



## I. Instructor and Course

**Instructor:** Drew Mikita, M. Ed., L.P.C.

**Email:** [Amikita@coloradomtn.edu](mailto:Amikita@coloradomtn.edu) \*\*\*BEST WAY TO CONTACT ME\*\*\* Include class in all emails

**Phone:** 970.453.6757 ext. 2616 Cell Phone: 970.333.9622 (Include name and class in texts)

**Office Hours:** Before and after class meetings and by appointment

**Course Title:** Psychology of Personality

**Course Code:** PSY4650

**Credits:** 3

**Semester:** Spring 2024

**Location:** Breckenridge Campus

**Meeting Days & Times:** 6:30-9:10 pm Wednesdays

**Format:** In-Person classroom

**Start Date:** 1/17/2024

**End Date:** 5/1/2024

**Refund Date:** 2/1/2024

**Withdraw Date:** 4/8/2024

**No Show Attendance Reporting Date:** 1/31/2024

No Show Attendance Reporting is based on your attendance and engagement. If you never show up to class, you may be dropped from the course, and this may impact your financial aid. Go to the [No Show Attendance Reporting webpage](#) for more information.

## Required Course Materials

[Feel Awesomer](#) (Links to an external site.) (Links to an external site.) is a website I created with all the readings needed for this class. Feel free to subscribe or the required readings will be posted in Canvas Modules. Enter your email address at the bottom of the page in the subscription section. This website is free and will have many of the articles and text resources for this class. The website is owned and operated by Drew Mikita, the instructor of this class and you can cancel your subscription at the end or keep it (it will always be free). There will be other readings and resources assigned outside of this that will be provided to students.

Credit-based students participate in CMC's Learning Materials Program (LMP). This program provides all physical or digital textbooks and course materials to students as rentals for an all-inclusive flat per credit fee. There are a few exceptions to included materials such as Lab Kits and a select number of excluded courses. Access detailed information about the Learning Materials Program, including how to receive and return your textbooks, can be found at the [Learning Materials Program website](#). TO NOT BE BILLED FOR THIS PLEASE OPT OUT OF THE PROGRAM!

For all courses that are included in the [Learning Materials Program](#), all required physical and digital course materials are automatically provided to you by the all-inclusive [Learning Materials Program \(LMP\)](#) at a per credit fee. In order to receive these materials, students must verify their physical shipping address prior to the start of the semester. [Address can be verified by accessing the LMP website](#), failure to verify address will result in delayed delivery of materials. If you have any questions contact the LMP customer service team at 1-844-523-9056 or [submit a request](#) for expedited service.

What to do if you drop a course? If you have already received the book(s), or they have been shipped, you are responsible for retrieving/returning the books within 7 days of dropping the course. Holding onto provided materials for the entire term will result in extra LMP fees. Refer to our [instructions](#) on how to return your books. Digital books are automatically returned. **Please note:** All books, even workbooks, must be returned if you drop a class. At the conclusion of the semester, students are responsible for returning materials provided by the LMP on or before the posted deadline either to their local campus or by [generating a free shipping label through the LMP](#). Failure to return materials will result in late fees being assessed to your account.

## II. Course Description

Examines the structure, function, and development of personality. Investigates the major contemporary theories of personality. Covers psychodynamic, behavioral, cognitive-social learning, humanistic, trait, neurobiological, and existential perspectives. The underlying assumptions and research support for these theories are also appraised. Enables the student to gain an appreciation of the value of alternative theoretical approaches to this subfield of psychology.

## III. Evaluation Methods

Attendance and participation are expected and necessary to pass this course. It is understood that any number of planned or unplanned factors may arise which make it impossible for you to attend class. For this reason, you have two total absences (school sanctioned or other) for which you will be allowed to make up any missed work with no penalties (Minus ... (list if any)). However, make up work must be fully submitted prior to the next class you attend or no points will be awarded for the missed assignment/s. It is the student's responsibility to schedule any make-up work with the instructor. No Attendance or Participation points will be given for a class from which you are absent.

- a. Other than extreme extenuating circumstances outside of your control, for which you must provide requested verifiable documentation to the instructor or a College Counselor, no additional absences or late work will be allowed.
- b. With any more absences, you will have missed too much class content and will automatically fail the course; no matter your overall grade.
- c. Coming to class late or leaving early will be counted as a full absence.

## Assessments and Assignments

- **Participation in all discussions/classes (100 Points total)** You are expected to attend every class meeting in-person and engage in discussions. Your participation in this class is mandatory, not communicating, being disrespectful, or inappropriate behavior will result in a reduction of points. Your opinion matters, please share in class! Your grade can go above 100 points or below 0.
- **Reflections (25 Points Each, can vary though)**. These reflections are on the subject matter for the week. These are generally either 1-2 paragraphs or a list. Please follow the specific directions for each reflection (points are between 10-20 points per reflection). Video or written reflections are accepted. These reflections are listed in the weekly modules with their respective due dates. If you are going to submit something with google docs, please download it and submit via PDF, do not share it.
  - **Reflection 1 (Nature and Nurture)**
    - In personality development do you think that nature or nurture is a bigger influence. Give a percentage breakdown (example 70% nature 30% nurture) and write one paragraph explaining why you feel this way.
    - Come up with a list of 10 nurture (NON-DNA) based factors that can influence someone's personality development
    - Pick one to expand on and write 2-3 sentences about his than influence personality

- **Reflection 2 (Personality Testing)**
  - This does not have to be realistic and you do not have to worry about viability or the cost, just answer the questions without any concern for cost or time:
  - How would you test Personality? (Format, type of testing, administration of test, etc.)
  - Make a list of the factors that you would include in your personality test as well as any sub-categories (You need at least 8 factors involved), feel free to have more than 8 or sub-categories. Feel free to make up names for the categories you are measuring and how you would test them.
  - Why do you think this test would accurately measure someone's personality?
- **Research, Reflect and Share (30 points, 5 for submitting link and 25 for sharing with the class)** Find a resource (podcast, article, video, book, interview, etc.) regarding a specific topic, you will submit the link in Canvas and then share what you learned with the class. When sharing with the class, give an overview of the resource, any significant information, relevant details, what you learned, how to apply this to life, etc. Check each research and share assigned in the modules for specific requirements as they may vary.
  - **Research, Reflect and Share 1 (Influences in Personality)**
    - Find a resource (podcast, article, video, book, interview, etc.) regarding any factor in personality. You can find some sort of influence (divorce, sports, trauma, religion, culture, etc.) that impacts your personality development. Get creative, feel free to find something outside-the-box that may or may not be valid. Consume the resource, learn about it, share just the link here (no need to do a write up). Then, you will share about this link with the class. Just briefly 1-2 minutes about what you learned and how you feel about this personality influence. You will get your points for submitting the link (5 points) and (25 points for sharing with the class.

- **Research, Reflect, and Share (Archetypes)**

- Select a movie, book, TV show, sports team, in society, any sort of group and identify at least 3 archetypes in that movie. You can create the names of the archetypes. Basically, it is any sort of character/person who represents a theme or consistent personality type. For example, hero, villain, mother, joker, clown, anti-hero, etc.) You can make up the names of the archetypes or use them from other resources. 1 of your 3 archetypes can be an event (like a cleansing, awakening, destruction, etc.). Give the event or people names that relate to archetypes and are more universal. Submit the list of the 3 archetypes here on Canvas and include the name of the movie/book/etc. with the three archetypes (5 points). Then, you will share about these with the class (25 points).

- Here is an example from a past student from the movie Happy Gilmore:
  - The Great Mother: Grandma Gilmore - nurturing, caring, kind, raise a child who contributes something to the world, does not want to cause harm/injury to others
  - The Hero: Happy Gilmore - the hero's journey is to become an individual, conquer mighty forces, battle threatening forces in the world/triumph over evil (also The Trickster?)
  - The Villain: Shooter McGavin/Hal L. - shadow version of the hero, their personality morphs based on the strengths and weaknesses of the hero
  - The Sidekick: Virginia Venit - loves and supports the hero, main responsibility is to protect the hero (also The Virgin?)
  - The Wise One: Chubbs Peterson - mentor, kind and wise, older father-type figure who uses personal knowledge of people and the world to help offer guidance

- **Research, Reflect, and Share 4 (Improving Personality)**
  - For this Research, Reflect, and Share you will find one resource (article, podcast, video, book, interview, Ted Talk, etc.) about how you can improve an aspect of your personality, trait, or other aspect of yourself. Try to keep it personality based (avoid physical aspects, but motivation is fine) but get creative with this find something that can be beneficial to you and your own personal growth. Things like patience, organization, kindness, communication, joy, anger-management, self-awareness, etc. are all acceptable topics, but please don't limit yourself to these categories, you can find anything that will help you improve some aspect of your personality. Submit the link here (5 points) and then you will share about the resource with the class (25 points).
  
- **Research, Reflect, and Share 5 (Cultural, Gender, Age Differences in Personality)**
  - For this Research, Reflect, and Share you will find a resource (article, podcast, video, book, interview, etc.) about differences in personality based on some demographic feature like culture, age, gender, generational group (millennial, boomer, Xennial, Gen Z, etc.). You can also find a resource about a specific trait that is linked to one of these groups. Familiarize yourself with the resource and understand what the resource is trying to express. What are the differences in personality? Why might they exist? Etc. Submit the link here (5 points) You will then share this with the class, just a 1-2 minute overview (25 points).
  
- **Personality Disorder Diagnosis Presentation (50 points)**
  - Understanding personality disorders is essential. Make a diagnosis of a personality disorder (or Dissociative Identity Disorder) from film, literature, television, pop culture, politics and other areas of the world. Please do not diagnose someone you personally know. This will be a 3+ minute presentation of a person who meets the criteria of a personality disorder. You will make a diagnosis and share the criteria of that disorder with the class, as well as the behaviors that led your to that diagnosis. We will spend significant time discussing this in class.

- **Exam (50 points)**

- There will be one exam that will cover the material discussed in class discussions, readings, personality tests, and other resources. We will create the exam as a class and it will be announced 2-3 weeks in advance.

- **My Personality Project (100 Points)**

Students will construct a visual presentation about your own personality that takes into account all of the personality tests, influences, and theories that we have learned this semester. This presentation will be created as a slide show that is presented to the class. Slide development will be assigned throughout the semester and should include all personality tests completed in class. This presentation will also consider theories of personality and individual influences on personality development. This assignment will be your portfolio assignment.

The following is a rough outline of your presentation. Please only share what you are comfortable with and use this as an opportunity to grow. You should have a slide for each of the following:

1. Slide 1 - Introduction: An introduction to you (name, home town, location, job, career path, family breakdown, interests and passions, etc.)
2. Slide 2 - Get Personal: A slide with get to know me type questions, like
  - a. My strengths are (at least 3):
  - b. My areas of improvement are:
  - c. I strive to:
  - d. Three interesting things about me:
  - e. If I get a degree in Human Services my goal is to:
  - f. One thing the world should know about me is:
  - g. Three people who have shaped my personality are:
  - h. The three traits I want to cultivate in my life are:
  - i. One Other factor that has influenced my personality is:
  - j. My motto/mantra:
3. Slide 3 - Myers Briggs: The results of your Myers Briggs Type Indicator including the type, overview, strengths, weaknesses, career interests, workplace habits, parenthood/relationships/friendships, celebrities that you share a

type with, as well as your perception of the implications and accuracy of these results.

4. Slide 4 - Impact of the Person/Situation: Include your perception on the person/situation debate and explore how different situations in your life have impacted your behavior/personality. List three events or people that have influenced your life and how this has shaped your personality. Things like moving, school, relationships, trauma/loss, marriage, jobs, influential events, sports teams, concerts, embarrassing stories, moments of pride, important people, etc.
5. Slide 5 - Fun Personality Test: Share the results of an online "garbage" personality test and your perception of the implications and accuracy of these results. Explore the value or dangers of personality tests like this.
6. Slide 6 - Trait Theory: Share the results from your Big 5 and your perception of the implications and accuracy of these results. Be sure to distinguish between trait theory and other personality assessments.
7. Slide 7 - Genetics: Describe the importance of genetics/anatomy on the development of personality. Explore how this has shown up in your own life.
8. Slide 8 - Birth Order: Where you are in your birth order and how Adler viewed your traits based on birth order and your perception of the implications and accuracy of these results.
9. Slide 9 - Holland Code: Share the results from the Holland Code and your perception of the implications and accuracy of these results.
10. Slide 10 - Culture: Describe the importance of culture on the development of personality. Explore how this has shown up in your own life.
11. Slide 11 - Pie Chart of Personality: Make a pie chart with at least 10 factors that influenced your personality development. Feel free to use this [link to create the pie chart](#). Or watch this video about how to [create a pie chart in google sheets/excel](#). Factors like genetics, family, job, location, trauma, etc. should be included in your breakdown.
12. Slide 12 - Wrap Up: Include an overview of your perception of personality development including which theories resonate with you, the overall accuracy of personality testing, what factors you believe most influence development, and the stability of personality over time.



- **Individual Personality Portfolio Slides (25 points Each)**
  - For the above My Personality Project you will be working on this throughout the project. You will be making many of the slides as we go through the course content. You will then be saving these slides and submitting at the end of certain modules and then combining these all into one big project at the end.
  - **Individual Personality Portfolio Slides (Myers Briggs)**
    - What was your Myers Briggs Type (both the letters and the name, like ENFP and the campaigner)?
    - In one paragraph, do you think this was accurate? Why or why not?
    - What are three traits that you have
    - Do you have any interest in the jobs listed that connect with your personality type Links to an external site.? If yes, which ones? If not, what jobs are you interested in?
  - **Individual Personality Portfolio Slides (Life Influences on Development)**
    - **MAKE SURE TO DO ALL THREE PARTS TO THIS ASSIGNMENT!!!!!!**
      - **PART 1:** Come up with a list of AT LEAST 10 specific factors that have influenced your development. It does not have to be positive or negative, but merely was influential to you becoming the person you are. This can include things like (but is not limited to):
        - Moving from one place to another
        - Divorce
        - Relationships/Role Models/Friends
        - Sports
        - Parental styles/involvement
        - Trauma
        - Religion/Values
        - Geographical location
        - Culture
        - Anything that has had an impact on your personality development

- **PART 2:** Select one of those factors and write 3-4 sentences about how it influenced your personality.
- **PART 3:** Then, make a pie chart with the amount of influence each of these factors had on your personality (You will be putting this in your Portfolio so make sure to save it. [Meta Chart](#))
  - Here is my example of [pie chart for this assignment](#)
- **Individual Personality Portfolio Slides (Trait Theories: Big 5 and 16PF)**
  - Reflect on the Big 5 Links to an external site.and 16 Personality Factors Links to an external site.tests that you took:
    - Please write your results down here for each test and section.
    - Were your results accurate, why or why not (1 paragraph)
    - If you were to create a Trait Based test what traits would you include? Please list at least 6 traits and their counter parts (example introversion/extroversion, rigidity/flexibility, etc.)
    - SAVE THESE RESULTS FROM ONE OF THE TESTS FOR YOUR PORTFOLIO!
- **Individual Personality Portfolio Slides (Garbage Personality Testing)**
  - Go online and find a random personality test, (I recommend [www.buzzfeed.com/](http://www.buzzfeed.com/) Links to an external site.), this test can, and should be total garbage! (What ice cream flavor are you? What is your personality based of Harry Potter, Anything silly and out there is perfect for this assignment! Take the quiz. Share about the test that you took, what was it called, what were your results? What type of questions? What does this tell you about personality testing. You just need to submit the link to the test here and what your results were, then you need to share about this garbage personality test with the class.

Student grades for the semester will be determined by the total number of points accumulated by the student divided by the total number of points possible. The Final Grade will be assigned on the HMS Program grading schedule below:

<b>% of Total Points</b>	<b>Letter Grade</b>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or less	Failed

#### **IV. CMC Libraries & Learning Commons**

The CMC Libraries team invites you to connect with us so we can help support you - we all live in this continually changing information world and are here to help navigate it! Whether your classes are in person or online, or whether you live near one of CMC's great libraries/learning commons, take advantage of your friendly professional librarians to match you with the resources you need to succeed in academics and beyond.

If you are near Dillon, Edwards, Leadville, Spring Valley, or Steamboat, come check us out. Your librarians and learning commons have study spaces, technology-enabled and family-friendly study rooms so you can do online classes, laptops, calculators, wifi hotspots, and so much more for you! And research help is available 24/7 so please pick what works best for you whether that's our 24/7 chat librarians or by working with one of us online or in-person. We look forward to meeting you!

#### **V. Student Information and Support Services**

- A. **Right to Know:** The College is required by law to share certain types of information with students. The [Right to Know webpage](#) includes information including disability services, complaint processes, policies and procedures, textbook information, registration, attendance and grading, graduation rates, and more. In addition, [Student Services](#) offers resources to promote your well-being and success. Take advantage of these programs and services, which include academic support and advising, access and disability services, career services, veterans' benefits, housing, orientations, food and nutrition support, and financial

aid. Reach out and find support at [CMC Counseling Services](#), [You@CMC](#), and [Colorado Crisis Services](#).

- B. **Students Rights and Responsibilities:** The [CMC Student Handbook](#) outlines the expectations for student conduct as well as the college's academic policies and expectations. This includes expectations for appropriate use of technology, students' rights and responsibilities within and outside of the classroom, and academic policies and requirements. Classroom behavior that disrupts the teaching and learning environment is unacceptable.
- C. **Notice of Nondiscrimination: Equal Opportunity** Colorado Mountain College is an equal opportunity educational institution and does not unlawfully discriminate on the basis of race, color, national origin, sex, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504 and ADA may be referred to Chief Student Services Officer, 802 Grand Avenue, Glenwood Springs, CO 81601, 970-945-8691, or to the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Blvd., Suite 310, Denver, CO 80204 303-844-2991.
- D. **Right to Privacy:** Colorado Mountain College continues to encourage and foster a vibrant academic community, whether remote or in person. We are committed to respecting the privacy rights of all participants in the classroom environment and promoting the highest standards of academic integrity. Sharing course content outside of the course may have a chilling effect on classroom discussion and interfere with the educational process. Students may not record, photograph, screenshot, share, reproduce or re-distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodation discussed below. Additionally, CMC discourages non-students from listening to courses in the event student personal identifying information is revealed during the course. Students in all modalities are equally held to the academic standards set forth in the Colorado Mountain College Student Handbook. Some students may require reasonable accommodation under the Americans with Disabilities Act and Amendments Act that would allow them to record, photograph, screenshot or reproduce some course content, including video, audio, or other content. Students with disabilities should contact CMC's Access, Inclusion & Disability Coordinator about receiving these reasonable accommodations. More information can be found at [Access, Inclusion & Disability Services](#).

## VI. Student Learning Outcomes, Competencies, and Skills

1. Describe, analyze and compare the historical development and basic concepts of psychodynamic, trait, biological, humanistic, behavioral, and cognitive perspectives on personality

2. Recognize and identify research that these theories have generated and upon which they have been built
3. Identify the clinical applications of the major groups of personality theories
4. Apply one personality theory to an analysis of a person's behavior, thinking patterns, or emotional reactions
5. Explain and apply basic statistical analyses and employ critical thinking to evaluate the appropriateness of conclusions derived from their use in personality research
6. Use critical thinking to evaluate popular media, stereotypes, and scholarly literature in personality research

## **VII. Class Management and Culture**

This course is part of the college wide Human Services degree program and as such shares consistent class management and culture standards with all other HMS, PSY, and CSL courses.

- A. No late assignments will be accepted. Even if an assignment does not auto-close, Canvas will automatically time and date stamp all submitted work and no points will be given for late assignments. It is to your benefit to submit assignments at least 24 hours before they are due to allow for delays caused by possible technical difficulties. Do not trust the internet to be working at the last minute.
- B. Participation is essential. When you are in class, please be fully present and respectful of both your and other's time.
- C. The instructor will work to ensure that grades and feedback are provided within one week of on-time assignment submission. Make up work will be graded at the instructor's convenience.
- D. The instructor will work to respond to student communications within two business days.
  - a. Students are encouraged to thoroughly review the syllabus, course information, and assignment descriptions for answers to common questions before contacting the instructor.
  - b. If you email the instructor and don't hear back within two business days, please send a follow up email. Gentle reminders are always appreciated.
- E. Given the nature of topics covered in this course, it is essential that we have a safe class where everyone feels free to share their values, beliefs, and ideas. Students must show respect for the instructor, each other, speakers/presenters, and the course content both inside and outside of the class. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated.
- F. A student judged to have engaged in academic misconduct as defined in the "Academic Policies and Requirements" section of the Colorado Mountain College

Student Handbook will, at a minimum, receive a “zero” for the work in question with no opportunity for resubmission. The student may also be removed from the class, resulting in a failing grade, or suspended/expelled from CMC. All student course material may be submitted to turnitin.com (or other anti-plagiarism programs) at the instructor’s discretion.

- a. There are several forms of academic dishonesty of which you should be aware:
  - i. FABRICATION: falsification, manipulation, invention, or misrepresentation of information.
  - ii. PLAGIARISM: the presentation of another’s works, words or ideas as if they were one’s own. This includes the work of Artificial Intelligence programs such as Chat GPT.
  - iii. MULTIPLE SUBMISSIONS: resubmission of a work that has already received credit with identical or similar content in another course without the consent of both instructors.
- G. No cell phones or other distractions are allowed during class. If you are distracted from class, you may lose all attendance and participation points for that class and/or may be asked to leave class entirely (Resulting in one absence with no opportunity to make up missed work).
- H. This course will include subject matter intended for mature audiences only. By remaining enrolled in this class, you acknowledge you may be exposed to graphic and/or disturbing content; even if you are under the age of 18. Please notify the instructor if you do not feel comfortable with the course content being covered to discuss your status in the course.
- I. For classes that include livestream instruction, please keep the following guidelines in mind:
  - a. Participation: Please ensure you are fully present for each livestream class. Driving, shopping, working, exercising... or any other distracted behavior while in a livestream class is disrespectful to the instructor and may be dangerous for you.
    - i. Distracted students will be removed from the livestream class and counted as a full absence.
  - b. Connection: You will need to have access to a reliable and stable internet connection for the entirety of each livestream class.
  - c. Sound/Headphones: You are expected to have working speakers/headphones to actively participate during each livestream class.
  - d. Conversations in this course may include content that requires confidentiality and privacy or may include subject matter intended for mature audiences only.
    - i. Please make sure to use headphones or move to a private room to ensure others cannot hear the content of the class.

- e. Camera: Due to the face-to-face requirements of this degree, you are expected to have a working camera that needs to be on and sharing during each livestream class.
  - i. When your camera is on, be conscious of what you are allowing everyone to see in your background or use the virtual background option.
  - ii. Ensure your background/virtual background is appropriate for public viewing.
- f. Microphone: You are expected to have a working microphone to actively participate during each livestream class.
  - i. Out of respect for everyone in the class, please mute your microphone except when you are talking.
- g. Chat: The chat option is a good way of showing both engagement and participation, and its thoughtful use is encouraged in this class. Please be respectful to all members of the class in the chat.
- h. Screen Grabbing / Pictures / Recording / Distributing: You may not take screen shots, pictures, recordings, or distribute any part of this course. Screen grabbing, copying, recording, taking pictures, or distributing any class content or information, including your classmates, instructor, guest speakers, assignments, or anything else from this course is strictly prohibited. If discovered, it will result in your dismissal from the course with a failing grade and a possible code of conduct violation which may result in your dismissal from CMC.
- J. The instructor may alter this syllabus during the semester as the learning environment requires. Students will be notified of changes in advance.

## **VIII. Tentative Course Schedule**

Please see the modules for the tentative course outcome and here is a topical outline that can be covered throughout the course.

### **Topical Outline**

- A. The Psychodynamic Paradigm
  - a. The Beginnings of Personality Theory
  - b. Psychoanalysis: Sigmund Freud
  - c. Analytic Psychology: Carl Jung
  - d. Ego Psychology: Anna Freud, Heinz Hartmann, and Erik Erikson
- B. Family, Society, and Culture
  - a. The Neo-Freudians: Alfred Adler

- b. Three Eminent Neo-Freudians: Harry Stack Sullivan, Karen Horney, and Erich Fromm
- C. The Psychiatric Paradigm
  - a. Disorders of Personality (new chapter)
- D. Trait Theory
  - a. Gordon Allport, Raymond Cattell, Hans Eysenck, and the Big Five
- E. Existentialism
  - a. The Existentialism of R.D. Laing
- F. Phenomenology and Humanism
  - a. Carl Rogers' Theory of the Person, George Kelly's Personal Construct Theory, and Positive Psychology
- G. Learning and Theories of Personality
  - a. The S-R Theory of John Dollard and Neal Miller
  - b. The Radical Behaviorism of B.F. Skinner
  - c. The Social Learning Theory of Julian Rotter
- H. The Social Cognitive Learning Theories of Albert Bandura and Walter Mischel
- I. The Inheritance of Behavior
  - a. Genes, Behavior, and Personality
  - b. Personality Theory in Perspective

*This schedule is subject to change at any time, depending on instructor evaluation of student skills/understanding/knowledge. The instructor will communicate changes to the schedule as needed in advance.*