YORK UNIVERSITY

PSYCHOLOGY DEPARTMENT

SEMINAR IN PERSONALITY THEORY AND BEHAVIOUR DISORDERS
4050 6.0 B/C

FALL/WINTER 2011/2012

B: Monday 2:30 PM
C: Tuesday 8:30 AM

Course Director: Dr. Ehud E. Avitzur
Webpage: www.psych.yorku.ca/eavitzur
Office: 256 BSB
Office Hours: Monday 1:20-2:20 PM, or by appointment.
Phone Messages: (416) 736-2100 X 66115
E-mail address: eavitzur@yorku.ca use it for urgent and important matters only.
PLEASE WRITE “4050 /section#” in the subject line. E-mail without such a subject line is considered “spam” and will be deleted.

Secretary: Mrs. Judy Manners, Office 280 BSB, Tel. (416) 736-2100 X 66115.

Prerequisites: 0101 (Introduction to psychology) with a minimum grade C, Statistics 1, Research methods, 2130 (Personality), 3140 (Abnormal psychology). Students must be in an Honours Program in Psychology and have completed 14 university courses or 84 credits (excluding education courses).

Course Description and Objectives

This course aims at deepening the understanding of major theories of personality and personality development on the one hand and human behaviour and psychopathology on the other hand. The course will focus mainly on the emotional and social aspects of personality and psychopathology.

In the fall, we will concentrate in the theoretical aspects of personality and its development. Later, the first part of the winter semester will be devoted to students’ presentations on behavioural disorders. Guest speakers, coordinated by students and course director, would be welcomed. The last part of the winter semester will be devoted to students’ Integrative Project (see below).

In the process of learning the subject matter we will deal constantly with the nature/nurture issue and we will trace the fine boundaries between the normal and the abnormal in the Human phenomenon.

Studying personality theory and behaviour disorders has the potential of promoting a deeper psychological understanding to the participant. Active involvement of students in both reading and in class discussions is of major importance for extracting the most from this class.
Required Reading:

Course kit for the first semester.

Reading for the second semester:


Note: This text is for the student’s convenience, but in many content areas it is not sufficient. The text directs you to the original writings, on which you are required to base your final paper.

Additional reading:


Freud, S. (1923). The ego and the id. (Note: This work is a classic. As such, you may find it in various editions. One of them is “The standard edition of the complete psychological work of Sigmund Freud”, edited by James Strachey, London: Hogarth Press).


Course Evaluation

Your final grade will be calculated based on:

Presentations (First 18%; Second 23%); Paper (39%); Positive contribution in class (16%); handing in presentations’ outlines on time (4%).

Your grade for the course will be based on the following scale: A+ 90-100; A 80-89; B+ 75-79; B 70-74; C+ 65-69; C 60-64; D+ 55-59; D 50-54;

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

A+. 9. Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
A. 8. Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
B+. 7. Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
B. 6. Good Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C+. 5. Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C. 4. Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
D+. 3. Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
D. 2. Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
E. 1. Marginally Failing
F. 0. Failing.

Teamwork: Many research projects in psychology are products of joint efforts of colleagues. In this course presentations and papers may be performed individually or as a joint effort of two or three students. If you prefer to work in a team, be aware that the workload should not be divided: All team members will work together and will be equally responsible for all parts of the presentation and paper. Make sure that all team members share similar motivation to invest in the project.

If you work as a team on your integrative project (see below), you have to add an appendix to your paper, describing your individual contributions to the project.

Assignments:

Presentations’ outlines: Printed, one page long. Two copies. Outlines should reflect seriousness and effort and be handed in on time.

Presentations: The second semester is devoted to students’ presentations. Students are expected to present twice. The first presentation is focused on behavioural disorder (PTSD, bulimia nervosa, anorexia nervosa, antisocial PD, avoidant PD, OCPD, dependent PD, histrionic PD, narcissistic PD, schizoid PD, schizotypal PD, paranoid PD, borderline PD). The second presentation is part of the “Integrative Project”, and is focused on personality and behaviour analysis of a real person based on biographical material research.
**Criteria of presentation evaluation:** Good organization of time, added value to the reading, ability to describe the main issues of the topic, clarity, correct usage of concepts, ability to suggest relevant applications, sufficient addressing methodological issues when relevant, demonstration of critical thinking, originality, depth.

**Final Paper:**
The paper will require to integrate minimum 2 theoretical perspectives learnt in class and at least one issue (theoretical or empirical) independently studied, and to apply them to the topic. The final paper will be written in accordance with the APA instructions.

**Paper format:** While the presentation is a semi-formal, the paper is the formal assignment for this course. It will include: APA Title; APA abstract; the core of the paper will be introduction, method (of your qualitative research; addressing the reliability and the validity of your resources), results (life story of the person on focus), discussion (your understanding of the life story of the person on focus); summary; APA style reference list; appendix. The recommended length of the paper is 8 double spaced pages (not including bibliography). Maximum length is 10 pages (not including bibliography). Appendix at any length is accepted.

**Criteria for paper evaluation:** Are similar to the criteria for presentation evaluation. In addition: Reference list of original sources (no textbooks, no Wikipedia or similar websites), demonstration of independent academic library research. Penalties: referring to a textbook or to an unreliable website. Papers are to be handed in by the due date. Students handing in the paper in a delay will be penalized (3% per day). Students presenting their work during the last two weeks of classes will be automatically granted with a seven-day extension.

**Further on the Integrative project:**

This project aims at integration between personality, personality development and behaviour disorders in real life. Since students are not eligible to apply clinical concepts to real people, a compromise is offered: Instead of exploring the life of a real “living” person, students may focus on a known person. Examples: Joseph Stalin, Conrad Black, Marilyn Monroe, Sylvia Plath.

This project will require the student to integrate theory and relevant studies in applying them to the psychological understanding of the person on focus.

It is advisable to choose an interesting, multilayered, complex personality about whom there is enough reliable psychologically relevant information to be the centre of your project. You may find such personalities in good biographies and autobiographies (www.biography.com or similar websites may be useful) and good documentaries or similar websites for suggestions). Students are expected to demonstrate critical thinking about data collection issues, such as contradictions among sources, reliability and validity. The students are encouraged to consult with the course director early in the year before making the final decision about the focus of the project.
Important dates:
Fall Semester begins September 11, 2011; ends December 6, 2011.
Last date to enroll without permission of course instructor: September 20, 2011
Last date to drop the course without receiving a grade: February 10, 2012.
Final paper due date: April 2, 2012.

No class on:
Fall Reading Week October 9-15, 2011
Winter Reading week February 19-25, 2012
### Tentative Course Outline

#### Fall

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Reading for the class</th>
<th>Students’ activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A general introduction to the course; The scientific evolution of ideas; Temperament. A movie demonstration</td>
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<tr>
<td>2</td>
<td>The temperament show Freud’s</td>
<td>Thomas and Chess: Temperament; Chapter on Freud in your old personality text Freud readings</td>
<td>Warm-up: Students will play the temperamental characteristics: No evaluation.</td>
</tr>
<tr>
<td>3</td>
<td>Freud’s structural theory; Life and death instincts.</td>
<td>Repeat the reading on Freud.</td>
<td>Debate</td>
</tr>
<tr>
<td>4</td>
<td>The defences.</td>
<td>Read and reflect about each of the defences.</td>
<td>Warm-up 2: Students will present the concept of each defence mechanism and play it: No grade.</td>
</tr>
<tr>
<td>5</td>
<td>Object Relations School: Melanie Klein’s main concepts.</td>
<td>Beneath the mask on Klein</td>
<td>Debate</td>
</tr>
<tr>
<td></td>
<td>Planning the first presentation: topics.</td>
<td>Reread the course handouts.</td>
<td>Team up!</td>
</tr>
<tr>
<td>7</td>
<td>Gilligan: Woman’s place in man’s life cycle.</td>
<td>Gilligan, C. (1982). In a Different Voice: First chapter.</td>
<td>Debate</td>
</tr>
<tr>
<td>8</td>
<td>Alfred Adler</td>
<td>Beneath the mask on Adler</td>
<td>Hand in an outline (two copies) of the first presentation BEFORE the class begins.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Debate</td>
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<td></td>
<td>Planning the first presentation Feedback on the first outline:</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Psychogenic Development; Allocating time slots and topics for the two presentations.</td>
<td>Millon: Chapter 3</td>
<td>Demonstration by a guest, a movie, a documentary etc. Debate.</td>
</tr>
<tr>
<td>12</td>
<td>DSM</td>
<td>Globe and Mail article</td>
<td>Debate</td>
</tr>
<tr>
<td></td>
<td>Finalizing the plan for the winter semester.</td>
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</tbody>
</table>

ATTENTION: The last date to drop the course without receiving a grade: February 10th, 2012.

**Happy Holidays!**
<table>
<thead>
<tr>
<th>#</th>
<th>Behavioural irregularity</th>
<th>Reading</th>
<th>Presenting Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A general introduction to personality disorders The DSM IV-TR</td>
<td>Hand in a tentative outline (two copies) of the second presentation BEFORE the class begins.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1  2  3</td>
<td>Read about the discussed behaviour disorders in your abnormal psychology textbook.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4  5  Feedback on the outlines</td>
<td>Read about the discussed behaviour disorders in your abnormal psychology textbook.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6  7  8</td>
<td>Read about the discussed behaviour disorders in your abnormal psychology textbook.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9  10 11</td>
<td>Read about the discussed behaviour disorders in your abnormal psychology textbook.</td>
<td></td>
</tr>
</tbody>
</table>
<pre><code>                                                             | Receive a feedback on your first presentation before February 10th.       |
</code></pre>
<p>| 6  | First final Presentations (a bonus)                                                     | 1  2                                                                     |
| 7  | Final Presentations                                                                     | 3  4                                                                     |
| 8  | Final Presentations                                                                     | 5  6                                                                     |
| 9  | Final Presentations                                                                     | 7  8                                                                     |
| 10 | Final Presentations                                                                     | 9  10                                                                   |
| 11 | Final Presentations                                                                     | 11 12                                                                   |
| 12 | Last class Final Presentations                                                         | 13 14                                                                   |
| Course summary                                                          |</p>

Last date to submit/ hand-in final paper April 2, 2012

Have a good summer!