



Winter term, 2007

Psychology 356

Personality Theory

**Taught by: Doug Crowne
Michael Coons
Martin Day**

Course Introduction

Note on avoidance of academic offences: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 (Student Academic Discipline) which is supplied in the Distance Education Calendar. If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor, the Undergraduate Associate Dean, and the Ombudsperson.

Introduction and Overview to Personality Theory

Psychology 356 reviews the most influential personality theories from Freud's to the recent theories of our own era. We'll set the stage in the first module on science and the nature of human nature, the scientific study of personality, and the seven paradigms into which theories of personality fit. Then, there two modules on psychoanalysis, hugely influential and controversial. We now take up the vast amalgam of psychology, myth, and mysticism, Carl Gustav Jung's Analytic Psychology. Next are four modules on the revisions of classical psychoanalytic theory introduced by the neo-Freudians and ego psychoanalysts. The following module considers theories of personality traits, from the father of trait theory, Gordon Allport, to the modern Big Five. Movements originating in Europe brought phenomenology and existentialism to personality psychology. We shall cover these themes in a module on existentialism. The next module is devoted to the phenomenologists Carl Rogers and George Kelly and to positive psychology. North American learning and behaviour theories have made major contributions to the understanding of human personality. Four modules cover them. Behaviour genetics has made massive strides in establishing the heritable basis of personality, the subject of the next module. The last module gives a

perspective on personality theory.

Objectives

The major objective of Psychology 356 is to acquaint you with the dominant ideas in the psychology of personality. As you come to understand them, you will begin to be able to think like a personality psychologist and to appreciate, more than you have before, both the richness and complexity of human behaviour and our growing ability to understand why we behave as we do.

Course Professor's Biography



I was educated in the United States at Antioch College (B.A., 1951), the University of Rochester (Ed.M., 1956), and Purdue University (Ph.D., 1959). I taught at Ohio State University, Northwestern University, and the University of Connecticut before coming to the University of Waterloo in 1971, where I am now Distinguished Professor Emeritus.

My graduate education was in clinical and personality psychology, and I have long had an interest in theories of personality. I was strongly influenced by Julian Rotter, one of the theorists we shall study. We were colleagues at Ohio State University and the University of Connecticut. I have just published a book in personality theory that will be the text in the course:

Crowne, D.P. 2007. *Personality Theory*. Toronto: Oxford University Press.

For something of my work, you might like to see:

Crowne, D.P. 2003. *In Search of Psyche*. Philadelphia, PA: Xlibris.

Crowne, D.P. 1979. *The Experimental Study of Personality*. Hillsdale, NJ: Lawrence Erlbaum Associates.

See also: <http://www.psychology.uwaterloo.ca/people/faculty/dcrowne/index.html>

Biographies of the TAs

Michael Coons

I completed an honours B.A. in psychology from Brock University (2001) where my research focused on understanding the electrophysiology of attention processes. I then completed a Master's degree in clinical psychology at the University of Regina (2003) where my research interests shifted to understanding the mechanisms that underlie the development of excessive fear and anxiety associated with health and medical conditions. Currently, I am a 4th year Ph.D. student in clinical psychology at the University of Waterloo, under the supervision of Peter A. Hall, Ph.D. Presently, my research is focused on understanding the role of fear and fear-based avoidance in patients with coronary artery disease, and the extent to which fear mediates the relationship between one's intention to engage in physical rehabilitation and their participation in such programs. Clinically, my interests include the assessment and treatment of anxiety and related disorders, depression, eating disorders, substance use disorders, and personality disorders (e.g., borderline personality disorder). Here are a few publications related to my work:

Taylor, S., Asmundson, G.J.G., & Coons, M.J. (2005). Current directions in the treatment of hypochondriasis. *Journal of Cognitive Psychotherapy*, 19, 285-304.
Asmundson, G.J.G., Coons, M.J., Taylor, S., & Katz, J. (2002). PTSD and the experience of pain: Research and clinical implications of shared vulnerability and mutual maintenance models. *Canadian Journal of Psychiatry*, 47(10), 19-26.

Martin Day

I received my Bachelor of Science in Psychology at Dalhousie University, in my hometown of Halifax. After graduating, I travelled abroad and ended up spending two years teaching ESL, mostly in Kyoto, Japan. Upon my return to Canada I entered graduate studies at UW and I am currently in my second year, pursuing my PhD in social psychology.

Most of my research stems from two main domains. I am presently working with Dr. Mike Ross on studies examining apologies within different relationships and in various contexts, as well personality differences in people's likelihood to apologize. Also, with Dr. Aaron Kay I am investigating how people rationalize and justify their situation, such as being in a romantic relationship or the way society is operating.

Office, Telephone, E-mail, Office Hours

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Organization of the Course

Text: Crowne, D.P. 2007. *Personality Theory*. Toronto: Oxford University Press. ISBN: 13:978-0-19-542218-4.

Modules and Readings

A point of view for personality theory

Module 1: The scientific study of personality

Reading: Crowne, Ch. 1

The beginnings of personality theory

Module 2 How personality theory began

Reading: Crowne, Ch. 2

Psychoanalysis

Module 3: Psychoanalytic theory, its implications, and research

Reading: Crowne, Ch. 3

Analytic psychology: Carl Jung

Module 4 Analytic psychology but not psychoanalysis

Reading: Crowne, Ch. 4

The neo-Freudians

Module 5: Alfred Adler

Reading: Crowne, Ch. 5

Module 6: Harry Stack Sullivan and Karen Horney

Reading: Crowne, Ch. 6

Module 7: Erich Fromm

Reading: Crowne, Ch. 7

Module 8: Ego psychology in psychoanalysis

Reading: Crowne, Ch. 8

Trait theory

Module 9: Gordon Allport, Raymond Cattell, Hans Eysenck, and the Big Five

Reading: Crowne, Ch. 9

Existentialism

Module 10: R.D. Laing

Reading: Crowne, Ch. 10

Phenomenology

Module 11: Carl Rogers, George Kelly, and Positive Psychology

Reading: Crowne, Ch. 11

Learning theories of personality

Module 12: The S-R theory of John Dollard and Neal Miller

Reading: Crowne, Ch. 12

Module 13: The radical behaviourism of B.F. Skinner

Reading: Crowne, Ch. 13

Module 14: The social learning theory of Julian Rotter

Reading Crowne, Ch. 14

Module 15: The social cognitive learning theories of Albert Bandura and Walter Mischel

Reading Crowne, Ch. 15

Genes, behaviour, and personality

Module 16 Behaviour genetics and the basis of personality

Reading: Crowne, Ch. 16

Personality theory in perspective

Module 17: The current status of personality theory and some perspectives

Reading: Crowne, Ch. 17

Time Schedule

MODULE	TOPIC	DATES
1	The scientific study of personality	Jan. 4
2	The beginnings of personality theory	Jan. 9
3	Psychoanalysis: theory, implications, research	Jan. 11, 16
4	Analytic psychology	Jan. 18
5	The neo-Freudians: Alfred Adler	Jan. 23
6	The neo-Freudians: Harry Stack Sullivan and Karen Horney	Jan. 25, 30
7	The neo-Freudians: Erich Fromm	Feb. 1
8	The ego psychologists	Feb. 6, 8
9	Trait theory	Feb. 13, 15
	Reading Week	Feb. 19-23
	Midterm Exam	Feb. 27
10	Existentialism	March 1
11	Phenomenology: Carl R. Rogers, George A. Kelly, and positive psychology	March 6, 8
12, 13	Learning theories: S-R theory and Skinner's radical behaviourism	March 13, 15
14, 15	Learning theories: The social cognitive theories of Albert Bandura and Walter	March 20, 22

	Mischel	
16	Genes, behaviour, and personality	March 27, 29
17	The current status of personality theory and some perspectives	April 3

Assignments

3 essays, 7-10 typewritten pages in length, due on the following dates:

Essay 1, due **Tuesday, January 30**
 Essay 2, due **Tuesday, February 27**
 Essay 3, due **Tuesday, April 3**

The 3 essays are worth **50%** of your grade.

The essays are to be based on the set of questions following. Each essay should be a critical examination of **one** question. There are **25** questions in all, out of which you need to choose the **3** for your essays. I strongly suggest that you choose a question from the first third of the course for your first essay, one from the middle third for the second, and a question from the last third for your final essay.

In each of your essays, consider the important issues and present your own conclusions. You may draw on the text, the lectures, and other readings. Please note that consulting sources outside the required readings and the lectures is optional. You are encouraged to do that, but there is no penalty if you do not. The purpose of the essays is to help you to think through some of the major questions in the study of personality. Please develop and present your own ideas, based on the material you have drawn upon, **in your own words**. Copying or close paraphrases from the text, lectures, or other sources will not help you to understand the issues, and they constitute plagiarism (see above).

Each essay will be marked using an **Assignment Review Sheet** and will include comments from the marker.

Essay Questions

Question 1: What do **you** think is the most fruitful definition of personality? What are the major issues in the study of personality as you see them?

Question 2: Contrast the clinical and experimental methods. What does each have to offer? What are the limitations of each? Hint: Why do many clinicians insist that only through the clinical method can we truly understand personality, while some experimental personality psychologists spurn the clinical study of persons, insisting that only the experiment can disclose reliably observable features of personality?

- Question 3:** How did the clinical origin of personality theory shape its development in both content and method? How would contemporary personality theories be different if they had developed out of experimental psychology?
- Question 4:** Suppose behaviour genetics had been well developed in Freud's time, and suppose Freud knew about it. How would that have affected the development of personality theory? Consider how personality theories might have developed on the basis of the heritability of personality traits. Does this question apply to what contemporary personality theories might have to do to adapt to behaviour genetics research?
- Question 5:** Imagine that you are a behaviour geneticist interested in the heritability of personality attributes. Describe how you would go about studying the genetic basis of personality. What would your basic procedure be? What measurement issues would you face? How much would you draw on psychological theories of personality? Which theories?
- Question 6:** What was the evidence that made Freud come to the view that a concept of unconscious processes was absolutely necessary? How adequate is that evidence? Can you see any possibilities for an alternative theory that would place more emphasis on conscious processes?
- Question 7:** Critically evaluate the theory of psychosexual stages, giving particular emphasis to Freud's theory of moral development, the theory of superego formation.
- Question 8:** Critically review the research of the psychoanalysts themselves. What research methods do they consider appropriate to investigate psychoanalytic hypotheses? What are the strengths and weaknesses of these methods? Which of their findings do you think stands up? Why?
- Question 9:** Did Freud lose his nerve when he abandoned the seduction hypothesis? If you can, read a bit of Masson's accusation that Freud threw out a hypothesis that had evidence going for it (Masson, J.M. 1984. *The Assault on Truth: Freud's Suppression of the Seduction Theory*. New York: Farrar, Straus, & Giroux.). Compare with Peter Gay's conclusion that Freud was right to abandon a wrong hypothesis (Gay, P. 1988. *Freud: A Life for Our Time*. New York: Norton.). What do you think of the evidence? Does Freud's old hypothesis bear on the contemporary problem of child sexual abuse? What do you think about repression and the problem of false memories? What is your conclusion?

- Question 10:** Which of the neo-Freudian theorists provides the fullest and most general understanding of adult personality – not just disordered personality, but the full range of adult behaviour?
- Question 11:** How does Erikson's view of life cycle development help us to understand adult behaviour? Does it improve on theories that regard personality development as essentially completed sometime in childhood? How? What aspects of adult life does Erikson help us to better understand?
- Question 12:** Which of the neo-Freudian and ego psychology theorists has the most complete approach to the processes of childrearing? Which of these theories has the most clear and explicit implications for parent-child relations, childrearing practices, and the growth and development of the child? Explain. Which theorist in this group most clearly and adequately accounts for the kinds of problems met in the education of children, in the classroom, and other educational institutions? Same or different theorists?
- Question 13:** Jung's Analytic Psychology introduces ideas to personality theory that no other personality theorist includes. Critically evaluate Analytic Psychology, noting its strengths and areas in which it is deficient or, frankly, out to lunch. In your answer, deal specifically with Jungian concepts, showing that you understand them.
- Question 14:** Let's suppose that you take the Myers-Briggs Type Indicator test. The results characterize you exactly as you thought of yourself. What questions about assessment with this test might the close correspondence of its categorization of you and your own self appraisal raise? Suppose the test's categorization of you did not agree at all with your own view of yourself? What questions about the test would this raise? Show that you understand the basic issues in personality assessment.
- Question 15:** Compare the analyses of disturbed behaviour of Dollard and Miller, Rotter, Skinner, and Bandura. How do each of these theorists approach the psychological treatment of behaviour disorders?
- Question 16:** Among the learning and behaviour theorists, which one deals most effectively with the processes of childrearing (a science of personality development) and the processes of learning in the classroom?
- Question 17:** How do each of the learning and behaviour theorists account for neurotic defences and defence mechanisms? Compare these theories in the way each accounts for responses to fear and conflict. How do they treat fear and conflict motivated behaviour?

- Question 18:** What kinds of social behaviour does the expectancy concept of internal versus external control of reinforcement enable us to understand? To what kinds of problems should research on the concept turn next? Why?
- Question 19:** Critically evaluate the modeling hypothesis and its implications. What do you think of Bandura's claim that observational learning is a key to understanding personality development? What about the comparison of the observational learning and catharsis hypotheses?
- Question 20:** Take either a hypothetical person or a child or someone of whom you have knowledge and present a Rogerian "analysis" of him or her.
- Question 21:** Give a good, thorough critical analysis of George Kelly's Personal Construct Theory. What is your judgment? Show that you understand the concepts of the theory. Do you believe that one can change his or her personality by changing his or her construct system? Why or why not?
- Question 22:** What does existentialism have to contribute to personality theory? Have the existentialists given us anything of value? What about their rejection of determinism and scientific ideas of causation? Can theories that have such a dark view of humankind's prospects really be good for people?
- Question 23:** Does existentialism contribute to the understanding of schizophrenia? If so, what does it offer? If not, in what ways does it fail to reveal the nature of schizophrenia? What existential concepts might apply to schizophrenia, and how might the disorder of schizophrenia inform us about being and existence?
- Question 24:** Trait theories have been around for a long time. They offer a very systematic view of personality, strong grounding in research, biological processes, and they are highly compatible with the heritability of personality attributes. Critically evaluate the trait theories, noting their strengths and weaknesses. Is their view of a few fundamental dimensions of personality correct in your judgment? Why or why not?
- Question 25:** Do you think the demise of the "Age of Theory" has been a good thing? How do you evaluate the developments it has brought in research and in clinical practice? Are miniature theories a good substitute for inclusive personality theories? What can they offer that major personality theories can't? What drawbacks do you see to miniature theories?

Assignment Review

Teaching Assistant: _____

Student's Name: _____

Assignment No.: _____ Assignment Grade: _____

RATING SCALE

Excellent



Needs Improvement

Approach to Question

1 2 3 4

Essay relevant
Examined in depth
Data are accurate
Logical argument
Thought is original

Essay not relevant
Superficial
Data are questionable
Clarity/syntax weak
Little originality

Style/Presentation

1 2 3 4

Fluent writing
Syntax/spelling OK
Data well presented
Logical presentation

Writing awkward
Poor syntax/spelling
Weak presentation
Weak development

Source Material

1 2 3 4

Good use of sources
Sources integrated
Carefully referenced

Weak sources
Poor integration
Badly referenced

Please see other side for comments.

Marking

Assignments and the final examination are marked according to the numerical grading system of the Faculty of Arts. For further details, including such non-graded standings as FTC, please consult the university calendar.

Exams

Midterm

The midterm exam (**Tuesday, February 27**) is a 1-hour **multiple choice** exam. It will count **20%** of your grade

Final

There is a final examination at the end of the course. It is a 2 ½ hour **multiple choice** examination and will cover the **entire course**. This examination will count **30%** of your grade. If you keep up with the lectures and readings and give yourself time for final review, the exam won't present any problem.

Module Outlines

Before each class, I will post a slimmed-down version of the Powerpoint slides that accompany each module. They eliminate the space-heavy and download-extending pictures of the class versions. These are "Powerpoint-Lite" outlines and will be available before each class.