



**CLPS0701**  
**Personality Theories**  
**Spring Semester, 2012/2013**

**Professor:** Brian Hayden  
**Office:** CLPS – Room #351  
**Office Hours:** Friday 11am to 12:15 pm

**TA's: Suji Han**  
 Taylor Masaschi  
 Emily Yi

**Textbooks:**

1. *Personality Theory*(2<sup>nd</sup> Edition)by D. Crowne (DC)
2. *Pieces of the Personality Puzzle* by D.Funder and D.Ozer(FO)

**Requirements:**

1. Read all assignments
2. 3 Exams

**Resource:**

Academic Support Center x2419 or [www.brown.edu/student\\_services/resources\\_center/tutoring/main.ph](http://www.brown.edu/student_services/resources_center/tutoring/main.ph)

**Optional Sections**

Monday 7:00 – 8:00 p.m. and Tuesday 7:00 – 8:00 p.m.

**Lectures**

<b>Dates</b>	<b>Topic</b>	<b>Readings</b>
1/24– 31	Introduction (lecture1, 2, 3)	DC Chapters 1,2,16 FO Part 1,III pp204-245,and PartVI pp414-432
2/5 – 2/14	Freud (lecture4, 5, 6, 7)	DC Chapters3,4 and FO PartIV
2/18	<b>No Class</b>	
2/21 – 28	Post-Freudian (lecture8,9,10)	DC Chapters 5,6,7
3/5	Trait (lecture 11)	DC Chapter 9 and FO Part II
3/6	<i>Review 6 – 7 p.m.</i>	
3/7	<b>Examination #I</b>	
3/12 – 3/21	Humanistic (lecture 12,13, 14,and 15)	DC Chapter 10, 11;FO Part V
4/2 – 4/16	Learning (lecture 16, 17, And18,19, 20)	DC Chapters 12 ,13,14,15; and FO Part VII
4/17	<i>Review 6-7 p.m.</i>	
4/18	<b>Examination #II</b>	
4/23– 4/25	Conclusion (lecture 21,22)	DC Chapters 8,17

**Final Exam (Optional date 5/2 in class at 9-10:20am and one as scheduled 5/13 2pm-3:20pm)**



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*Spring Semester*

Personality, the course, attempts to provide a way to conceptualize what unites our humanity into a shared experience and at the same allows for that exhilarating sense of one's individuality. In doing so, each theory covered in this course should generate both scientifically grounded research questions so we can demonstrate the validity of the theory and provide insights into the complexities of human nature. With a solid theoretical conceptualization in place and actual research findings supporting a particular theory of personality, then psychotherapists have a viable model for considering the puzzle of personality pieces in terms of how a configuration of pieces might be altered or one specific piece modified in a way to enhance a person's level of adjustment/functioning/sense of satisfaction. Thus, theories of personality serve many fascinating purposes to students, researchers, and psychotherapists:

- Indulging self contemplation or analysis
- Figuring out why others' behave in one particular way
- Asking interesting research questions
- Discerning what psychotherapy "does"
- Answering such questions as "Who am I?", "Why do Jets football players engage in trash talk?", "Under what conditions would a shy person self disclose?", and "Can people change?"

The course you are about to take will present representative theories within the broadly organized paradigms in Personality: Psychodynamic, Trait, Humanistic, Social Learning, and Biological. With varying degree of emphasis and focus each paradigm provides a

- View of human nature
- A psychological vantage point of behavior (derived from the content of motivation, emotion, and cognition)
- An implicit research strategy
- A notion of what "change" means

My lectures at times do and do not at other times parallel the Crowne or Funder textbooks – I cover some theories of personality that they never mention. Lecture and textbooks, however, are parallel in linking a theory with, if serving its purpose, what experimental (not a case example) research findings exist which support that theory.

Not all of the theories of personality are presented in lecture or the textbook – many never led to research or much application. Those selected were a function of relative importance, impact (research and if its application in mental health persists) and sustained presence in the academic and clinical literature.

There will be 3 exams. The first two are composed of 2 parts: multiple choice questions on the two textbooks and another part asking you to apply your grasp of a theory and discussing the supporting research (not case studies) to "real life" situations. The final is quite different: no multiple choice questions, it covers the entire course, and it is a broad essay question to which you may apply theories, research, and your thoughts in developing an appropriately relevant answer.