14	12.1	Reading Period	
15	12.2 - 12.9	Final Exam	Self and Other: Social cognitive aspects; Developmental Stages and Tasks; Life Scripts and Life Stories and The Mind of Donald Trump