

Psychology 451—Spring 2026

Theories of Personality

Syllabus

Course units: 3

Class meeting time: Tuesdays & Thursdays 11:00 AM – 12:15 PM

Course location: Zoom (online synchronous)

<https://us02web.zoom.us/j/83167240870?pwd=1kUHAReqrUPHwOopa7xL48TqbArUru.1>

Passcode: 228871

Instructor: Loïc Pritchard, MS, LMFT

Email: loicp@sfsu.edu (I respond to emails within 48 hours Monday – Friday)

Office hours: By appointment, Monday – Thursday 11:00 AM – 7:00 PM and Fridays 11:00 AM – 6:30 PM.

Sign up here for appointments: <https://calendly.com/loicpritchardsfsu/office-hours>

Course Text

Feist, Gregory J., Roberts, Tomi-Ann, Feist, Jess (2021). Theories of Personality. (Tenth Ed.).

There may be supplemental readings assigned at certain points in the semester. These readings will be posted on Canvas.

You are responsible for completing assigned readings prior to class.

PLEASE NOTE: *You* are responsible for all deadlines!

Course Description and Objectives

This course presents an overview of the key concepts, ideas, and theories notable figures in the field of clinical psychology have used to explain what personality is and how it develops.

Important areas of focus for this course include:

1. How personality is defined and what its relation is to the self.
2. Implication of the ways, different theories do or do not incorporate biological, psychological, socio-cultural, interpersonal, and/or intrapsychic factors in the development of personality.
3. The ways in which ideas of personality are bound in culture and in time and the implications of this for the theories and theorists we study.

Teaching philosophy

Given that students learn in different ways and have different strengths, I will endeavor to teach this course from different angles and using a variety of pedagogical tools.

However, no matter what tools I am using at a given moment, core to my educational philosophy is my belief that the best thing that I can do for you is not to tell you what to think but help you to learn how to think about the subject. This is my approach to learning and teaching in general, but I find it especially true with such a relatively new and changing field as psychology.

One tool I rely on to achieve this overarching aim is discussion. I would like you each to think of your fellow students also as your instructors and you as theirs. We all have something to learn from one another and discussion is often one of the best ways to achieve that.

In that spirit I also consider that there are ideas, viewpoints, and experiences you will have that I don't have and, in that way, each of you can enrich the class in a manner I would never be able to on my own. Additionally, as we all do, I have my own points of view, biases, and blind spots. My hope is that in thinking together we will be able to see more clearly from multiple vantage points.

This semester, we'll examine many topics from a variety of points of view. My hope is to present all concepts in a way that will stimulate thinking and encourage you to keep an open and discerning mind when discussing course material.

Please keep in mind, in order for us to function well as a group and for us to get the most out of our discussions I ask that all expressions of criticisms or points on which you don't agree with one or more of us in the group be directed at ideas or concepts and not as a commentary on the character of fellow classmates or the instructor.

Please let me know as soon as if you're having difficulty with any of the course material. Remember, if you are, you're probably not the only one. You can check in with me during class or office hours, by email, or on the Q&A forum on Canvas. I'll do my best to help clear things up for you!

Classroom culture and community

In order for everyone to have the best educational and interpersonal experience possible, it's important that we build a classroom culture that welcomes and appreciates a rich variety of backgrounds, experiences, and perspectives. It is my aim to create an atmosphere of learning that respects diversity of experience and diversity of thought. It's my hope that you will join me in creating this atmosphere together.

To help us build a classroom community together, I ask all students to:

- Remember and appreciate that we have an opportunity to learn from one another if we are open others' experiences, ideas, values, and perspectives.
- Seek to understand and honor the uniqueness of other students, as well as your own uniqueness.
- Strive to be open to what someone else is saying, *especially* when what the other person is saying seems strange, unfamiliar, or even wrong to you.
- Do your best to understand what someone is trying to say before responding to them. Consider if it might be best to repeat back what you think you heard them say or to ask clarifying questions first.
- Communicate with one another in a respectful manner and value each other's opinions.
- If you notice you're dominating the conversation a lot more than everyone else, think about making space so other members of the group can respond. If you notice that you're hardly doing any commenting or discussing (or aren't speaking up at all), challenge yourself to participate more in our discussions.
- Respond to others on the level of their ideas; don't engage in name-calling or character assassination.

- Keep confidential class/community discussions about personal or professional matters.
- Use this opportunity to think together about how we can make this class, this university, and society more inclusive and thoughtful.

A note on the course content: *The class and course material will deal with sensitive psychological issues by which some of us may be affected, either directly or indirectly. However, it is not meant as a therapeutic space. If you are interested or in need of counseling, I'll be happy to provide referrals via email or during office hours.*

Classroom Conduct

It's important to me that this class creates and maintains a space that is a good learning environment for everyone. To be able to do this we must all respect each other and demonstrate that respect by not engaging in disruptive behavior. Disruptive behavior includes, but isn't limited to, making rude, lewd, inflammatory, or inappropriate remarks during discussions.

I give students two private warnings for disruptive behavior. They will both consist of a documented verbal or written warning and the second warning will also include a deduction of 15 points from the student's total grade. Any further offenses will be referred to the Department of Psychology Chair.

If you have an issue with another student, please bring it to my attention privately and let me handle it. If you have a concern about my teaching methods, please come to office hours to discuss them. It's important to keep class discussions focused on the material.

We should all make every effort to keep the conversation civil and productive.

Please silence all electronic devices during class.

Electronic devices

Out of respect for your classmates and instructor, please silence all electronic devices for the entirety of the class. You may use laptops or tablets for notetaking during class but please be sure not to use your device for any other purposes or to distract your fellow classmates with your screen.

Lectures, Lecture Materials, and Media

PowerPoint video lectures or PowerPoint slides related to the assigned chapter(s) and/or reading(s) of the week will be available on Canvas each Tuesday at 12:00 AM. Please see the course schedule for which chapters/readings correspond with which weeks.

Any course or lecture notes, and any other related material or media that I'll be presenting, will be available on Canvas. Please be aware that there won't necessarily be additional course material each week and that notes might appear in several formats, including PowerPoint or PDF.

Lectures vs. Text/Readings

There may sometimes be a disagreement between the text, the readings I assign, and the lecture. I'll clarify this difference (to the extent possible) in my presentations. For exam questions and assignments, the material presented in the lecture will take priority over the text.

For quizzes, tests, and exams, you will be responsible for all material in all assigned chapters of the text.

In some cases, the text will provide information that we won't get to in the lecture and our discussion; at other times the text will serve as a support to the lecture and discussion (but won't add anything additional); and in other cases, the lecture and discussion will cover areas that are not in the text.

When studying for the test, I recommend focusing on any notes you have taken from the lectures and from forum discussions first, then back this up or double check it with the text.

Supplemental readings

I may ask you to read several articles this semester. If an article is assigned, I'll put it on Canvas as either a PDF or as a link to the reading.

I also welcome you to recommend to me and/or the class any outside articles you find interesting!

Grading

It's my goal to create an environment in which every student will have the chance to excel and to receive a good grade. Given that the material in this course can be complex, you will need to put effort into this course, and the more you put into this course, the more you'll get out of it (including in terms of your grade).

Having said that, I encourage you to focus on understanding and engaging with the material and engaging with your classmates in our discussions. To my mind, this is more important than grades and is also most likely to lead to a good grade.

If you're having problems understanding the lecture or text material or aren't doing as well as you'd like on assignments and tests, please don't hesitate to come to office hours.

Please don't wait until the end of the semester! Visit me as soon as you realize that you are having difficulties.

Grade evaluation

Class (or online forum) participation – 435 points

Class attendance – 432 points

Reading quizzes – 285 points

Exam 1 - 170 points

Exam 2 - 167 points

Exam 3 - 169 points

Intro assignment – 15 points

Syllabus Quiz – 21 points

Total: 1,694 points

Class Participation

This includes satisfactory completion of any in-class assignments or exercises and active participation in class discussions. For full credit, meaningful participation in class discussions (either in class or in the forum) must occur at least once per week and must be relevant to the class discussion and/or reading from that week.

I encourage all students to push past their comfort zone and participate in discussions *during class*. However, both for those students who have significant difficulty participating during class or who can't participate due to in-class time constraints, I provide the opportunity to post to the discussion forum for that class on the course Canvas page. Please note that **forum discussion posts must be completed within two weeks of their corresponding lectures**.

To get full participation credit using the online discussion forum, students will need to have attended class and to post a comment, question, or reflection of *no less than 150 words*. If a student attends less than 75% of the class time (i.e., 75 minutes) for the week, they can post in the corresponding online forum for 50% credit (or 100% if the absence is excused, not including the free missed class).

Class Attendance

Students are expected to attend classes. Unless you miss class for a serious, compelling, documented, and verifiable reason, there will be a 25-point deduction per missed class if you miss more than 1 class during the semester (i.e., you can miss 1 class without penalty for any reason).

You will need to attend at least 90% of the class time (i.e., 90 minutes) to get full credit for attendance. Any attendance time that is less than 90% will result in points deducted in a pro-rated manner.

Reading Quizzes

Weekly quizzes will open by 12:00 AM on Wednesdays. They will close at 11:59 PM on the following Tuesday of the following week.

We won't necessarily get to every part of every reading in the lectures and class discussions, I consider it very important for students gain a full understanding of each chapter. To this end, there will be reading quizzes for the assigned chapters/readings to test your knowledge and understanding of the week's readings. The quizzes are also meant to help prepare you for each of the three exams. Reading quizzes will be available on Canvas.

You will be able to take each quiz three times. There will be no make-up quizzes without a serious, compelling, documented, and verifiable reason. To reiterate, reasons such as being too busy, forgetting, or waiting until the last minute and then having computer problems don't qualify as compelling reasons.

For the most part, the quiz for each reading will have 4 questions worth 3 points each. I will drop the lowest scoring quiz at the end of the semester. To offer this, there will be 20 assigned quizzes, but each student can only receive full credit for 19 quizzes. Therefore, if you have 100% in the reading quiz category leading up to the last quiz of the semester, you don't have to take the last reading quiz (unless you want to for practice) and **you can't receive more than 228 points in this category**—228 points constitute full (100%) credit.

Exams

Exams will be a combination of multiple choice, short answers, true-false, and/or long answer questions. Exams questions will be taken from the lectures and the readings of the course material studied between the last exam and the current exam. In other words, exams for this course are not cumulative.

All exams will be on Canvas, and each will be open for 24 hours. You will have 120 minutes to take each exam once it has been opened. Please pay close attention to the dates the exams open and close—you are responsible for keeping track of these dates and times. I will not reopen exams or offer make-up exams without a serious, compelling, documented, and verifiable reason.

You'll be allowed to take each exam one time. Take care to plan and give yourself enough time to prepare for and take the exams, since I don't offer make-ups without serious, compelling, documented, and verifiable reasons.

I consider exams to be both a test of current knowledge and learning opportunities. To that end, when taking an exam, you should have on hand: your book, any PowerPoints or lecture notes I've created, and any notes you have taken. My hope is that this will help you remember and solidify what you have learned throughout the class. Since the exams will test you on concepts and ideas and not just definitions, it will be especially important to have these materials to serve as a reference for you.

All students must take all exams in this course. I don't drop any exams or average scores.

Exam Extra Credit

Students can earn up to 18 points extra credit (6 points on each exam) in this course. These are the only extra credit opportunities offered for this course.

Missing and Late Assignments

All assignments are due by 11:59 pm on the day they are due. I don't accept late assignments.

If there are serious, compelling, documented, and verifiable reasons for a missing or late assignment, I reserve the right to *consider* accepting the late assignment on a *case-by-case basis*. If you need an extension, please email me, or make an appointment for office hours so we can discuss it **before** an assignment is due. I'm typically much better able to accommodate you if you let me know early!

Please note that reasons for late assignments such as corrupted files, failure to save a document or to complete uploading documents, and other such reasons related to technology don't count as compelling reasons not to turn in an assignment. I will grade what you send me, so please double check for common computer issues and glitches to make sure your assignment has gotten where it needs to go in the format it needs to be in.

In general, if you feel like you might have problems meeting an assignment, quiz, or exam deadline, please email me as soon as possible **before** the deadline.

Final Grade

Your final grade is made up of all assignments, discussions, exams, and extra credit opportunities in the course. The final grade is calculated by dividing the points earned by the points possible for the course (850).

The percentages to earn each grade are as follows:

A: 95% – 100%

A-: 90% – 94%

B+: 87% – 88%

B: 83% – 86%

B-: 80%– 82%

C+: 77% – 79%

C: 73% – 76%

C- 70% – 72%

D+ 67% – 69%

D: 63% – 66%

D- 60% – 62%

F: 60% or lower

Letter Grades on Canvas

Canvas may calculate differently than I do and may assign letter grades that are incorrect or in places where letter grades don't belong. Please only use the grade sheet on Canvas to keep track of points. To calculate your letter grade at any time, divide the number of points you've earned by the number of points possible at the time of your calculation. If have you'd like help with this or have questions, please email me, or sign up for office hours.

One note on final grades: Unless there's been a computational error, all grades are final. I don't round up scores and I don't offer any extra credit after the third exam. I won't respond to any emails requesting a grade change for any reason aside from a mathematical error.

Cheating and Plagiarism

I make my best effort to provide a fair environment for everyone to learn and succeed in this course. I also expect each student to behave in a fair and honest manner. ***This means that I expect you to: do your own work, not share quiz and exam questions or quiz and exam answers with anyone else, not upload exam questions or answers to the internet, and not work with others to complete the exams.***

Plagiarism is a form of cheating; it occurs when someone misrepresents the work of another as their own. Plagiarism consists of using the ideas, sentences, paragraphs, or the whole texts (including paraphrasing or changing word order) of someone else without acknowledging the

person whose ideas or work are being used. It is also plagiarism when someone allows another person to write or significantly alter work that a student then submits as their own.

I take cheating and plagiarism very seriously and I tolerate neither one in this course.

Any student who cheats or plagiarizes will earn a zero for the category to which the work belongs. In other words, cheating or plagiarizing on an assignment will cause all assignment grades to become zeros; cheating or plagiarizing on an exam will cause all exam scores to become zeros. Additionally, I may choose to report instances of cheating and plagiarism to the Department Chair.

Please don't hesitate to ask me if you have any questions or confusion about cheating or plagiarism. I'm happy to clarify these concepts and it will be much better if you get the clarification beforehand rather than finding out after the fact that something counted as cheating or plagiarism. This is very important because even if a student "didn't realize" something was cheating or plagiarism this is not an acceptable excuse for having cheated or plagiarized.

Please be aware that copying something from the internet without citing the source **unquestionably counts** as plagiarism. This includes, but is not limited to, all social media, Wikipedia, blogs, online magazines, etc.

There are online resources and applications such as Grammarly's plagiarism checker that you can use to check your own text to make sure you haven't inadvertently plagiarized. I may also use similar tools to check student work.

******All work for this class must be original and created specifically for this course. Submitting an assignment that you've written for another class for this course will automatically result in a score of zero. ******

Please familiarize yourself with SFSU's guidelines on plagiarism and academic dishonesty: <https://conduct.sfsu.edu/plagiarism>; <https://conduct.sfsu.edu/academic-dishonesty>

Please also familiarize yourself with SFSU's code of student conduct: <https://conduct.sfsu.edu/standards>

Dropping/withdrawing

If you choose to drop the class or must withdraw after the drop period is over, it is your responsibility to notify me and fill out any paperwork associated with these procedures.

University Policies:

Students With Disabilities

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu. Please note that if you require services you should register with the DPRC as soon as possible and well before the first exam. If you are having problems with any class accommodations, please contact me and describe what kind of accommodations are necessary.

Student Disclosure of Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students.

To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/; Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/> For more information on your rights and available resources: <http://titleix.sfsu.edu>

Religious Holidays

The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/ she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Situations Not Covered in the Syllabus

I've tried to be as thorough as possible in writing this syllabus. However, it's not possible to cover all scenarios in this syllabus (and even if I could it's long enough already!). **Please note**, just because something doesn't appear explicitly in the syllabus doesn't mean that it's necessarily OK/not OK to do. Therefore, if you have any questions or confusion about anything in, or not in, this syllabus, please come talk to me by signing up for office hours or emailing me.

Changes to Syllabus

I do my best to have the syllabus complete at the beginning of each course. If I do have to change the syllabus in some way for some reason, I'll notify you as soon as possible by email.

Psychology 451 – Theories of Personality

Course schedule – Spring 2026

NOTE: This schedule is subject to change. Please pay attention to updates in class and on Canvas.

Assigned readings should be completed before we meet for the corresponding class.

Date	Chapter, Reading, and/or Topic	Assignment
1/27	Introduction to the Course: Topics covered, teaching philosophy, grading, etc.	Read entire syllabus, then take the syllabus quiz (due 2/12) Introduce yourself! (due 2/19)
1/29	Introduction to Personality Theory	Chapter 1
2/3	Freud: Psychoanalysis	Chapter 2 (pages: 21 – 27, middle of 39 – top of 42, 49 table 2.1, bottom of 57 – 68)
2/5	Freud: An Outline of Psycho-analysis ***This is a dense reading—make sure you give yourself enough time to read it!***	Article posted on Canvas (pages: 1 – top of 80)
2/10	Adler: Individual Psychology	Chapter 3
2/12	Jung: Analytical Psychology	Chapter 4 (pages: 108 – 116, p. 123 – 132 & 137 - 145)
2/17	Klein: Object Relations Theory	Chapter 5
2/19	Horney: Psychoanalytic Social Theory	Chapter 6 (pages 180 – end of 195)

2/24	Horney: Psychoanalytic Social Theory (part 2)	Chapter 6 (“Feminine Psychology” on 195 – end of chapter)
2/26	Dajani and Gonzalez: The Social Unconscious (part 1)	Articles posted on Canvas
3/3	Dajani and Gonzalez: The Social Unconscious (part 2)	Articles posted on Canvas Submit questions
3/5	Erickson: Post-Freudian Theory	Chapter 7
3/10	Fromm: Humanistic Psychoanalysis (part1)	Chapter 8
3/12	EXAM 1 opens at 12:00 AM – good luck!	Study for Exam 1: - “Introduction to Personality” - “Freud: Psychoanalysis” - “Adler: Individual Psychology” - “Jung: Analytical Psychology” - “Klein: Object Relations Theory” - “Horney: Psychoanalytic Social Theory” - “Dajani & Gonzales: Social Unconscious Theory” - “Erikson: Post-Freudian Theory” (i.e., chapters 1 – 7 & assigned articles)
	EXAM 1 closes at 11:59 PM	Don’t miss the deadline!
3/17	Fromm: Humanistic Psychoanalysis (part 2)	Chapter 8
3/19	Maslow: Holistic-Dynamic Theory	Chapter 9
3/23 – 3/28	NO ASSIGNMENTS – Spring Break	Have a great break!

3/31	Rogers: Person-Centered Theory	Chapter 10
4/2		
4/7	May: Existential Psychology	Chapter 11
4/9		
4/14	Allport: Psychology of the Individual	Chapter 12
4/16	McCrae and Costa's Five-Factor Trait Theory	Chapter 13
4/21	Eysenck's Biologically Based Factor Theory	Chapter 14
4/23	EXAM 2 opens at 12:00 AM – good luck! EXAM 2 closes at 11:59 PM	Study for Exam 2: - “Fromm: Humanistic Psychoanalysis” - “Maslow: Holistic-Dynamic Theory” - “Rogers: Person-Centered Theory” - “May: Existential Psychology” - “Allport: Psychology of the Individual” - “McCrae and Costa: Five-Factor Trait Theory” (i.e., Chapters 8 – 13) Don't miss the deadline!
4/28	Buss: Evolutionary Theory of Personality	Chapter 15
4/30	Skinner: Behavioral Analysis	Chapter 16
5/5	Bandura: Social Cognitive Theory	Chapter 17
5/7		

5/12	Kelly: Psychology of Personal Constructs	Chapter 19
5/14		
5/19	FINAL EXAM (Exam 3) opens at 12:00 AM Study for Final Exam: - “Eysenck: Biologically Based Factor Theory” - “Buss: Evolutionary Theory of Personality” - “Skinner: Behavioral Analysis” - “Bandura: Social Cognitive Theory” - “Kelly: Psychology of Personal Constructs” (i.e., Chapters 14 – 17 & 19) FINAL EXAM (Exam 3) closes at 11:59 PM	Don’t miss the deadline!
*****	**** HAVE A GREAT SUMMER BREAK! ****	*****