

YORK UNIVERSITY

PSYCHOLOGY DEPARTMENT

SEMINAR IN PERSONALITY THEORY AND BEHAVIOUR DISORDERS 4050 6.0 C

FALL/WINTER 2013-14

Wednesday 8:30 AM, VC 114

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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 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, suggested by students 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 be tracing 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. 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: Available at the bookstore.

Reading for the second semester:

Millon, T., Grossman S., Millon, C., Meagher, S. and Ramnath, R. (2004).
Personality disorders in modern life. NJ: Wiley & Sons, Inc.

Course Evaluation

Your final grade will be calculated based on:

Outlines' short presentation (2X5%); Presentations (First 15%; Second 20%); Paper (25%); Positive contribution in class (15% in each semester).

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.

Ground rules:

- No computers, cellphones, and tablets: Empirical research shows that multi-tasking impairs performance.
- Be on time.
- If you have to leave class before it ends, let us know.
- Hand in assignments at the beginning of the class.

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-three students, depending on the number of students in class. If you are 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.

Assignments:

Tentative outline of presentation: One double-space printed page of the rough draft of your presentation's outline + annotated bibliography (check on the web "APA annotated bibliography". I found, for example, http://www-bcf.usc.edu/~genzuk/APA_Format_Annotated_Bibliography.pdf). The student/team will present the research and thoughts to the class. The outline-presentation will be graded, according to manifested effort in reading and thinking, as Good effort (A / B level), Satisfactory effort (C/C+ level) or Unsatisfactory effort (D/E/F level). Feedback on your outline will be given in the following class. Length of the outline's presentation: Five minutes.

Presentations: The second semester is devoted to students' presentations. Students are expected to present twice.

First presentation (30 minutes) 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). This presentation will focus mainly on personality and developmental factors connected to the vulnerability to the disorder. **Second presentation** is part of the "integrative project" (see below).

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, Sylvia Plath. Of contemporary interest: Russell Williams (An officer and a serial killer), Andres Breivik (Norway masacar), Michael Thomas Rafferty, Terri-Lynn McClintic (Victoria Staford), Marc Lepine (Polytechnique), Seung-Hui Cho (Virginia Tech.), and recently added: Magnotta Luka Rocco (unfortunately this list constantly grows). The person on focus does not have to demonstrate any psychopathology: Barak Obama, Stephen Harper would be good candidates to be the focus of your study.

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. Please note that projects on people with very similar pathologies will not be approved.

Some radio and TV shows provide good ideas for interesting people who can be on focus of your research: The next chapter (with Shelagh Rogers), Ideas (with Paul Kennedy), etc. Check, for example: Lauren B. Davis on *The Empty Room*.

As stated before, this project requires integrating theory and research in application to real life, that is, in psychological understanding the life story of an individual. The project will relate to a minimum of 2 theoretical perspectives learnt in class and at least one issue (theoretical or empirical) *independently* studied, and to apply them to the topic. For example: If you decided to work on the life story of Princess Diana: You may use two of the theories discussed in class (Freud and attachment) plus a research on bulimia or on children of divorced parents, or on any other issue that seems psychologically insightful to the life of Princess D.

The integrative project includes three parts: Presenting and handing in an outline, presentation (“second presentation”), and a final paper.

Integrative Project: An Outline:

Please follow: Tentative outline of presentation. In addition, make sure that the outline corresponds to the requirements in the next sections: second presentation and paper.

Integrative Project: Second Presentation (45 minutes, discussion excluded). Basically, the presentation should correspond the structure of the paper (see below) with one difference: The presenters may leave some issues open, and they may have their own questions. Post-presentation class discussion is aim at targeting these issues, and enriching the paper. The professor leads post-presentation discussion.

Criteria of presentation evaluation: Good structure (see final paper for the details about the structure), 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. Asking questions and request clarification, is not considered as incorrect use of concepts. A feedback on your presentation is available a week after you will have presented.

Final Paper:

The final paper will be written in accordance with the APA instructions.

Paper format: While the presentation is 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, focus on facts), discussion (your understanding of the life story of the person, focus on interpretation and speculation); 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). For some topics a longer paper is preapproved. Appendix at any length is accepted.

If you work as a team on the integrative project, you have to add an appendix to your paper, describing team members’ individual contributions to the project. Without such a document the group members will not be granted a final grade.

Criteria for paper evaluation: Are similar to the criteria for presentation evaluation. In addition: Good academic writing skills; 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.

Important dates:

Fall Semester begins September 9, 2013; ends December 6, 2013.

Winter semester starts January 6, 2014; ends April 4, 2014.

Last date to enroll without permission of course instructor: September 22, 2013

Last date to drop the course without receiving a grade: February 14, 2014 (Make sure you have enough feedback on your performance prior to this date).

Final papers due date: Last class.

No class on:

Fall Cocurricular Days: October 30- November 3, 2013

Winter Reading week: February 15-21, 2014

Tentative Course Outline

Fall

#	Topic	Reading for the class	Students' activity
1 Sep. 11	A general introduction to the course; The scientific evolution of ideas; Temperament. A movie demonstration	On Thomas and Chess' model of Temperament: 1010's or 2110's text	Contribute to the discussion
2 Sep. 18	Temperament applied	Freud's readings from the course kit	Plan how to play temperamental characteristics in an encounter situation
3 Sep. 25	1. Freud's structural theory; Life and death instincts. 2. Prep for working in groups 3. Allocate defences	Freud's readings from the course kit	Debate
4 Oct. 2	The defences.	Read and reflect about each of the defences.	Warm-up: Students will present the concept of each defence mechanism and play it: No grade.
5 Oct. 9th	1. Object Relations School: Melanie Klein's main concepts. 2. Planning the first presentation: Topics and dates	Greenberg and Mitchell on Klein	Debate Team up!
6 Oct. 16	Erikson.	Mitchell and Black (1995): On Erikson. Reread the course's outline.	Debate
7 Oct. 23	1. On sex, gender, sexual orientation 2. Presenting the first outline	TBA	Debate Presentations+ hand in outline
8 Nov. 6	1. Alfred Adler 2. Presenting the first outline	Beneath the mask on Adler	Debate Presentations+ hand in outline
9 Nov. 13	1. Self Psychology 2. Feedback on the first outline	Kohut and Wolf: The disorders of the self	Debate
10 Nov. 20	1. Attachment Theory: Bowlby and Ainsworth. Contemporary research on adult attachment. 2. Feedback on the first outline	Hazan and Shaver (1987): Romantic love.	Debate
11 Nov. 27	1. Psychogenic Development; 2. Planning the first presentation: Topics and dates	Millon: Chapter 3	
12 Dec. 4	DSM Finalizing the plan for the winter semester.	Globe and Mail's article	Debate

ATTENTION: Make sure you have enough feedback on your performance in the course prior to the last date to drop the course without receiving a grade. Check the specific date on previous pages.

Happy Holidays!

Winter

#	Behavioural irregularity	Reading	Presenting Students
1 Jan. 8	1. A general introduction: Personality disorders 2. Presenting the second outline		Presentation+ hand in outline
2 Jan. 15	1 PTSD 2 Bulimia 3 Anorexia (a bonus)	Read about the discussed behaviour disorders in your abnormal psychology textbook.	
3 Jan. 22	4 Antisocial PD 5 Avoidant PD Feedback on the outlines	Read about the discussed behaviour disorders in your abnormal psychology textbook.	
4 Jan. 29	6 Obsessive-Compulsive PD 7 Histrionic PD 8 Narcissistic PD	Read about the discussed behaviour disorders in your abnormal psychology textbook.	
5 Feb. 5	9 Schizotypal PD 10 Paranoid PD 11 Borderline PD	Read about the discussed behaviour disorders in your abnormal psychology textbook.	Receive a feedback on your first presentation before the last day to drop without receiving a grade.
6 Feb. 12	First final Presentations (a bonus)		1 2
7 Feb. 26	Final Presentations		3 4
8 Mar. 5	Final Presentations		5 6
9 Mar. 12	Final Presentations		7 8
10 Mar. 19	Final Presentations		9 10
11 Mar. 26	Final Presentations		11 12
12 April 2	TBA		

Last date to submit/ hand-in final paper is the last day of classes

Have good spring and summer!