

COURSE SYLLABUS

Texts: DiCaprio, N.S. Personality theories: A guide to human nature. (PT)
and White, K.M. and Speisman, J.C. Research approaches to personality. (RAP)

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Schedule of Topics, Readings, and Exams

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
4/3	Introduction	PT: Chapter 1
	Personality and Personality Theories	RAP: Chapters 1 & 2
4/8	Psychodynamic Theories--Freud	PT: Chapter 2
4/15	Psychodynamic Theories (cont.) Jung, Murray	PT: Chapters 3 & 4
4/19	Exam 1 over PT: Chapters 1-4, RAP: Chapters 1, 2, lectures to 4/17	
4/22	Ego-social theories--Erik Erikson	PT: Chapter 5 RAP: Chapter 3
4/29	Ego-social theories (cont.) Adler, Horney	PT: Chapters 6 & 7 RAP: Chapter 4
5/3	Exam 2 over PT: Chapters 5-7; RAP Chapters 3, 4; lectures to 5/1	
5/6	Humanistic-existential model--Allport	PT: Chapter 8 RAP: Chapter 4
5/13	Humanistic-existential model--Rogers	PT: Chapter 9 RAP: Chapter 7
5/20	Humanistic-existential model--Maslow	PT: Chapter 10
5/24	Exam 3 over PT: Chapters 8-10; RAP Chapters 5 & 7; lectures to 5/22	
5/29	Humanistic-existential model--Fromm	PT: Chapter 11 RAP: Chapter 8
6/3	Behavioral models	PT: Chapters 12, 13

Final Exam over PT: Chapters 11-13; RAP: Chapter 8, lectures of 6/7 on Tuesday, June 11, 8:00 AM. Exam will also cover previous material. Study guide will be distributed.

Exams: There will be three midterm exams and a final, as scheduled above. The exams will consist of 50 multiple choice questions. The final exam will be comprehensive.

Grading: Your final grade in this class will be determined on the basis of two midterm exams, discussion section grade, and the final exam grade. If you take all three midterms, your lowest score will be dropped in computing your final grade. Because of this policy of dropping one midterm, **NO MAKEUP EXAMS WILL BE GIVEN!!** It is in your best interest to take all three midterms, since there may be a shift in the distribution (one exam may be easier), and because you will be tested on the material on the final anyway.

In summary, your grade will be based on the following:

	<u>%</u>	<u>points</u>
2 midterm exams	25	50
	25	50
Discussion grade	25	50
Final exam	25	50

Discussion Sections: There are required discussion sections for this class. The discussion sections will be concerned mainly with the Research Approaches book, but will also help you to review for exams and answer your questions. There will be three short assignments due in the discussion sections, worth 14 points each. In addition, you will receive a point for just attending each discussion section!

Assignments -- 14 points each = 42

Attendance -- 1 point each week = 8
50

More information on assignments will be given in discussion groups.

Discussion groups will not meet the first week of the term or the week of May 27 (Memorial Day).

Extra Credit: You may earn up to 9 extra credit points in this class by participating in research experiments. You will receive 3 points each time you participate as a subject in a psychology experiment. In order to get the credit, you must obtain a signed form from the experimenter of the study you participate in and return it to your discussion leader. An additional handout gives you more information.

Note: this extra credit is entirely optional. You will not be penalized if you choose not to do it. It will only help your grade if you do decide to participate.

Discussion Section Schedule

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	4/8	Introduction, Orientation Chapters 1 and 2 of RAP
2	4/15	Assignment 1 due Review for Exam 1
3	4/21	Chapters 3 and 4 of RAP
4	4/28	Assignment 2 due Review for Exam 2
5	5/6	Chapter 5 of RAP Get started on assignment 3--questionnaires
6	5/13	Review for Exam 3 Continue devising questionnaires for assignment 3
7	5/20	Assignment 3 due Chapter 8 of RAP
8	6/3	Evaluation of Personality tests Review for Final Exam

Your grade for discussion will be based on the three assignments (14 points each, for a total possible of 42 points, and on attendance (1 point each week, for a total of 8 points.

Assignments are due at your lab section of the week that they are due. Late assignments will lose one point per day that they are late.

HOW TO GET EXTRA CREDIT BY PARTICIPATING IN PSYCHOLOGY EXPERIMENTS

This quarter in Psy 214 you will be allowed to earn extra credit by participating in psychology experiments. You can participate in 3 different experiments. For participating in each experiment, you will earn 3 points of extra credit.

To participate in these experiments you must complete three steps. Each of these three steps must be done in a specific way. If you fail to complete these steps in these specific ways, there is a severe penalty: **YOU WILL NOT BE ABLE TO RECEIVE ANY EXTRA CREDIT FOR PARTICIPATING IN ANY EXPERIMENTS.** That is, you will not be allowed to earn any additional extra credit by participating in experiments and you will be forced to forfeit any extra credit you might already have earned. So, you can see that you must follow these three steps very closely.

First, you must sign up for the experiment. Whenever an experiment is being offered it will be posted on the "Subjects for Extra-Credit Psychology Experiments" sign-up boards. These two boards are located in Straub Hall, outside of room 154. If you enter Straub Hall through its main center doors, the boards will be on your right, past the candy machine. One board is on the west wall; the other is on the east wall. Both boards are sectioned off and each section is labelled with a different day of the week (Mon, Tues, etc.). When an experiment is being offered, the experimenter will post a sign-up sheet in the appropriate section to represent what day of the week the experiment is to occur.

Each sign-up sheet contains the following information: the DATE, TIME, and PLACE when and where that experiment will occur. Each sign-up sheet also contains the experiment's code name. These code names are completely unrelated to the experiment; they are just to help you remember the experiment. Each sign-up sheet also lists who is eligible to sign up for that experiment. Most of these restrictions refer to which classes may sign up for that experiment, for example, "Students from Psy 214 or Psy 216 only." Often other restrictions are listed, for example, "Must be right-handed" or "Must have normal to corrected-normal vision." Do not sign up for any experiment that you are not eligible for. If you do, **YOU WILL BE PENALIZED.**

You sign up by simply writing in your name, social security number, phone number, and course number (Psy 214) on a blank line. If all the lines are filled, do not write in any new ones. Finally, one last very important thing: You may only do each experiment once. If you do sign up twice for the same experiment, **YOU WILL BE PENALIZED.**

The second thing that you must do is show up for the experiment. Go to the scheduled room at the scheduled time on the experiment's scheduled date. If you find out that you won't be able to participate, you must cancel. To cancel, go back to the sign-up board. There you will find strips of white tape. Place a strip of white tape over the line that you signed your name on. This is the only way that you may cancel your sign up. If you do not cancel this way -- if, for example, you simply cross out your name or even worse just don't show up -- **YOU WILL BE PENALIZED.** However, the experimenter is allowed to take down his or her sign-up sheet about five minutes before the experiment begins. So, if you're going to cancel you must do it at least five minutes before the experiment begins.

The last thing you must do is give your instructor your participation credit slip. At the end of each experiment, the experimenter will have you fill out an experiment participation credit slip which s/he will sign and date. It is then your responsibility to turn it in.

To summarize, here are the three major steps for participating in an experiment for extra credit. First, go to the sign-up board and sign up for an experiment. Remember to pay close attention to the restrictions listed on each sign-up sheet. Also remember that you may not participate in the same experiment more than once. If you sign up for an experiment that you are not eligible for or sign up for the same experiment twice, you will be penalized. Second, show up for the experiment. Remember if you cannot participate in an experiment that you are signed up for, you must cancel by placing a strip of white tape over your name. Remember also that if you fail to cancel in this way or you are more than five minutes late you will be penalized. Third, turn in your participation credit slip.

If you have any questions or problems concerning extra-credit experiment participation, please go see the coordinator: Dr. M. Gernsbacher, 205 Straub, 686-4914, or leave a message at 686-4912.

STUDY GUIDE FOR FINAL EXAM

The final for this class will be given at 8:00 AM on Tuesday, June 11th. It will consist of 50 multiple choice questions, and you will be allowed the entire class period to take it. Approximately 35-40 of the questions will be over Chapters 11, 12, and 13 of PT and Chapter 8 of RAP. The remaining questions will come from the following material:

Freud's psychoanalytic theory

- Basic levels of consciousness
- Structure of personality
- Personality development--psychosexual stages

Jung's analytic psychology

- Basic constructs and postulates
- Anima and animus
- Introversion and extroversion

Erikson's ego psychology

- Comparison with Freudian theory
- Eight stages of life

Horney--the real self vs. the ideal self

- Basic constructs
- Neurotic trends--moving toward, against, or away from people
- Attempts to sustain the ideal self-image

Maslow's health and growth psychology

- Basic issues in human motivation
- Motivation vs. metamotivation
- Hierarchy of needs
- Views on abnormality

Issues in personality research

- Reliability
- Validity
- Advantages and disadvantages of questionnaire research

FINAL EXAM

1. Freud conceived of the id as the storehouse of
 - a. early infantile memories
 - b. urges associated with organic needs
 - c. moral precepts and restrictions
 - d. cognitive strategies
2. Psychoanalytic theory holds that Oedipus and Electra complexes occur during the _____ stage
 - a. genital
 - b. latency
 - c. anal
 - d. phallic
3. Jung believed that significant human experiences, often repeated, create dispositions to have those experiences. This is the basis for the origins of
 - a. the temperamental differences we observe early in life
 - b. the potentialities that make us distinctively human
 - c. those qualities which make up our individual nature
 - d. the collective unconscious and its archetypes
4. Which statement does not describe the anima?
 - a. feminine traits and images in men
 - b. masculine traits and images in women
 - c. archetypal images
 - d. feminine aspects of a man
5. For Jung, failure to integrate the various components of personality leads to abnormality. Select the alternative that covers the following example: a lawyer who takes his role too seriously; a man who frequently is nasty, but believes he is good-natured; a man who is moody; a woman who is argumentative with men. These abnormalities involve
 - a. the ego, the self, the shadow, and the animus
 - b. the self, the ego, the shadow, and the persona
 - c. the persona, the shadow, the anima, and the animus
 - d. the anima, the animus, the shadow, and the persona
6. Which one of Erikson's ego crises is described by the following passage: "It is a postnarcissistic love of the human ego--not of the self--which conveys some world order and spiritual sense"
 - a. identity versus role confusion
 - b. intimacy versus isolation
 - c. generativity versus stagnation
 - d. ego integrity versus despair
7. The following describes which task of the ego confronted by the adolescent?: still a child, yet with adult needs; still dependent, yet expected to behave independently; sexually mature, yet unable to satisfy his sexual needs
 - a. problem of establishing intimacy
 - b. problem of establishing ego identity
 - c. problem of feeling a sense of productivity
 - d. problem of being autonomous
8. A vague notion of what we would like to be is Horney's definition of the
 - a. idealized self-image
 - b. real self
 - c. neurotic paradox
 - d. drive toward alienation
9. Which alternative best describes Maslow's hierarchy of needs in order of potency?
 - a. love and belonging, safety, esteem, physiological, metaneeds
 - b. physiological, safety, love and belonging, esteem, metaneeds
 - c. metaneeds, esteem, love and belonging, safety, physiological
 - d. safety, esteem, physiological, love and belonging, metaneeds
10. Which statement, according to Maslow, is incorrect?
 - a. the lower needs cannot be distorted, because they are too powerful
 - b. higher needs are much easier to distort through learning than are lower needs
 - c. higher needs are more fragile than are lower needs
 - d. lower needs must be satisfied to some degree before higher ones appear

11. _____ refers to the stability of a personality measure; _____ refers to its "truth"
 - a. validity; reliability
 - b. reliability; validity
 - c. consistency; validation index
 - d. superego; animus
12. Fromm states that the best way to deal with being human is to
 - a. relieve ourselves of hidden unconscious traumas
 - b. develop skills and love productively
 - c. encourage adherence to cultural wisdom through traditions, values, and customs
 - d. direct our energy to discovering ultimate truths about the universe around us
13. According to Fromm, the only means of overcoming _____ is by some type of relatedness to others
 - a. existential anxiety
 - b. excessive self-reflection
 - c. introversion
 - d. loneliness and isolation
14. Which statement is incorrect?
 - a. Fromm holds that values should be based on the requirements of human nature
 - b. Fromm rejects the idea of absolute values
 - c. Fromm believes neurosis involves faulty values
 - d. Fromm believes that values are the province of religion and not psychology
15. Whereas authoritarian ethics are based on adherence to codes established by authorities, humanistic ethics are based on
 - a. adherence to parental judgement
 - b. liberation of unconscious virtues
 - c. respect for, rather than adherence to, authority figures
 - d. the requirements of human nature
16. Fromm identified three fears that result from ignoring the humanistic conscience. Which is not one of them?
 - a. death
 - b. growing old
 - c. being noticed
 - d. disapproval of others
17. Fromm would endorse the proposition that
 - a. most of the tenets of traditional religions run counter to those of the humanistic conscience
 - b. all external codes are arbitrary and contrary to man's nature
 - c. most cultures promote an inner orientation to life
 - d. people with an authoritarian conscience are often afraid of being alone
18. Which of the following is a characteristic of the receptive orientation?
 - a. emphasis on giving rather than on receiving
 - b. obsession with order and security
 - c. failure to outgrow dependence on others
 - d. failure to integrate the authoritarian conscience as a functional part of the self
19. Fromm states that probably the most powerful need we have is
 - a. to be part of an intimate love relationship
 - b. to be productive and creative in our work
 - c. to obtain a higher understanding of the world around us
 - d. to avoid the painful effects of anxiety
20. For Fromm, productive love is
 - a. an emotional involvement with another person
 - b. a sudden discovery of attraction
 - c. an art which only few can possibly cultivate
 - d. an active process of the total personality
21. Skinner is classified as a radical behaviorist because he attempts to explain behavior without making use of
 - a. overt actions
 - b. learning theory
 - c. the experimental method
 - d. intervening personality variables

22. The difference between cognitive social learning theorists and traditional personality theorists is that cognitive theorists
- tie personality dimensions more rigorously to situations and behaviors
 - reject the concept of intervening variables
 - stress the personality rather than environment as the focus of behavioristic science
 - believe that each person is born with tendencies toward self-actualization
23. A strict behaviorist would view neurosis as
- the inevitable conflict between opposing values
 - a blocking of innate growth
 - the the acquisition of bad habits through learning
 - largely an unconscious problem
24. Those who follow a learning theory to personality study tend to stress two aspects of observable behavior. They are:
- self-acceptance and self-evaluation
 - perception of the past and perception of the future
 - what can be observed and what can be measured
 - the antecedents and consequences of behavior
25. Skinner is more interested in _____ than in _____ with respect to behavior
- description, understanding
 - understanding, description
 - prediction, control
 - control, prediction
26. Reinforcing a series of responses that approximate more and more the correct series of responses is termed by Skinner
- response molding
 - the method of successive errors
 - shaping
 - serial learning
27. Which of the following does not represent Skinner's view regarding personality constructs? They
- depict personality determinants of the intrapsychic type and should be studied
 - are fictions
 - appear to increase our knowledge of the determinants of behavior, but do not
 - are carryovers from psychology's mentalistic past
28. Respondent behavior is to _____ as operant behavior is to _____
- shaping; chaining
 - action; reaction
 - elicited behavior; emitted behavior
 - Skinner; Pavlov
29. Interval and ratio schedules are based on _____ and _____ respectively
- stimuli and response
 - speed and rate
 - time and behaving
 - respondent and operant
30. Skinner advocates each of the following except one as alternatives to negative reinforcement and punishment
- extinction
 - threatening but not carrying through with punishment
 - satiation
 - reinforcing counteracting behaviors
31. In principle, a secondary reinforcer must occasionally be supported by primary reinforcement, or it will lose its potency. Which statement applies to this?
- behavior reinforced only periodically extinguishes
 - only primary reinforcers can be used to build behavior
 - the boss's praise alone is not sufficient to sustain work for an indefinite period
 - the unpaying work of a culture is supported largely through secondary reinforcement

32. Skinner would say that depression results from
- low self-esteem
 - faulty chaining of positive behaviors
 - the presence of negative reinforcers and punishments
 - inability to produce positive reinforcers
33. Food is considered a _____ reinforcer
- secondary
 - conditioned
 - primary
 - conditioned generalized
34. Bandura stresses modeling because
- strictly speaking, trial-and-error learning does not occur in humans
 - learning by reinforcement is ineffective
 - a considerably larger proportion of learning occurs through observation
 - little learning occurs in social contexts
35. Which of the following is not a concomitant of successful observational learning?
- attention to relevant activities of the model
 - outcomes of the model's behavior
 - ability to retain the observed behavior
 - reinforcement of observer for eliciting behavior
36. Which statement does not apply to the views of Bandura?
- observational learning can occur without reinforcement
 - all learning is observational learning, in the final analysis
 - accepting observational learning does not mean rejection of reinforcement learning
 - reinforcement or punishment may support or block observational learning
37. Bandura calls learning occurring in the absence of overt activity
- "no trial" learning
 - the noncontingency effect
 - overt symbolic learning
 - instinctive behavior
38. A child watches his/her father gain reinforcement for a particular behavior which the child then imitates. The child is demonstrating
- personal incentive
 - imitative mediation
 - vicarious reinforcement
 - operant conditioning
39. Bandura's concept of reciprocal determinism emphasizes the interaction between
- operant and observational learning
 - person and environment
 - cognition and instinct
 - reinforcement and inhibitory tendencies
40. Rotter refers to hypotheses about probable outcomes of behavior as
- goal values
 - reinforcement expectancies
 - directional tendencies
 - the perceptual field
41. According to Rotter, an artist who spurns popular acceptance and pursues his or her own vision of art is reflecting an
- unrealistic expectancy of success
 - external locus of control
 - inability to delay gratification
 - internal locus of control
42. Ellis suggests that to deal with dysfunctional emotions, we should
- learn and rehearse strategies for cognitive control
 - bolster self-confidence by making positive self-statements
 - act out intense emotional episodes
 - rearrange reinforcement contingencies in our environment to promote independence

43. Which of the following is not a goal of rational-emotive psychotherapy?
- bringing hidden beliefs and assumptions into awareness
 - disputing and challenging hidden beliefs and assumptions
 - showing how to use irrationality as a positive rather than a negative force in one's life
 - changing irrational beliefs through cognitive restructuring
44. Research on the consistency and predictability of behavior as determined by standardized tests has been criticized by Mischel because
- the situationist approach has been strongly supported
 - psychological tests are not good predictors of real-life behaviors
 - tests do not show high correlation between validity and reliability
 - behavior depends upon internal variables which cannot be adequately assessed
45. Mischel uses the term moderator variables to explain what phenomenon?
- repeated stimulation which eventually alters the nature of behavior in a given situation
 - slight changes in stimulus conditions which alter the nature of behavior normally occurring in the situation
 - slight changes in behavior which result from the continuation of stimulus conditions
 - repeated behaviors from changing stimulus
46. Traditional psychotherapy focuses on
- treatment of personality disorders
 - relating behavioral disorders directly to environmental causes
 - disturbed behavior rather than personality disorders
 - elimination of symptoms
47. Behavior therapy involves each of the following except one
- classical and operant conditioning principles
 - emphasis on faulty emotional conditioning as a basis for specific disorders
 - altering maladaptive behaviors and replacing them with effective ones
 - focusing on the total personality as the agent of behavior change
48. Cognitive change methods involve each of the following except one
- modeling of appropriate behaviors
 - discouraging self-monitoring activity
 - rehearsal of self-instructions
 - awareness of behavior-outcome relationships
49. Abreaction is to _____ as insight is to _____
- | | |
|----------------------------------|---|
| a. analysis, intellectualization | c. understanding, emotional development |
| b. emotion, understanding | d. Freud, Ethel |
50. Systematic desensitization is based on principles of
- | | |
|---------------------------|-------------------|
| a. operant conditioning | c. modelling |
| b. classical conditioning | d. psychoanalysis |