

Personality--Psychology 341

SYLLABUS

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*Objectives*<sup>1</sup>

At the end of this course, you should be able to:

*Information:* a) understand the conceptual "roots" of the leading personality theorists in psychology, b) know the applications of these conceptions for psychotherapy, c) learn some of the philosophical tools for theory construction in psychological theorizing, d) become knowledgeable about different "ways of thinking."

*Analysis:* a) evaluate the conceptual and philosophical origins of traditional personality theories (e.g., what are their assumptions of human nature?), b) analyze other psychological theories (e.g., are they consistent?), c) recognize certain "ways of thinking" in psychological theorizing, d) be able to evaluate the concrete implications (e.g., psychotherapy strategies) of these abstract conceptions.

*Required Texts and Chapters*<sup>2</sup> (texts\* and one packet at the bookstore)

May, R. & Yalom, I. (1989). Existential psychotherapy. In R. J. Corsini and D. Wedding (Eds.), *Current psychotherapies*, (fourth edition), (pp. 363-404). Itasca, Ill: F. E. Peacock.

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<sup>1</sup> Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <<http://learningoutcomes.byu.edu>> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <[FHSS@byu.edu](mailto:FHSS@byu.edu)>.

<sup>2</sup> All royalties from Slife texts and articles are donated to charity.

\*Rychlak, J. F. (1981). *Introduction to personality and psychotherapy: A theory-construction approach*. Boston: Houghton-Mifflin Co.

Slife, B. D., & Reber, J. (2001). Eclecticism in psychotherapy: Is it really the best substitute for traditional theories? In B. D. Slife, R. N. Williams, and S. E. Barlow (Eds.) *Critical issues in psychotherapy: Translating new ideas into practice*. (pp. 213-233). Thousand Oaks, CA: Sage Publications.

\*Slife, B. D. (1993). *Time and psychological explanation*. Albany, NY: State University of New York Press.

Slife, B. D., & Williams, R. N. (1995). *What's behind the research: Discovering hidden assumptions in the behavioral sciences*. Thousand Oaks, CA: Sage Publications. (Chs. 3 & 4)

### *Course Mechanics*

*Quizzes.* To provide you with incentive for reading and participating, a quiz on each week's reading assignment will be given at the beginning of each week of classes. We provide these quizzes through the university Blackboard system. Consequently, you must have access to a computer (with the requisite software) that provides access to the Blackboard system at the beginning of each academic week. Please note that it is *your responsibility* to gain this access as well as acquire a working knowledge both of the computer and of the Blackboard system.

Specifically, we will make the quizzes available from noon Monday to noon Tuesday (a 24 hour period) of any particular week of classes. You must take the quiz during this period or your grade is a zero for that quiz. Also, you are only allowed five minutes to take the quiz, so be ready. The quiz may vary in the number of items (typically three or four items), but it will always be designed to be taken in a five-minute span of time.

However, Blackboard will not limit you to five minutes; it will only signal you when the time is up and indicate to us how much actual time you took in answering the quiz. Therefore, any time over the five minute limit (e.g., 5:01 minutes) will mean a deduction of quiz points. One point is deducted for any time after the five minute limit up to one minute (after), with two points deducted for any time after the first minute that is up to the second minute (e.g., 6:01 minutes), and so on. Each quiz is worth a total of five class points.

Our class discussions may not always follow the Class Schedule (below). However, the quizzes will always follow this schedule, so have the assigned reading completed. A portion of the quiz may also contain items from previous class discussions. No makeup quizzes are given. However, only your ten best quizzes (i.e., 50 points) are factored into your final grade, so you can drop at least two quiz scores.

*Examinations.* There will be two examinations. Both exams are essay-style and will include a combination of content-oriented and thought-oriented questions. Before each examination, students will be given a study sheet of questions from which most of the exam will be taken. Each study sheet, similar to each exam, covers approximately one-half of the

course. (The final examination is not cumulative.) The date of each exam is on the course schedule below.

*Grades*

Grades are figured on a strict percentage basis: 90% of the total points or higher earns an A, 80% or higher earns a B, etc.

Quizzes	50 points (possible)
Exam I	100 points (possible)
Final	<u>100 points</u> (possible)
TOTAL	250 points

*Other Issues*

*Flu policy.* As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at [flu.byu.edu](http://flu.byu.edu). Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

*Late papers.* A paper is penalized five percentage point (e.g., 89 to 84) for every day it is late (after 5:00 pm on the day listed). Incomplete papers (e.g., missing pages, no stapled article) are considered late papers, with the daily penalty incurred. This penalty will be routinely assessed, *regardless of the reason for its lateness* (e.g., flat tire, personal problem). The only possible exception is illness, mental or physical, where a licensed health practitioner writes a note indicating the reason for the lateness.

*Grade appeal.* If you feel you have a legitimate complaint about a grade on a paper, you are encouraged to appeal the grade. This requires submitting to me a well-reasoned and highly specific explanation of what you feel is the problem. I will re-read your entire paper.

If this results in an alteration of your grade (higher or lower), the second grade will replace the original grade. Grade appeals can only be made within the one week period following the return of the paper.

*Extra credit.* You are allowed one extra credit opportunity. In a special issue of the *Journal of Theoretical and Philosophical Psychology* (Fall, 2009, Volume 29, Number 2), Dr. Jeff Reber and I argue that mainstream psychology is prejudiced against theism. Eight commentators then reply to this argument, and we reply to them (in the same issue). Your extra credit opportunity is to write an essay that compares our position (both the initial article and the reply) to the positions of two (of the eight) commentators of your choice. This comparison would include both similarities and differences among the positions. Your essay will be evaluated for the clarity, organization, and accuracy of both the original author positions and their relations to one another. A maximum of 21 total points (or 3% of your overall grade) is possible.

*Plagiarism.* It is an act of plagiarism to "borrow" ideas or quotes from former students' old papers and from the papers of students presently taking the course with you. Plagiarism also includes quoting or paraphrasing passages from any of your references without giving proper credit to the real authors (i.e., an APA-style citation), because doing so implies that this information came from you. Presenting the ideas of others as one's own is called plagiarism. Plagiarism, as defined by the BYU Honor Code, is a form of intellectual theft. It is an act of fraud; it is dishonest, deceitful, unethical, and can lead to serious and lasting negative consequences for your academic and professional career. For this reason, please follow the course guidelines for when and when not to read other 378 students' papers (including those from other sections) or have them read yours. In addition, please use only those sources that meet the course criteria for acceptable reference materials.

*Academic Honesty.* While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 801-422-5895 or 801-422-5689 (24-hours); or contact the Honor Code Office at 801-422-2847.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you

have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 2170 WSC (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 301-422-5895, D-282 ASB.

*Student Learning Outcomes.* Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <<http://learningoutcomes.byu.edu>> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <[FHSS@byu.edu](mailto:FHSS@byu.edu)>.

*Honor Code Standards.* In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

*Preventing Sexual Discrimination or Harassment.* Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

*Students with Disabilities.* If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC) 801-422-2767. This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

*Class Schedule (week by week)*

<b>WEEK OF (date is Tuesday)</b>	<b>TOPIC</b>	<b>READING/DUE</b>
Sept 1	Course Mechanics Four Tools of Theory Construction	Syllabus
Sept 8	Time, Five Characteristics Four Causes	S: Intro & Ch. 1 R: Intro ch. S & W: Ch. 4
Sept 15	Logic, Epistemology	R: Intro ch. (reread) S & W: Ch. 3
Sept 22	Development, Personality	S: Chs. 2, 3
Sept 29	Freud	R: Ch. 1
Oct 6	Adler, Jung	R: Ch. 2, 3
<b>Oct 13</b>	<b>Midterm Examination (Thursday)</b>	
Oct 20	Sullivan Skinner	R: Ch. 5 R: 432-447
Oct 27	Cognition Bandura	S: Ch. 5 R: 474-493
Nov 3	Individual Therapy Rogers	S: Ch. 6 R: Ch. 9
Nov 10	Kelly	R: 708-748
Nov 17	Systems Group and Family Therapy	S: Chs. 7 & 8
Nov 24	Thanksgiving (Tuesday is "Friday")	
Dec 1	Existential Psychotherapy Eclecticism	May & Yalom Slife (2001)
Dec 8	General Themes and Alternative Approaches	S: Ch. 9 S: Ch. 10
<b>Dec 17</b>	<b>Final Exam (8:00 – 10:00 am, last 2 hours)</b>	

Legend: S=Slife Text  
R=Rychlak Text  
S & W=Slife & Williams Text

*Course Characteristics (or Why You Might Consider Dropping This Course)*

- 1) There is a ton of reading in this course. If you dislike reading or attempt to do it all at the last minute, you will not do well in this course.
- 2) Much of the reading is quite difficult. You will often need to read the material twice or three times to truly understand it. If you typically do not take the time to do a careful reading of course material, drop the course.
- 3) The material is much more philosophical than most other psychology courses. If you do not wish to learn something new or in depth, then you should probably drop the course.
- 4) You cannot memorize the material of this course, nor will merely “knowing” the material be sufficient. You will need to think about and articulate concisely the material well to get a decent grade. If you usually rely on memorizing points, consider dropping the course.
- 5) The course begins at noon on Tuesday, regardless of when the devotional ends. We may be giving participation credit (for those who are here on time and attentive). Either way, I have consulted with the university administration and they want me to begin my class, including graded activities, on time.
- 6) The main portion of your grade stems from two essay exams, a midterm and a final. It is easy to tell when grading these exams if you have read the material, so if you tend to skim by without doing the reading, then think about dropping the course.
- 7) You must take the final examination when it is scheduled by the university. If you need to leave the university earlier than the scheduled date, consider another course.
- 8) Class quizzes must be taken as you are instructed. We will be attempting to do this on Blackboard, so if you not know Blackboard, it is your responsibility to learn it.
- 9) The material of the course is so difficult that most students find it imperative to attend class and discuss the material with the instructors. If you tend to miss classes, do not take this course.
- 10) The class is large, so questions of clarification are the most useful to everyone.