

College of Languages, Literature and Social Sciences, Department of Psychology
PSY 6200-001/7200-001: Systems of Personality
Syllabus for Fall Semester 2012*

"The purpose of psychology is to give us a completely different idea of the things we know best."
~ Paul Valery

UT Mission Statement

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered

contexts. This course does not deal in depth with assessment and therapeutic techniques that stem from the systems covered (PSY 6230 -- Personality Assessment does this).

Course Objectives:

By the end of this course, students will be better able to:

1. describe the basic tenets and principles of major personality systems
2. appreciate the principal proponents associated with major personality systems
3. elaborate on the concepts and language used by different personality theorists to describe the

structure, dynamics, and development of personality

in mind that it will be obvious to me and your course notes when you have not done the readings for class

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[REDACTED]

[REDACTED]

[REDACTED]

them at the theoretical level as well.

If you have many ideas, choose some of your good ones. YOU DO NOT HAVE TO FOCUS EQUALLY ON ALL THE READINGS OF THE PARTICULAR WEEK. You need to read them all to

know what the issues are (you do not want to make a point that appears in the article you didn't read!). Establish the issues you are addressing, make your points, support them, and explain why they matter. This way, you'll have enough to write in two pages.

When in doubt, go back to those questions I posed in the previous section on class participation. If you are thinking of these questions each time you do the readings, it shouldn't be too difficult for you to come up with what to write.

Other issues regarding reflection papers:

Do not exceed two typed pages. Part of learning how to write is learning to write succinctly. I expect

The best way to facilitate a class discussion is to know in advance the topics you want to cover. the

or hypotheses and a review of relevant theory and research, and a method section, containing the description of how you plan to test your hypotheses. An example for such a paper is a thesis or

dissertation proposal. In other words, it is the type of paper that could result in a "do-able" research project.

Compass, 3, 292-313. [http://www.affective-](http://www.affective-compass.com)

www.affective-compass.com

Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2000). The scientific status of projective techniques.

Psychological Science in the Public Interest, 1, 27-66.

http://www.psychologicalscience.org/pdf/pspi/pspi1_2.pdf

McLeod, T. G., Ebbert, J. O., & Lymp, J. F. (2003). Survey assessment of Personal Digital Assistant use among trainees and attending physicians. *Journal of American Medical Association*, 10(6):

605-607. doi:10.1107/ama.10.6.605. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC264439/>

Week 7: October 2 – NO CLASS (Fall Break)

Ψ Week 8: October 9 -- Personality and Traits (Chapter 9) -- E.g., Gordon Allport, Ramond Cattell, Hans Eysenck ...

McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality*, 63, 365-395.
<http://www.sesp.northwestern.edu/docs/publications/557464623490a3fc35faeb.pdf>

Optional

Allport, G. W. (1966). Traits revisited. *American Psychologist*, 21, 1-10.

Psychologist, 42, 780-786.

11-11-11 11:11:11 11-11-11 11:11:11 11-11-11 11:11:11 11-11-11 11:11:11 11-11-11 11:11:11

Optional

Dr. D.M. (1999) Toward a biologically informed psychology of personality. *Journal of Personality*, 59

1-16.

<http://homepage.psy.utexas.edu/homepage/group/busslab/pdffiles/biology%20of%20personality%201990>.

pdf

Buss, D. M., Larsen, R. J., Westen, D., & Semmelroth, J. (1992). Sex differences in Jealousy: Evolution.

<http://onlinelibrary.wiley.com/doi/10.1111/1467-6494.696169/pdf>

Week 16: December 4 – NO CLASS; Special Project Paper (HARDCOPY) due by 5pm on Tuesday, December 4 in my office (UH 1063); slide under my office door if you do not meet me.

Student Discussion Facilitator Feedback Form

Discussion Facilitator: _____ Date: _____

Topic: _____

1 = Strongly Disagree 7 = Strongly Agree

1. The discussion facilitator seemed organized and prepared. 1 2 3 4 5 6 7

2. The discussion facilitator was knowledgeable. 1 2 3 4 5 6 7

3. The questions challenged my thinking. 1 2 3 4 5 6 7

4. The discussion facilitator made me think critically about the topic. 1 2 3 4 5 6 7

5. The discussion facilitator was a good listener. 1 2 3 4 5 6 7