

# Psychology 2B3: Theories of Personality

Course Outline, September - December 2009

## Course Hours and Instructor Contact Information:

TBA  
Classroom: MDCL-1305

Web site: <http://intropsych.mcmaster.ca/psych2b3>

Instructor: **Dick Day**  
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Office hours: As posted on the website

## Course Objectives

This course discusses theories of personality from Freud to the present. At the end of the course, you will be familiar with the common theoretical approaches to personality (type, trait, psychodynamic, humanistic, cognitive, learning, evolutionary), and will understand the concepts involved in one or more specific theories from most of these approaches and will appreciate the strengths and weaknesses of each.

In addition to the specifics of several theories, I hope that you will have a clearer understanding of the nature and purpose of theories in science, and an appreciation for the interesting relationship between theory and 'reality'.

## Course Materials:

**Required Text:** Funder, David C. *The Personality Puzzle, 4<sup>th</sup> Edition*. W.W. Norton.

**Recommended Text:** Day, R.B. *Psych 2B3 Handbook*. Pearson Custom Publishing..

## Course Outline:

The table below shows the topics we will be covering, and the (approximate) dates when each topic will be discussed.

Week:	Topic	Funder Readings
Sept. 7 Sept. 14	Introduction to Personality	Chapts. 1, 2, 3 (pp.53-66)
Sept. 14 Sept. 21 Sept. 28	The Psychodynamic Approach: Freud and Psychoanalysis	Chapts. 10,11,12 (pp. 373-379, 381-400)
Sept. 28 Oct. 5	The Psychodynamic Approach II: Carl Jung's Analytic Psychology	Chapt. 12, (pp. 379-380)
* Oct. 12 Oct. 19 Oct. 26	The Humanists: Abraham Maslow and Carl Rogers	Chapt. 13
Nov. 2	The Cognitive/Behavioral Approach: Bandura and Mischel	Chapt. 15 (pp. 495-515); 16 (pp. 531-545); 17 (pp. 558-588)
Nov. 9 Nov. 16	The Trait Approach: Eysenck and Multi-Factor Theories	Chapt. 4; 7 (pp. 171-209)
* Nov. 23 Nov. 30	Biological Bases of Personality	Chapter; 9 (pp. 266-282); Chapt. 19
Dec. ??	Final Examination	

Classes end Friday, December 4<sup>th</sup>

### **Course Evaluation:**

There will be two non-cumulative in-class tests, worth 30% each, and a final exam worth 40%. Each in-class test will consist of approximately 40 multiple-choice questions. You will have the first 60 minutes of the class period to complete each test.

The final exam will consist of 80 multiple-choice questions. The final exam will cover all the material in the course. You will have two hours for this test, which will take place during the December examination period. The **FINAL dates** for the in-class tests are as follows (and are marked on the course outline with an asterisk next to the week in which they will take place):

**In-class Test #1:** Friday, October 10<sup>th</sup>

**In-class Test #2:** Thursday, November 13<sup>th</sup>

### **IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT YOU GET THIS INFORMATION.**

**Missed Work:** If you miss one of the in-class tests for documented medical or compassionate reasons, you should complete a Missed Work form in the office of the Associate Dean (Studies) of your Faculty. Once your Associate Dean has accepted your reason for absence, the remaining in-class test and the final exam will be reweighted (40%, 60%, respectively) to cover the missed in-class test.

**Final Grade Calculation and Adjustment:** The final mark in Psychology 2B3 will be computed by applying the following formula to the percentage scores on Test1, Test2, and Final Exam:

$$(\text{Test1}\% \times .30) - (\text{Test2}\% \times .30) - (\text{Exam}\% \times .40) = \text{Final Course Mark}$$

Apart from excused absences from an in-class test, every student will be assessed using the weighting formula shown above - with one exception:

In assigning final letter grades for the course I look at the pattern of performance over the two in-class tests and the final exam. If the overall average, as calculated by the formula above, is on the borderline of the next higher letter grade (e.g. 49%, 66%, or 84%) and if the marks on both the final exam and one in-class test are at the next higher level (e.g., D-, C+, A), then I will assign the next higher letter grade.

Apart from this one final adjustment, final course grades in Psych 2B03 are not raised unless they have been calculated incorrectly.

**The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.**

**Academic Integrity and Academic Dishonesty:** Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at

[http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm)

The following illustrates only three forms of academic dishonesty:

1. **Copying or using unauthorized aids on tests and examinations.**
2. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
3. Improper collaboration in group work.