

**Course Code: APSY-363**  
**Course Title: Personality and Individual Difference**

**Credit Hours: 3**  
**(Foundation Course)**

### **Introduction**

This course is an introduction to the theoretical approaches to understanding personality. The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Students will understand examine key theorists and theories including psychoanalytic, neopsychoanalytic, humanistic, trait, biological, behaviorist, and social-cognitive approaches. Perspectives on personality are applied to personal and social issues.

### **Course Objectives**

This course aims to:

1. cover different perspectives and theories explaining personality. Main concepts and principles, explanation of personality development, assessment, and proposed interventions will be covered in this course.
2. application of personality theories to understand individual differences (nomothetic and idiographic patterns of behaviors).

### **Learning Outcomes**

Upon successful completion of this course, the student is expected to:

1. Comprehend classical theories, their major postulates, concepts, assessment and interventions proposed by different theorists. They will be able to make compare different theories and be able to comprehend human personality in the light of different perspectives.
2. explain how key aspects of personality and individual differences contribute to understanding human behaviour.

### **Contents**

#### **Unit-I**

##### **1.1 Introduction to Personality**

- 1.1.1 Definition and meanings of personality
- 1.1.2 Components of a personality theory
- 1.1.3 Objective and projective tests of personality and their use
- 1.1.4 Interviewing
- 1.1.5 Issues in measurement, such as reliability and validity

#### **Unit-II**

##### **2.1 The Psychoanalytic Perspective**

- 2.1.1 Basic Assumptions and main Proponents

#### **Unit-III**

##### **3.1 Sigmund Freud**

Basic concepts: Personality structure: Three interacting systems; Personality development: Stages of Development; Personality dynamics and Defense mechanisms; Application of psychoanalytic theory: Assessment and Intervention; Critical Assessment and Examinations:

##### **3.1.1 Carl Jung**

Basic concepts: Conscious and unconscious; Archetypes, personality typology, personality development; Assessment and Intervention; Critical Assessment and Examinations:

- 3.1.2 **Alfred Adler**  
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.3 **Karen Horney**  
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.4 **Erik Erikson**  
Basic Concepts; Psycho-social stages of personality development; Assessment and Intervention  
Identity crises
- 3.1.5 **Behaviourist, social learning, and cognitive approaches**  
Major assumptions and main Proponents
- 3.1.6 **Skinner**  
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.7 **Bandura**  
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.8 **Aaron Beck**  
Basic concepts; Assessment and Intervention; Critical Assessment and Examinations:
- 3.1.9 **Albert Ellis**  
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.10 **George Kelly**  
Basic concepts; Personality as a system of constructs; Personality Development  
Critical Assessment and Examinations:
- 3.1.11 **Dispositional and Trait Theories**  
Major Assumptions and main Proponents
- 3.1.12 **Gordon Allport**  
Basic Concepts; Personality traits; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.13 **Raymond Cattell**  
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.14 **Humanistic and Existentialist Approach**  
Major Assumptions and main Proponents
- 3.1.15 **Rollo May**  
Basic Concepts; Personality traits; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.16 **Abraham Maslow**  
Basic concepts; Five basic human needs; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.17 **Carl Rogers**  
Basic concepts; Personality development; Assessment and Intervention; Critical Assessment and Examinations:
- 3.1.18 **Biological Approach**  
Major Assumptions and main Proponents
- 3.1.19 **Eysenck**  
Basic Concepts; Personality traits; Assessment and Interventions; Critical Assessment and Examinations:
- 3.1.20 **McCrae and Costa**  
Basic Concepts; Personality traits; Assessment and Interventions; Critical Assessment and Examinations:

## **Unit-IV**

### **4.1 Individual Differences**

- 4.1.1 Individual differences in curiosity, sensation seeking and creativity

- 4.1.2 Individual differences in motivation
- 4.1.3 Individual differences in cognition
- 4.1.4 Individual differences in emotion
- 4.1.5 Individual differences in behaviour

**Teaching-learning Strategies**

Lectures, tutorials and semester work

**Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation**

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

**Assessment and Examinations:**

Sr. No.	Elements		Details
1.	Midterm Assessment		It takes place at the mid-point of the semester.
2.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment		It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Suggested Readings:**

• **Books**

Allen, B. P. (1997). *Personality theories: Development, growth and diversity*. (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

Buss, D. M. (2004). *Evolutionary psychology: The science of mind* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

Edi, P. R. S. (2011). *Human aggression and violence*. Washington: American Psychological Association.

Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.). New Jersey: Lawrence Erlbaum Associate Publishers.

Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.

Guindon, M. H. (2010). *Self esteem*. NY: Routledge.

Larsen, R. J. (2008). *Personality psychology* (3<sup>rd</sup> ed.). Boston: McGraw Hill.

Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9<sup>th</sup> ed.). New York: John Wiley & Sons.

• **Journal Articles / Reports**

Antoine, P., Dauvier, B., Andreotti, E., & Congard, A. (2018). Individual differences in the effects of a positive psychology intervention: Applied psychology. *Personality and Individual Differences*, 122, 140-147.

- Boogert, N. J., Madden, J. R., Morand-Ferron, J., & Thornton, A. (2018). Measuring and understanding individual differences in cognition. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 373(1756), 20170280.
- Szalma, J. L. (2018). Individual differences in stress reaction. In *Performance under stress* (pp. 339-374). CRC Press.
- Takahashi, T., Kawashima, I., Nitta, Y., & Kumano, H. (2020). Dispositional mindfulness mediates the relationship between sensory-processing sensitivity and trait anxiety, well-being, and psychosomatic symptoms. *Psychological reports*, 123(4), 1083-1098.
- Whiten, A., & van de Waal, E. (2018). The pervasive role of social learning in primate lifetime development. *Behavioral Ecology and Sociobiology*, 72(5), 1-16.
- Zacher, H., & Rudolph, C. W. (2021). Individual differences and changes in subjective wellbeing during the early stages of the COVID-19 pandemic. *American Psychologist*, 76(1), 50.