SAN JOSÉ STATE UNIVERSITY
PSYCHOLOGY DEPARTMENT
PSYCHOLOGY 139, PSYCHOLOGY OF THE PERSON
SECTION 01, SPRING 2017

Course and Contact Information

Instructor  Simone Lundquist, Ph.D.
Office Location  DMH 310
Telephone  (408) 924 5634
Email  Simone.Lundquist@sjsu.edu * The fastest, safest, and best way to contact me is via email *
Office Hours  Mondays, 12:00 – 14:00 * Please make an appointment via email *
Class Days/Time  Tuesdays & Thursdays, 12:00 – 13:15
Classroom  CL 117
Prerequisites  PSYC 100

Course Description

This course introduces the student to theories and research exploring the concept of the “person”—the nature and the sources of our consistent behavioral patterns and intrapersonal processes. We will examine on the one hand historically-relevant theories and on the other hand modern-day theories and assess their current status on the basis of research. We will examine the implementation of theoretical concepts introduced in class into applied contexts such as psychotherapy, job–market decisions, educational setting and child raising practices, and the dating scenes.
Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

Course Goals and Student Learning Objectives

This class is aimed at acquainting the student with the major theories of personality, with the historical factors related to their emergence, and with their current status as established by empirical findings. The current possible applications into a variety of real-life situations and the importance of such applications to better understand human behavior, will also be addressed. We will follow the textbook sequence of chapters. The presentation of each theory will introduce its basic concepts, how these concepts are measured, how they are proposed to be applied, and results of studies that evaluated the theoretical concepts.

GE Course Content Learning Outcomes

GE Learning Objectives:

The GE Writing Requirement is met through the weekly writing assignments that are posted on the Canvas.

GE learning Outcomes

Upon the completion of this course students should be able to demonstrate

- GELO 1 A broad understanding of issues related to the social sciences
- GELO 2 An ability to communicate ideas effectively both in speaking and in writing
- GELO 3 The capacity for critical and creative thinking;
- GELO 4 The ability to assess information
- GELO 5 The ability for creative and critical thinking

Class activities linked to these outcomes are:

- The identification of the main questions asked by researchers in this area
- The examination of the multiple explanations provided to the questions
- The exploration of yet unknown issue waiting for subsequent research
Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- LO1: be familiar with six approaches to understanding personality and individual differences in behavioral characteristics,
- LO2: address the strengths and weaknesses of each approach
- LO3: critically examine relevant empirical evidence associated with each the theoretical approaches
- LO4: recognize the application of theoretical concepts into real life issues and in psychotherapy

Measurement of the course learning outcomes will be achieved via evaluation of the student’s written assignments, quizzes, class discussions, reflection papers, and a cumulative final exam.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirement:

- PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

There are three sources of readings for this course. All sources are required reading. The two textbooks can be purchased from the bookstore or on-line at your favorite used (or new) site. We will also be using a number of related articles which could be found on Canvas. To do two of your writing assignments, you will need to read The Great Gatsby by Fitzgerald. You can borrow it from the library, rent it or purchase any version of it. I expect you to have completed the readings prior to the class meeting, including the book and the assigned articles. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.
Required Text:

ISBN# 9781285740225

ISBN: 9781446296486

Book used for your assignments: Kindle edition, paperback or any other format.

ISBN 0-7432-7356-7
Office Hours

My office is at DMH 310. The best would be to make an appointment with me via email. If you show up without a prior appointment and I am not in my office, please send me an email. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me earlier than the next Monday.

The best time to catch me is right after class and let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or waited but were not able to see me, please set a time with me individually. During office hours we can discuss course questions or other topics of interest to you.

Course Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Rubrics
- Grade roster

Only some of the material of this course is on Canvas. Not all of the material shown on the PowerPoint during lectures will be available on Canvas. This will not be a sufficient substitute for coming to class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me, we will figure it out together.

Check this site regularly for course announcements, articles, assignments, and other course materials.

Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information or help with logging in:
Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.

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### Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

### Quizzes/Exams

The “exams” are meant to stimulate your reading of the text and keep you ahead of the lecture material. All questions will be based on the assigned readings and class discussions. The quizzes are completed in first or last 10-15 minutes of class. The exams will not be repeated so if you are not in class on the day that the exam is given to you, you will miss 5 scores. Please keep track of your quiz schedule and the scores you receive.

### Writing Assignments

The writing assignments are designed to have you interact with the material at a more personal level.

1. **Writing Assignment 1 (60 pts).** An understanding of Gatsby’s Personality based on a theory of your choice, discussed by Burger. Maximum length of this paper is 3 typewritten double-spaced pages. Please see the modules on Canvas and the class schedule on your syllabus for more detailed instructions and the due dates.

2. **Writing Assignment 2 (60 pts).** An understanding of Gatsby’s personality based on the theory discussed by Gergen. The length of this paper is 3 typewritten double-spaced pages. Please see the modules on Canvas and the class schedule on your syllabus for more detailed instructions and the due dates.

3. **Writing Assignment 3 (85 pts).** A paper on an understanding of the personality of you or that of a person you know, based on two different theories: a favorite theory discussed by Burger and a social constructionist viewpoint discussed by Gergen. The length of this paper is 5 typewritten double-spaced pages. Please see the modules on Canvas and the class schedule on your syllabus for more detailed instructions and the due dates.

4. **Favorite Paper Presentation (50 pts).** Please choose your favorite paper among the three writing assignments you have prepared for this course and present that paper to the class in not more than 7 minutes. Please see the modules on Canvas and the class schedule on your syllabus for more detailed instructions and the due dates.
5. **In-class writing (50 pts).** Several times (5 times) during the semester, you will be asked to write about your own opinions, beliefs, values, and reflections about what we learn in class. In addition to writing about your own thoughts regarding these topics, you will also be asked to discuss the relevance of this topic for the “real” world. In other words, I want you to discuss what you think the implications are of each of these topics for people in general and for society as a whole.

6. **Reflection papers (50 pts).** In these papers (10 papers), you will describe your reflections on what you learned in this class. Maximum length of each paper is 1 typewritten double-spaced pages. Please see the modules on Canvas and the class schedule on your syllabus for due dates.

7. **Class participation (60 pts total).** Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce your grade. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

   a. **Other misc. classroom activities.** You will also be given points based on your own participation in various classroom activities throughout the semester. This may include small group (5-6 people) discussions & participation at your classmates’ presentations.

   **NOTE** that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Important Note:**

To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must PROOFREAD IT! Even better, have someone else proofread it. **Papers that contain many spelling and grammatical errors will result in substantial point reduction.**

**Online and in-person (hard copy) submissions**

You must turn in your assignments in two ways: (1) in person, printed copy of the completed paper; and (2) online upload on Canvas. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.
You must also turn in hard (printed) copies the day each of the papers is due. Please contact me with questions BEFORE the paper is due.

| Grading Information |

Grading is based on the following:
1. Writing assignment 1 (60 points)
2. Writing assignment 2 (60 points)
3. Writing Assignment 3 (85 points)
4. Favorite Paper Presentation (50 points)
5. Sum of your Quizzes (35 points; 7 Quizzes, each 5 points)
6. Sum of your Reflection papers (50 points; 10 papers, each 5 points)
7. Sum of In-class writings (50 points; 5 papers, each 10 points)
8. Participation (60 points: 30 sessions, 2 points each session)
9. Final Exam (50 points)

The grading scheme for this course is determined as follows:

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-83%</td>
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<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
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<tr>
<td>C</td>
<td>76-73%</td>
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<tr>
<td>C-</td>
<td>72-70%</td>
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<tr>
<td>D+</td>
<td>69-67%</td>
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<td>D</td>
<td>66-63%</td>
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<td>D-</td>
<td>62-60%</td>
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<td>F</td>
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Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. **If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.**

Late Assignments

Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. **No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.**

Extra Credit

Extra credit assignments are given at the instructor’s discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2% of the total number of points available in the course.
Classroom Protocol and Policies

Classroom Protocol
I believe that the classroom is a professional environment where we co-create a dialogical context to facilitate learning and exchange of knowledge and experiences. The guiding principles are to be respectful and attend to what is going on in class. I expect that you be mindful of these codes of conduct as classroom etiquette breaches will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never bring out a cell phone during an examination period.
5. Do not text message during lecture.
6. You may not use a laptop in class. If you have a disability with a need for such an accommodation to take notes, please contact me and we will make an exception.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the last exam). You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check the class web site if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.
Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas (Canvas) mail function.** Best for private questions and comments.

3. **Through regular email.** simone.lundquist@sjsu.edu.

4. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

5. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
   
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 191: absence on 10-10-11).
   
   b. **Greetings** should be formal and use your instructor’s title (e.g., Dear Dr. Lundquist or Professor Lundquist)
   
   c. **Identify yourself** and the course/section you are in.
   
   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

Example email correspondence

**Subject:** Psyc 139: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 139 class that meets T/Th 12:00 - 13:15. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

**Regular attendance is necessary to do well in the course.**

Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. So the exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also contain different material. If you see contradictions between

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the lecture and the material in the text, please do not hesitate to ask about this in class. There will be pop quizzes and writing assignments for this class which if you do not come to class, you will likely miss if you don’t come to class. These quizzes and assignments count toward your final grade. For all these reasons, it will not be advantageous to you, if you miss any classes.

**Laptops**

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cellphones and other electronic devices**

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

**Late arrivals**

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

**Be respectful of others**

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

**I expect you to come to class prepared**

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

**Communication**

Use email!! Use office hours! Talk to me!!

**Check the course Canvas site regularly**

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Recording of Class Lectures & Sharing/Distribution of Course Content**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
• If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

• In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**

**University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

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**Student Resources**

**Librarian: Psychology**

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

**Psychology Librarian:** Bernd Becker  
408.808.2348  
[Bernd.Becker@sjsu.edu](mailto:Bernd.Becker@sjsu.edu)  
[http://libguides.sjsu.edu/psychology](http://libguides.sjsu.edu/psychology)

**Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
ACCESS Success Center

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, http://www.sjsu.edu/access/

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)
SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
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This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments and Quiz Due</th>
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<tbody>
<tr>
<td>WEEK 1 01-26</td>
<td>Introduction to course</td>
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<tr>
<td>WEEK 2 01-31</td>
<td>What is Personality? Burger: Chapter 1</td>
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<td>In-Class Discussion</td>
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<td>Social Construction Gergen: Chapter 1</td>
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<td>Reflection Paper 1 a comparison between Burger and Gergen Chapters 1, due Small Group Discussion</td>
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<td>WEEK 3 02-07</td>
<td>Personality Research Methods Burger: Chapter 2</td>
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<td>In-Class writing Assignment 1 Small Group Discussion</td>
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<td>WEEK 3 02-09</td>
<td>Psychoanalytic Approach: Freudian Theory Burger: Chapter 3</td>
<td></td>
<td>Quiz 1 (Burger: Chapters 1, 2, &amp; 3, Gergen: Chapter 1)</td>
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<td>WEEK 4 02-14</td>
<td>Freudian Approach Burger: Chapter 4</td>
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<td>Reflection Paper 2 on Burger: Chapters 3 &amp; 4 due Small Group Discussion</td>
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<td>WEEK 4 02-16</td>
<td>Constructing the Real and the Good Gergen: Chapter 2</td>
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<td>Small Group Discussion</td>
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<tr>
<td>WEEK 5 02-21</td>
<td>Psychoanalytic Approach: Neo-Freudian Theory Burger: Chapter 5</td>
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<td>Quiz 2 (Burger: Chapter 5, Gergen: Chapter 2)</td>
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<td>Date</td>
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<td>Assignments and Quiz Due</td>
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<td>WEEK 5</td>
<td>Neo-Freudian Theories</td>
<td>Burger: Chapter 6</td>
<td>Reflection Paper 3 on Burger: Chapter 6 due</td>
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<td>02-23</td>
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<td>Small Group Discussion</td>
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<td>WEEK 6</td>
<td>Horizons of Human Inquiry</td>
<td>Gergen: Chapter 3</td>
<td>Quiz 3 (Chapter 3, Gergen)</td>
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<td>WEEK 6</td>
<td>Trait Approach Theory/Application</td>
<td>Burger: Chapter 7</td>
<td>Reflection Paper 4 on Burger: Chapter 7, due</td>
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<td>Small Group Discussion</td>
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<td>WEEK 7</td>
<td>Trait Approach Relevant Research</td>
<td>Burger: Chapter 8</td>
<td>In-Class writing Assignment 2 on Chapter 8, Burger</td>
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<td>03-07</td>
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<td>WEEK 7</td>
<td>The Relational Self</td>
<td>Gergen: Chapter 4</td>
<td>Quiz 4 (Chapter 4, Gergen)</td>
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<td>03-09</td>
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<td></td>
<td>Small Group Discussion</td>
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<td>WEEK 8</td>
<td>Biological Approach Theory/Application</td>
<td>Burger: Chapter 9</td>
<td>In-Class writing Assignment 3 on Chapter 9, Burger</td>
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<td>Biological Approach Relevant Research</td>
<td>Burger: Chapter 10</td>
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<td>03-16</td>
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<td>WEEK 9</td>
<td>Dialogue: Conflict and Transformation</td>
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<td>Writing Assignment 1 (on Great Gatsby) Due</td>
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<th>Assignments and Quiz Due</th>
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<td>Humanistic approach Theory/Application</td>
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<td>Education as Relational Process</td>
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<td>Behavioral/Social Learning Approach Theory/Application</td>
<td>Burger: Chapter 13</td>
<td>Reflection Paper 7 on Burger: Chapter 13, due Small Group Discussion</td>
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<td>The Helping Professions: Co-Construction in Action</td>
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<td>Cognitive Approach Theory/Application</td>
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<td>Writing</td>
<td>Assignment 2 (Great Gatsby)</td>
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<td>Participation: Q and A</td>
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