

NEW YORK CITY COLLEGE OF TECHNOLOGY
The City University of New York School of Arts & Sciences
Department of Social Science Course Outline

Course code: PSY 2402

Course title: Psychology of Personality

Class hours/credits: 3 class hours, 3 credits

Prerequisite: PSY 1101

Pathways: Individual and Society

Catalog Description: Methodology and research practices used to measure personality, reviews of the major theories which attempt to explain the development of personality including Freudian and Neo-Freudian theories of personality, Trait Theories, and Humanistic Theories. Also covered are the biological influences and behavioral aspects of personality.

COURSE DESCRIPTION:

This course is designed to introduce you to the world of Personality Psychology. The term "Personality" comes from the Latin "Persona", or mask, and can be defined as *an individual's distinct and relatively enduring pattern of thoughts, feelings, motives and behaviors*. This class will present a combination of both psychological theory and research designed to answer the questions "Who am I?", and "Who are you?" through the use of narrative analysis and understanding and appreciating an individual's unique life story. Classes will consist of lecture, in-class activities, and between-class activities as well as answering any student questions that arise in relation to Personality Psychology.

Capstone Course Statement:

This course fulfills the LAA/LAS Associate Capstone requirement, though it can also be taken for other requirements and electives. The City Tech LAA/LAS Associate Capstone is designed for students entering their second year in the program. LAA/LAS Associate Capstone courses are meant to prepare students to continue their studies in a bachelor's degree, third-year, or junior, level. In addition, Associate Capstone courses are meant to help students develop an awareness of the importance of knowledge, values and skills developed in general education courses; and to integrate this knowledge, these values and these skills into their advanced academic study and professional careers. Please ask the instructor if you have any questions about what the LAA/LAS Associate Capstone requirement entails.

RECOMMENDED TEXTS*:

McAdams, D. (2009). *The Person: An Introduction to the Science of Personality Psychology, Fifth Edition*. Hoboken, NJ: John Wiley & Sons. (Main Text; includes online-based instructor's resources).

Association for Psychological Science (APS), Morf, C., & Ayduk, O. (2007). *Current Directions in Personality Psychology*. Englewood Cliffs, NJ: Prentice Hall. (Supplementary Text).

Mayer, J. D. (2007). *Readings in Personality Psychology*. Boston, MA: Allyn & Bacon (Supplementary Text).

American Psychological Association (APA). (2009). *Publication Manual (Sixth Edition)*. Washington, D.C.: APA. (Supplementary Text).

* *The textbook used in a particular section will be chosen by the instructor.*

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

| LEARNING OUTCOMES | ASSESSMENTS* |
|--|--|
| Develop an understanding of the major theories of personality, their strengths and weaknesses, and the relationships between them. | Weekly out-of-class writing assignments, Midterm and final exam questions (MC, TF, matching, short answers, definitions, essays) Midterm and final exam questions (MC, TF, matching, short answers, definitions, essays) |
| Be aware of the social, historical, and biographical factors that have influenced the development of personality theories. | Weekly out-of-class writing assignments, performance on in-class discussions and debates. |
| Apply theories as tools for describing and explaining personality functions in individual cases. | Midterm and final exam questions (MC, TF, matching, short answers, definitions, essays) Midterm and final exam questions (MC, TF, matching, short answers, definitions, essays) In-class active learning activity, review and discussion of personality based research articles. |

* *may vary slightly per instructor to suit their own needs*

PATHWAYS INDIVIDUAL AND SOCIETY LEARNING GOALS

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| 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
| 2. Examine how an individual's place in society affects experiences, values, or choices. |
| 3. Articulate ethical uses of data and other information resources to respond to problems and questions. |

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

| LEARNING OUTCOMES | ASSESSMENTS* |
|--|--|
| KNOWLEDGE: Develop an understanding of personality psychology concepts, topics and theories and be able to apply these ideas to both real world and personal problems. | Weekly out-of-class writing assignments, Midterm and final exam questions (MC, TF, matching, short answers, definitions, essays). |
| SKILLS: Apply the scientific method, and accepted psychological research methodology (both quantitative and qualitative), to critically question, analyze and discuss personality psychology problems and issues. | In-class active learning activities, review and discussion of personality psychology based research articles. Completion of a personality psychology based research paper. |

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| INTEGRATION: Apply the tools of the scientific method, and accepted psychological research methodology, to the understanding of other disciplines. | Performance on in-class discussions and debates, weekly out-of-class writing assignments. |
| VALUES, ETHICS, AND RELATIONSHIPS: Develop an understanding of, and ability to apply, diverse perspectives to the understanding of personality psychology issues; work creatively with others in group problem solving; develop a respect for diverse viewpoints; apply the skills and concepts covered in this course to the analysis of related issues and ideas across other disciplines both within, and outside of, the field of psychology. | In-class active learning activities, weekly out-of-class writing assignments, midterm and final exam questions (MC, TF, matching, short answers, definitions, essays). |

**may vary slightly per instructor to suit their own needs*

ASSIGNMENTS AND COURSE REQUIREMENTS*:

A student's grade for this class will be broken down as follows:

- Class Participation (100 points): 20%
- Weekly Short Writing Assignments (100 points): 20%
- Biographical Narrative Analysis (100 points): 20%
- Mid-term Examination (100 points): 20%
- Final Examination (100 points): 20%

METHOD OF GRADING*:

Class participation, weekly writing assignments, biographical narrative analysis, the midterm examination and the final examination are worth 100 points each and all add up to 500 total points. The number of points you earned will be divided by the total number of points you could have earned (500), thus computing the percentage that will determine your final grade as follows (grade breakdown based on City Tech guidelines published in the Student Handbook and the College Catalog):

| GRADE | NUMERICAL RANGES |
|--------------|-------------------------|
| A | 93-100 |
| A- | 90-92.9 |
| B+ | 87-89.9 |
| B | 83-86.9 |
| B- | 80-82.9 |
| C+ | 77-79.9 |
| C | 70-76.9 |
| D | 60-69.9 |
| F | 59.9 and below |

ATTENDANCE POLICY

It is the conviction of the Department of Social Science that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Instructors may include a reasonable “Participation” grade into their final grade calculations for this course.

ACADEMIC INTEGRITY POLICY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

STUDENT ACCESSIBILITY

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the [Student Accessibility Center](#).

COMMITMENT TO STUDENT DIVERSITY

The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

SEQUENCE OF TOPICS AND APPROXIMATE TIME ALLOCATIONS:

The following sample is for a class that meets once per week, 2.5 hours per class, 15 class sessions per semester. Sequence of topics and time allocations should be adjusted accordingly for classes that meet two to three times per week.

| TOPIC | TIME ALLOCATION |
|--|------------------------|
| Introductions and Housekeeping. | Class #1 |
| What is Personality Psychology? | Class #2 |
| Theories of Personality Psychology-From Type Theory through Interactionism Research Methods in Personality | Class #3 |
| Use of Narrative Analysis in Life Stories Evolution and Human Nature | Class #4 |
| Behavioral, Situational & Cultural Influences Personality Traits | Class #5 |
| Gordon Allport & Raymond Cattell Measurement of Personality Traits- Assessment, Reliability and Validity | Class #6 |
| The "Big Five" Personality Traits- Hans Eysenck, McCrae & Costa | Class #7 |
| Midterm Examination-Material from Class #1 through Class #7 | Class #8 |
| Psychoanalytic Theories of Personality-Sigmund & Anna Freud | Class #9 |
| Psychoanalytic Theories of Personality- Erik Erikson & Jane Loevinger | Class #10 |
| The Neo-Freudians- Carl Jung & Alfred Adler | Class #11 |
| Humanistic Theories of Personality- Abraham Maslow & Carl Rogers Projective Hypothesis, TAT and PSE- | Class #12 |
| Henry Murray & David McClelland Self and Other-Social Cognitive Aspects of Personality Final | Class #13 |
| Henry Murray & David McClelland Self and Other-Social Cognitive Aspects of Personality Final | Class #14 |
| Examination-Covering Material from Class #9 through Class #14 | Class #15 |

Revised by Peter Parides in Fall 2020

Revised by Maria Pagano in Spring 2022