



**PY426 – Personality Theory
Fanuchanan/ Rainy Season (Fall Semester) 2024**

Instructor: Dr. Rita Sharma
Office: HSS 220C
Phone: (671) 735-2880

Class Time: T/Th 2:00pm -3:20pm
Class Location: HSS 203
E-mail: sharmar@triton.uog.edu
(Please write PY426 in Subject of Email)

Office Hours: MW 2:00 to 3:00 pm;
TTh 12:00 to 2:00 pm

Course Description:

This course is designed to help you gain a broad understanding of the most accepted theories of how personality develops and enrich your knowledge about personality theories in a variety of contexts. This course does not cover psychopathology and personality disorders specifically, but rather explores the contexts in which personality is believed to be shaped according to famous psychologists. The course will provide an intensive and comparative overview of the theories of personality from Freudian, Neo-Freudian, Trait, Cognitive, Socio-behavioral, Existential and Humanistic perspectives. We will also address issues of race, gender, history, or culture, and other socio-environmental aspects that influence personality. Major theorists' concepts and principles, assessment and techniques are examined within a cross cultural and ethnically diverse context. The course will encourage students to think critically not just about how our personalities are defined and shaped, but the factors that contributed to the development of these theories as well.

- *Prerequisite:* PY101, General Psychology
- *General Remarks from the Instructor:* Please approach me at any time during the course if you are having any difficulty in meeting the goals of this course so that we can work together to ensure your success.

REQUIRED TEXTS:

Schultz, D. P. & Schultz, S. (2019). *Theories of Personality. (11th Edition)*. Cengage: Boston.
Additional readings may be assigned at the instructor's discretion.

Evaluation Methods

Your final grade will be based on your online class participation (i.e. discussions, debates, group exercises), response papers to films and videos, two presentations, a midterm and a final exam. The multiple activities allows you to develop a variety of skills to showcase your learning. It will be calculated as follows:

- 10% - Class Participation and Attendance
- 20% - Film Response paper
- 10% - Group Project - Theory Presentation
- 20% - Mid Term Exam
- 10% - Final Presentation – Personality of a Character
- 10% - Final Paper – Personality of a Character
- 20% - Final Exam

Grades - Numerical scores will be converted to letter grades based on the following percentages:

- A+ 98-100%
- A 93-97%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 70-76%
- D 60-69%
- F <60%

UW – Unofficial Withdraw (not recommended as it affects financial aid)

W – Withdraw (this is an official withdraw but student must submit to registrar prior to deadline; this does not affect your GPA).

Student Learning Objectives (SLO's)

COURSE-SPECIFIC STUDENT LEARNING OBJECTIVES (SLOs):

Upon completion of the course, students will have demonstrated:

- 1) Knowledge of the history of major and emerging theories of personality
- 2) Understanding the practicality and cross-cultural fairness of personality assessments
- 3) Ability to apply major theories of personality to case vignettes
- 4) Strengthen critical thinking skills
- 5) Ability to apply theories of personality to individuals from diverse cultures including indigenous, regional Pacific Island populations and other cultural groups represented in our communities.

PSYCHOLOGY PROGRAM SLOs:

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Graduating students will demonstrate that they have:

- 1) Developed a broad and deep knowledge base in Psychology.
- 2) Acquired and can appropriately apply knowledge of psychological research skills.
- 3) Acquired and can appropriately apply critical thinking skills in Psychology.
- 4) Developed competence in making appropriate applications of Psychology.
- 5) Acquired and can appropriately apply the values of Psychology.
- 6) Developed competence in information and technology literacy.
- 7) Developed competence in communication skills.
- 8) Acquired and can appropriately apply sociocultural and international awareness.
- 9) Acquired effective personal development skills.
- 10) Acquired knowledge and competence in career planning and development.

UNIVERSITY OF GUAM SLOs:

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of *any* degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

Course Policies:

1. **Response Papers:** Throughout the semester, I will assign 2-3 response papers (approximately 2 pages typed, double spaced, with a cover page). These papers will be based on the exercises in the textbook as well as films and other class activities.
2. **Incompletes:** An incomplete grade is only given for extreme illness or unusual circumstances. Students are encouraged to speak with the instructor and provide appropriate documentation (when applicable) as soon as possible if he or she would like to request an incomplete. Requests for an incomplete will be reviewed by the instructor, who may discuss the request with an appropriate department administrator before approval.
3. **Final Grades:** It is the student's responsibility to discuss any grade-related concerns with the instructor; do not wait until the last minute. Final letter grades will be determined by rounding the student's percentage to the nearest whole number. Please approach me if you are having difficulties by emailing me. I can work with you to ensure ways to maximize your success!
4. **Academic Integrity:** Please ensure that you do not plagiarize from online or copy others' work. If you need more time for an assignment, I prefer you contact me soon as possible. If you use online resources, simply include citations and references using APA format and is most acceptable.

5. **Use of the Library and Information Literacy Resources:** This course promotes information literacy and encourages students to complete course assignments using resources available from the university libraries as needed.

University of Guam Policies

ADA Accommodation Services

For individuals covered under the ADA (Americans with Disabilities Act), if you are a **student** with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

EEO/ADA & Title IX Office

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation.

COVID Statement

The University of Guam is experiencing continued disruption to delivery of instruction during the global coronavirus pandemic. The University will follow executive orders and may be forced to close again, causing more modifications as the semester progresses. All changes will be posted on the UOG website, www.uog.edu. Other support resources are listed below:

- Contact Office of Information Technology at 735-2630 or oit@triton.uog.edu
- Contact the Triton Advising Center at 735 – 2271 or tac@triton.uog.edu
- Contact Uplift Counseling Services at 787-7978 or uplift@westcare.com
- Contact Project Tulaika Mental Health Services at 647-5317; 647-1901; 647-5440; 647-8833/34 or care@gbhwc.guam.gov; GBHWC crisis hotline 988

Tobacco-Free/Smoke-Free Policy

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

No Recording Policy

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

Plagiarism Policy

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). This includes any use of Chatbot or other similar programs. Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course the penalties for plagiarism may include: (1) no credit for the assignment, or (2) failure in the course.

COURSE SCHEDULE:

<i>Date</i>	<i>Day</i>	<i>Weekly Topic and Chapter Reading</i>	
8/15	Thurs	Course Overview and Review of Syllabus	
8/20	Tues	What is Personality? Personality Assessment: Subjective Tests, Rorschach, House Tree Person, Draw a Person, Thematic Apperception Test	Ch. 1
8/22	Thurs	Moodle - Assessment Meyer Briggs	Ch. 1
8/27	Tues	Personality Assessment: Objective Tests Validity, Reliability, Advantages, MMPI-2	Ch. 1
8/29	Thurs	Sigmund Freud Psychoanalysis: Id, Ego, and Superego; the Unconsciousness; Defense Mechanisms	Ch. 2
9/3	Tues	Sigmund Freud and Psychoanalysis (continued)	Ch. 2
9/5	Thurs	Carl Jung’s theory	Ch. 3
9/10	Tues	Adler’s Individual Psychology	Ch. 4
9/12	Thurs	Dsm 5 Personality Disorders - Cluster B Disorders	
9/17	Tues	DSM 5 Personality Disorders – Cluster B Disorders (continued)	
9/19	Thurs	<i>Film</i>	
9/24	Tues	<i>Film continued</i>	
9/26	Thurs	Karen Horney’s Neurotic Needs	Ch. 5
10/1	Tues	Humanistic Approach: Maslow’s hierarchy of needs	Ch. 9
10/3	Thurs	Humanistic Approach: Carl Roger’s Self Actualizing Theory <i>Film Paper Due</i>	Ch. 11
10/7-10/12		<i>Fanuchānan Break! No classes!</i>	
10/15	Tues	Issues of Race, Ethnicity, Gender, Culture and Other Diversity	
10/17	Thurs	<i>Exam 1 (via Moodle)</i>	
10/22	Tues	Existential Perspectives (not in textbook)	
10/24	Thurs	Facets of Personality	Ch. 14
10/28	Tues	Life Span Approach – Erik Erickson’s Identity	Ch. 6

10/31	Thurs	Gordon Allport's Genetic Approach: Motivation and Personality	Ch. 7
11/5	Tues	Raymond Cattell, Five Factor Theory and the Dark Triad	Ch. 8
11/7	Thurs	George Kelly's Personal Construct Theory	Ch. 11
11/12	Tues	Personalities in Perspective	Ch. 15
11/14	Thurs	<i>I Pinangon Suicide Prevention "community helper" training</i>	
11/19	Tues	Character Paper Presentations	
11/21	Thurs	Character Paper Presentations	
11/26	Tues	Character Paper Presentations	
11/28	Thurs	Character Paper Presentations	
12/3	Tues	Careers in Psychology; Course Wrap-up	
12/5	Thurs	Study Day	
12/10	Tues	*Final Exam*	

CHARACTER REVIEW PAPER & PRESENTATION GRADING RUBRIC

Criteria	Notes	Points (%)	
<p><i>1. Introduction:</i> Briefly introduce the character being discussed. Include enough background information about the individual to contextualize and understand subsequent analysis. (1/2 - 1 pg)</p>			/ 10
<p><i>2. Theoretical Application:</i> Apply a theoretical approach covered in this course to help explain the individual’s personality. This may include using theoretical principles to explain the individual’s decision making, patterns of thought, emotion, or behavior, and/or acquisition of values, attitudes, or beliefs. (2 – 3 pgs.)</p>			/ 25
<p><i>3. Review of Relevant Literature:</i> Summarize current research or scientific findings relevant to your chosen theory and case application from empirical (peer-reviewed) journal articles. Utilize the literature to describe the theory as it relates to the character (2 – 3 pgs.)</p>			/ 20
<p><i>4. Critical Analysis:</i> Discuss how well the selected theory describes or captures the individual’s personality. Include areas where the theory falls short and/or how the research findings reviewed either supports, contradicts, or leads to new questions about the theoretical principles applied. Where applicable, discuss relevant cultural issues, your agreement or disagreement with the literature, suggestions for investigating this topic, and overall implications for the field of personality Demonstrate a thoughtful and in depth understanding of the theory as it applies to your character. (2 – 3 pgs.)</p>			/ 25
<p><i>5. Overall writing style:</i> Write this paper using the guidelines set forth by the APA citation manual, 6th edition. This includes a properly formatted title page and references section. Such guidelines require concise expression of thought using a scientific writing style.</p>			/ 20
<p><i>General Comments:</i></p>			/ 100