

# North Hennepin Community College

## PSYC 2330: Personality Psychology

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires either of these prerequisites

PSYC 1150 - General Psychology

PSYC 1160 - Introduction to Psychology

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci

This course provides a review of the major theories of personality which typically include the psychodynamic, behavioral, cognitive, humanistic and trait approaches.

Prerequisite: Psyc 1150 or Psyc 1160 or consent of instructor

### B. COURSE EFFECTIVE DATES: 09/10/1997 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. This course covers the major theories of personality which typically include the psychodynamic, behavioral, cognitive, humanistic and trait approaches.

## **D. LEARNING OUTCOMES (General)**

1. Given the context of personality, students will understand the process of psychological research and be able to:
  - a. Formulate questions
  - b. Gather and/or interpret data using both experimental and correlational methods
  - c. Understand the analysis of data
  - d. Describe the theoretical implications of the results and
  - e. Recognize possible sources of bias in the gathering of data.  
(MnTC goal 5, comp. a; NHCC ELO 2)
2. Students will learn to use and critique the major psychological theories (e.g., behavioral, biological, and psychodynamic) as explanations of human behavior. (MnTC goal 5, comp. c; NHCC ELO 4)
3. Within the context of specific social/psychological problems, students will be able to:
  - a. Identify the assumptions that are operating in the designation of a particular problem
  - b. Imagine a situation in which the problem is solved
  - c. Deduce the recommendations that various psychological perspectives would make for solving the problem, and
  - d. Describe the causal explanations and recommendations for change that various psychological perspectives would propose for the problem.  
(MnTC goal 5, comp. d; NHCC ELOs 2, 4)
4. Given the context of personality psychology, students will understand development of and the changing meanings of group identities in the United States' history and culture. (NHCC ELO 1)
5. Students will demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society. (NHCC ELO 1)
6. Students will analyze their own attitudes, behaviors, concepts and beliefs, regarding diversity, racism, and bigotry. (NHCC ELO 3)
7. Students will describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. (MnTC Goal 5, comp. b; NHCC ELO 1)
8. Students will demonstrate communication skills necessary for living and working effectively in a society with great population diversity (NHCC ELO 2)

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

Goal 05 - Hist/Soc/Behav Sci

1. Examine social institutions and processes across a range of historical periods and cultures.
2. Use and critique alternative explanatory systems or theories.
3. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.