

Psychology 471: Personality
2:00-3:50 pm. Mondays to Thursdays
7/21-8/13

Instructor: Seraphine Shen Miller, M.A.
Office: 309 Straub
Email: cshen@uoregon.edu
Phone: 346-4937 with voicemail
Office hours: Tuesday 4-5pm or by appointment

Class Overview

Welcome to Psychology 471: Personality. The study of personality addresses how and why *individuals differ in their behavior patterns*, if we define 'behavior' broadly to include thoughts, feelings, motives, intentions, and action tendencies. Personality concerns human behavioral tendencies at a rather broad level, and the purpose of this course is to help you learn ways of thinking usefully and critically (i.e., carefully) about human behavior, through the most important concepts and findings of personality psychology. The course has two interlinked goals: promoting knowledge of personality and sharpening thinking skills. Knowledge of personality psychology can aid one in thinking usefully and critically about human behavior patterns, useful not only in psychology and human services professions, but also in any pursuit in life that deals with people.

Personality psychology is a "crossroads" field with links to many other disciplines. It includes both the study of individual differences and the study of the processes within a person that lead to stable behavioral patterns. This course addresses both. Biological and social antecedents of personality are emphasized about equally in this course. The course format is primarily a series of talks (i.e., lecture), with some discussion, in-class exercises, and student presentations. ***This course has extensive readings; you are expected to read everything assigned.***

Required texts

- Funder, D. C. (2007). *The personality puzzle* (4th ed.). New York: Norton
- Supplemental readings listed on class schedule at end of syllabus, made available on blackboard.

Method of teaching

The basic format of the course will be lecture and class discussion, supplemented by reading assignments and film presentations. You will be responsible for the assigned material contained in the textbook and readings; lectures may correspond to or supplement this material. Each week we will cover up to seven chapters of the text (this will vary according to how much time we may need to spend on a particular topic to do it justice) plus three to four supplemental readings from important journals.

Summer Workload

If you complete this course, you will earn 4 credits toward your degree. It is important to reiterate that the requirements for this course are **equivalent to those in the same course over 10 weeks during the regular academic year**. By continuing in this course, you are accepting that **the workload for this class is 2.5 times that of a 4-credit class during the regular academic year**. According to University principles governing credit and contact hours,

each credit is equivalent to 30 hours of work. Your 4 credits for this course are equivalent to 120 hours of work over 4 weeks, which is 30 hours per week. You will spend 8 hours in class each week and should expect to spend up to 22 hours engaged in reading, studying, writing papers and/or completing homework assignments outside of class each week.

Course Requirements & Contract for Grade

The following are requirements for the grade you may choose to receive for this course:

Grade	Requirements
C	Pass 2 exams with end-of-term average of 70% or better 2 Critical Commentaries (based on supplemental readings)*
B	Pass 2 exams with end-of-term average of 70% or better 4 Critical Commentaries (based on supplemental readings)* One presentation in the Mock Symposium
A	Pass 2 exams with end-of-term average of 70% or better 4 Critical Commentaries (based on supplemental readings)* One presentation in the Mock Symposium 2 Short papers (1 Analytical Paper and 1 exploratory paper) Personality Test Research Paper

Note: Interested students may engage in 2 hours of research participation to substitute for each Critical Commentary, **up to a maximum of 4 hours (two Critical Commentaries).*

You will receive credit for work that is of acceptable quality. Each aspect of each assignment must be completed at a level that shows understanding and mastery of material in order for it to be considered at or above an acceptable level. In the event that the average score of exams is below 70% after the second exam, a student may petition to complete an additional research paper assignment to pass the class.

If work is not of acceptable quality, it will be turned back to you and you will need to re-do the assignment. All re-done assignments are due **within one week** of the date the assignment was handed back to you. If an assignment is not re-done to an acceptable level before the date grades are posted, you will receive an Incomplete (I) and will need to sign a contract to complete the work and receive a course grade.

If you fail to complete a requirement, you will receive the lower grade for which you have completed all work. No pluses or minuses (e.g., A-, B+) will be given.

In the first week of the term, you will need to sign and return a contract (due July 22 in class) to indicate the grade for which you plan to complete requirements.

Class Attendance

Because of the intensive nature of the 4-week summer schedule, attendance during the class sessions is very important. Some material on exams will directly address information that

has been presented in class, but not necessarily in the book or in the supplemental readings. If you anticipate being absent from class, it is *your* responsibility to get information from another student. It is also your responsibility to be prepared for the following class session to the same level as students who attended class the day you missed.

Exams (All Grades)

There will be two exams. Tests will include multiple-choice and true/false questions. Material on the exams will be drawn from required readings, class lectures, and in-class activities. You will need to take **BOTH THE MIDTERM AND THE FINAL**.

Critical Commentary Paper on Supplemental Reading (All Grades)

Over the course of the four weeks, you will need to complete either 4 (B and A Grades) or 2 (C Grades) critical commentaries on any of the supplemental readings assigned in the syllabus. In each critical commentary paper, you will write about your reaction to ONE of the supplemental (non-textbook) readings. You may include information from the textbook, lecture, or from other supplemental readings. **Critical commentary papers will be due on the Monday following the week where supplemental readings are listed. If you choose to write about supplemental readings listed on the fourth week, it will be due on Wednesday, August 13th.**

Guidelines for critical commentary papers:

- 12-point Times Roman, 11-point Arial or equivalent font.
- 1" Margins (top, bottom, left, right) / double-spaced
- *Minimum* of 1 1/2 typed, double-spaced pages.
- *Maximum* of 3 double-spaced pages.
- Source of critical commentary (i.e. the journal article you are reviewing) must be clearly indicated.
- **Expectations for the content of critical commentaries**
 - Begin with a *brief* (no more than 1 paragraph) summary that includes the main topics covered in the journal article you are reviewing. Summaries that are too long will **not** be considered as **acceptable**.
 - Clearly indicate which part of the article was intriguing to you, or any questions raised in your mind during or after reading the article.
 - Clearly indicate your thoughts about why this topic is intriguing, and also any potential solutions or answers to the questions you raise.
- This is not as formal as a research paper. You may use first person and fairly conversational language; however, I do expect that you will write in a grammatically correct, coherent way so I can understand what you are trying to say.

Critical Commentary Papers are considered acceptable if the following standards are met:

- Summary covers main points in the target journal article and is no longer than a half-page.
- Intriguing points or questions raised demonstrate critical thinking.
- It appears that a reasonable amount of effort was put forth to write a complete Critical Commentary paper.
- Writing is clear and understandable. (Have another person read it if you are uncertain.)
- Writing is grammatically correct. (Visit the Writing Center if you are unsure.)

- There is no direct reference to “the book,” “the lecture,” or any other language that shows an assumption that the reader read the article. Critical Commentary papers should be written in a way that a stranger on the street could pick it up and understand it.
- Citations are in APA (American Psychological Association) format.
- Adheres to the plagiarism policy (see below).

Human Subject Research Participation as an Alternative for Critical Commentaries

Each **one** critical commentary paper could be substituted by TWO hours of human subject research participation. You can sign up for a **maximum** of 4 hours of research participation but no more than 4 (i.e. as an alternative for up to 2 critical commentary papers). Credits for one critical commentary paper are given only if 2 hours of research participation are completed. In other words, only 1 hour of research participation will not qualify for any substitution; 3 hours of research participation will qualify as a substitution for one critical commentary. As such, you are encouraged to plan ahead. This only applies to critical commentary papers and not to any other assignments in this course.

Presentation in Mock Symposium (B and A Grades)

In this course you will need to do a formal presentation on one empirical article (assigned by July 23) in a mock symposium. In this presentation, you need to address the following issues:

- (a) What did we know about this subject in the field before the study was conducted, both empirically and theoretically?
- (b) What were the questions that the field could not answer before this study was conducted?
- (c) What were the purposes of the study?
- (d) What were the hypotheses of this study?
- (e) What were the methods used in this study? (e.g. Brief descriptions of Participants, Materials, & Procedures, etc)
- (f) What were the results of the study? Were some or all of the hypotheses supported?
- (g) What were the limitations of the study?
- (h) What were the implications for future research directions?

You are encouraged to present the article as if you were the researcher(s) who conducted the study. You will have 8-10 minutes to present and 5 minutes to answer questions. You are required to do a formal presentation by using Powerpoint or overheads.

Short Paper I: Exploratory Paper (A Grades)

The **exploratory paper** is due on **August 7**. It is designed to help you develop a more personal connection to the subject matter. You are free to choose any one from a menu of small projects or learning activities (see end of syllabus); your exploratory paper is a write-up of your experiences. It should have complete sentences, good grammar, reasonable organization, and at least **2 complete double-spaced pages** of text describing what you found (not including the information or data that you collect).

Short Paper II: Analytical Paper (A Grades)

There will be **one** analytical paper, which is **due in class at 2:00pm on Wednesday, August 13**. You will need to prepare a concise (**maximum 3 double-spaced typed pages**, standard

margins and 12-point font size) paper which includes four key elements: 1) summary and analysis (e.g., strengths & weaknesses) of a primary-source empirical article related to personality psychology, 2) tie-in between the article you selected and a concept from **a focus issue or a film watched in class**, 3) relationship between the article and a recent news story (attach a newspaper clipping to your paper), and 4) some connection to your own life and personal interests.

Basically, these papers require you to select and digest a study related to personality psychology and to connect it to the assigned reading, to current events, and to something about yourself. Feel free to be creative about how you meet these objectives. This paper is expected to be highly varied, colorful, thoughtful and well written. Make sure to have fun.

Empirical, primary-source articles are basically original reports of research studies that are published in scholarly journals, such as the Journal of Personality and Social Psychology. Secondary (second-hand) reviews of original research articles, such as those found in newspapers, news magazines, and psychology-related magazines (e.g., Psychology Today and the APA Monitor on Psychology) are not appropriate. It is your responsibility to make sure that your article is appropriate. If you are unsure about an article you are considering for one of your papers, it is your responsibility to check with me. Occasionally, you may find a non-empirical, primary source article, such as a theoretical piece or a scholarly review of an area of research. If you would like special permission to use a non-empirical article for one of your papers, or if you have a question about whether a particular article is appropriate, please contact me at least a week in advance of the paper due date (make sure to include documentation with your paper). These papers are to be **no longer than three double-spaced typed pages of text** (12-point font, standard margins). Be aware that the paper will not be accepted if it exceeds the three-page text limit (or effectively exceed it by using less than double spacing, reducing margin size or text size, etc.), or if the research article that you select is not appropriate. Late papers are not acceptable.

Personality Test Research Paper (A Grades)

This paper will be **due in class at 2:00pm, on Wednesday, August 13**. Find a personality test that measures one or more traits that are interesting to you. The test must have published reliability and validity information either in an empirical research article or in the Mental Measurements Yearbook. *(note: Some reliability and validity information is only available by purchasing a specific test. You won't be able to use one of these...unless you want to purchase the test...)*. You must be able to find at least one additional research article that uses the test in an empirical study.

Answer the questions below using the following length guidelines:

- Minimum 3 double-spaced pages. Maximum of 6 double-spaced pages.
- Typed in 12 pt. Times Roman or 10 or 11 pt. Arial Font, 1-inch margins.
- Writing in first person is acceptable in this paper.

1. Keep a log of your database searches (PsychInfo; attach it at the end of the paper) and report in one paragraph
 - a) What traits did you look for,
 - b) Which search terms did you use?
 - c) How did you use the limiting features on Ovid to narrow your search?
2. Explain your interest in the trait(s)
 - a) What is/are interesting about it/them?

- b) Cite a personal example of this trait "in action" (behaviors you have witnessed or seen in a movie or TV)
 - c) Why is it important to study this trait? Who could it benefit? How could it be used?
3. Describe the personality test you found.
 - a) What is the format of the test (multiple choice, forced choice, free response, etc.)?
 - b) Who is/are the author(s) of the test?
 - c) Is the test available to the public or does it only appear to be used in research?
 - d) How is it used?
 - e) How do/does the author(s) define the trait(s)?
 - f) What arguments do the authors give for the value of studying the trait(s)?
 4. Provide reliability information for the test
 - a) Write a definition of reliability in your own words
 - b) What type(s) of reliability information did you find?
 - c) Is the reliability convincing to you? Do you think it's a reliable test? Why or why not?
 5. Provide validity information for the test
 - a) Write your own definitions for validity (general), construct validity, convergent validity, and discriminant validity
 - b) What type(s) of validity information did you find?
 - c) Is the validity information convincing to you? Do you think it's a valid test? Why or why not?
 6. Describe how the test has been used empirically in 3 sentences. Summarize the study itself (Methods section) and then in the rest of this paragraph, describe the results and authors' interpretations of the results (see Discussion section)
 7. Write one or two concluding paragraphs about your opinions about the test. What are your recommendations for its use?

Provide a reference page with all sources cited in APA format.

Late Assignment Policy

Because of the nature of grading in this course, **assignments will not be considered acceptable if turned in late.** If you anticipate an unusual, documented circumstance that prevents you from completing an assignment on time, you must alert instructors as soon as possible. Except in extreme cases, contacting the instructors after the due date for an exception of the due date policy is not acceptable. Additional work may be assigned in the cases of late assignments, depending on circumstances.

No Electronic Submission

Written assignments may **not** be submitted electronically, except by prior permission of an instructor. All assignments must be clearly typed and printed (no fuzzy or colored toner), stapled, and turned in during class.

How to Prevent Computer Problems

Computer problems are not allowed as an excuse for late submissions of assignments in this course. Because of the availability of computers in campus labs (library, EMU, etc.), you are expected to submit assignments printed clearly and on time. Your greatest insurance policy

against computer problems is to avoid completing your work at the last minute. If you are finishing a paper with only moments to spare, you are out of backup options if something goes wrong. If, for some reason, you have tried *everything* and you are still stuck, contact the instructor **BEFORE** the deadline. Some steps (this is not an exhaustive list) you can take to eliminate the possibility of a computer mishap making your assignment late are as follows:

1. ***"I lost my file."*** Save your work every 5 minutes. Find the autosave function in your word processing program and set it to automatically save your document every 3 minutes or so. This way, your recovered document will not be more than 3 minutes of re-doing away. Always back your work up (frequently) on a disk or electronically by a) storing on a remote server (go to Computing Help Center to learn how to do this) or b) sending files to yourself by email attachment.
2. ***"My printer jammed." "I ran out of toner."*** First – allow at least a half-day in advance to print your paper (while a computer lab is open). Have a backup plan for printing your document. By sending your file to yourself by email, you can pick it up on a school computer and print in a computer lab. While expensive, Kinko's is a 24-hour option for printing documents. Make arrangements with a friend, family member, or neighbor for getting help with printing. Ask them in advance: "If I were to have computer problems, would it be okay if I came over and used your printer? Is 2:30 in the morning okay with you? You could do the same at my house." Have a second toner cartridge on hand if you haven't changed yours recently.
3. ***"Something happened to my computer and I don't know how to fix it." "My computer crashed."*** Allow at least a half-day while computer labs are open to finish your work. Computer lab staff can help you if something breaks down. If you work at home, go to the computer help desk when you're on campus to ask questions about functions on your computer you don't understand. If you are unfamiliar with computers, make arrangements to work in a lab until you understand your home system better. (And, see #1 & #2).

Additional notes

Concerns: If you find yourself doing more poorly in the class than anticipated, please see the instructor *sooner* rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.

Accommodations: If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments.

- Documented learning or medical disability;
- On a sports team that travels this quarter;
- English is not your first language.

You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible.

Accessing Blackboard

Logging On: You MUST have an email address and be registered for the class in order to log on to *Blackboard*. If you are registered, then you should have received an email letting you know that you are registered for the site. If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at <http://libweb.uoregon.edu/kitc/faq/faq.html>.

- Go to <http://blackboard.uoregon.edu>
 - Username: your email address
 - Password: your email password

Plagiarism Policy

Any instance of plagiarism will result, at minimum, in a failing grade on an assignment. It is possible that an instance of plagiarism could result in failing the entire course, depending on the extent to which the plagiarism rules are violated.

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories as one's own, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of [Academic Learning Services](#) (68 PLC, 346-3226).

Changes to syllabus

This syllabus might be liable to changes as the class progresses. The most recent version of the syllabus will be posted on the class Blackboard site. In the event that the syllabus does change, I'll send out an email alerting you to the fact.

CHOICES FOR THE EXPLORATORY PAPER (due August 7)

Your paper is a basically a report of what happened when you did one of the following exercises, and what thoughts and feelings ensued. *Note:* Some of these exercises involve consulting other people; it is generally a good idea to take some notes on how they respond. These other people you personally consult for your paper should be kept anonymous in your write-up. Chose one from among the following:

1. What are the recurring patterns in the partners (boyfriends, girlfriends, significant others) you have chosen up till now in your life? Identify a group of people (at least two or three) who were in the partner role for you at some point, and then identify a comparison group of people (at least two or three) who you think could have been a partner if you had wanted but who, for reasons partly or entirely having to do with your own choice, never did become a partner. Make a list of relevant characteristics: anything having to do with personality, character, temperament, emotional patterns, motivation, goals, status, income, appearance, attractiveness, values, beliefs, habits, interests, aversions, and possible psychological disorders for each person. Then compare the partner-role group with the comparison group. How are the two groups different? What do you think the differences indicate about you?
2. (Note: This is like #1, but examines friends instead of partners) What are the recurring patterns in the friends (people you are close to but not intimate with and not related to) you have chosen up till now in your life? Identify a group of people (at least two or three) who have been close long-term friends for you, and then identify a comparison group of people (at least two or

three) who you think could have been a close friend if you had wanted but who, for reasons partly or entirely having to do with your own choice, never did become a close friend. Make a list of relevant characteristics: anything having to do with personality, character, temperament, emotional patterns, motivation, goals, status, income, appearance, attractiveness, values, beliefs, habits, interests, aversions, and possible psychological disorders for each person. Then compare the close long-term-friend group with the comparison group. How are the two groups different? What do you think the differences indicate about you?

3. How do your relationship preferences (regarding personality and other attributes) compare with those of another person? First, write a description of what you are looking for in a partner (boyfriend, girlfriend, significant other). This should include any relevant characteristics; anything having to do with personality, character, temperament, emotional patterns, motivation, goals, status, income, appearance, attractiveness, values, beliefs, habits, interests, aversions, and possible psychological disorders. It can also include what you think makes a relationship good. Put this list aside and do not change it once you're done. Next, interview someone you know (friend or family member), and ask about what they think are the characteristics of a good partner or of a good match or of a good relationship. (Again, characteristics includes anything having to do with personality, character, temperament, emotional patterns, motivation, goals, status, income, appearance, attractiveness, values, beliefs, habits, interests, aversions, and possible psychological disorders, or ideas about what makes a relationship good.) Compare the list you made for yourself at the beginning with the list you made from interviewing the other person. How are they different and the same, and what do you think the differences and similarities indicate about you (or about the other person)?

4. Write a description of how you would define "virtue." Then describe what kinds of traits might be related to having virtue, and give a real-life example of how a person who had these traits (or had virtue) actually developed them. Also indicate whether what you mean by virtue is the same thing that you taken to be meant by moral character. Next (do *not* do this step until you have written your own response as in the previous three sentences) read this webpage <http://en.wikipedia.org/wiki/Virtue>. After carefully reading this webpage, write a paragraph describing what previous views of virtue (described on the webpage) come closest to the one you wrote about first. Then write another paragraph describing which of the previous views of virtue was both (a) *not* very much related to your own initial view but (b) is nonetheless a view that you think is very important (describe why).

5. Abraham Maslow defined a "peak experience" as the best moments of the human being, moments in which one feels especially whole, integrated, and aware of both self and world, thinks more clearly, is more accepting and loving, has less anxiety, and is more able to put energies to constructive use. Write a brief description of the three to five events or experiences you've had in your life that best qualify as peak experiences. On a separate sheet, make a note of whatever themes that you see running through the 3-5 events/experiences, in terms of what brought it on or what the effect was. Then find another person, show him/her your brief descriptions and ask him/her what themes seem to run through these events/experiences. Compare this to what you wrote on the separate sheet. Next, read the section on flow on page 395-396 in the text (*The Personality Puzzle*) and note whatever seems similar between your experience and what Csikszentmihalyi is describing. Describe in writing (as your paper) the results of the whole process, and comment on what you think any of this suggests about your personality, your life, or peak experiences for people in general.

6. Alfred Adler believed that which of one's many early childhood experiences become one's earliest memories is no accident, but reveals something about the emphases within a

personality. Write a brief description of the five events/experiences you can remember that were the earliest in your life (it may help you to give yourself a week or so to gradually accumulate these recollections, and/or to write descriptions of them when you are alone). On a separate sheet, make a note of whatever themes you see running through the five events/experiences. Then find two other people, show each of them your brief description and ask each what themes seem to run through these events/experiences. Compare their responses to what you wrote on the separate sheet. Comment on what you think any of this suggests about your personality.

7. Out of all the people you know quite well, identify the one who you think is the most materialistic, and also the one who you think is the least materialistic. (For purposes of this topic, being materialistic means putting a high priority on collecting material goods, or on being successful in terms of having a great deal of money or status.) Your task is to have a conversation with each of these people about their values and aspirations (without telling them how materialistic or unmaterialistic you think they are, or why you selected them to talk to), so as to help you come up with good reasons why people behave materialistically as well good reasons why some people choose not to behave that way. Ask about what values they feel they learned from their parents, and what values they have learned that were not from their parents. Ask each person about their life aspirations generally and ask specifically what place becoming successful in terms of money or status has in their life aspirations. Ask them from where they think they acquired their most important life aspirations, and how achieving these aspirations will help them avoid difficulties and enjoy life. Write up a report of what you learn and what you conclude.

Tentative Course Schedule

Week 1 Personality: The study of a person

7/21 Introduction: Class Overview; What is personality? How do we study personality?
Funder Chapter: 1

7/22 The basic sources of data; Design of Research; Cross-situational consistency; Everyday personality; Judgments and their accuracy
Funder Chapter: 2 3 4 6

7/23 Focus Issue: Empathy and Perspective Taking (Mike Myers)
The trait approach of personality
Funder Chapter: 5 7

7/24 Focus Issue: Big Two, Big Five, or Big Six? (Gerard Saucier)
Video: 7 Up

<Supplemental readings for week1>

Funder, D. C. (2001). Personality. *Annual Review of Psychology*, 52, 197-221.

Mayer, John D. (2007). The big questions of personality psychology: Defining common pursuits of the discipline. *Imagination, Cognition and Personality*, 27, 3-26.

Week 2 Personality Origins & Development: Biological or Environmental? Determined or To-Be-Determined?

7/28 Physiological Approaches to Personality; Nature versus Nurture
Funder Chapter: 8, 9

7/29 Psychoanalytic, Behaviorism, and Humanistic Approaches to Personality
<<Mock Symposium I>>
Funder Chapter: 10, 11, 13 15

7/30 Midterm

7/31 Focus Issue: Positive Psychology (Kimberly Angelo)
Video: 42 up

<Supplemental readings for week2 >

Borkenau, P., Riemann, R., Angleitner, A., & Spinath, F. M. (2001). Journal of Personality and Social Psychology, 80, 655-668.

Buss, D. M, Larsen, R. J., Westen, D., & Semmerlroth, J. (1992). Sex differences in jealousy: Evolution, physiology, and psychology. *Psychological Science*, 3, 251-255.

Canli, T. (2004). Functional brain mapping of extraversion and neuroticism: Learning from individual differences in emotion processing. *Journal of Personality*, 72, 1105-1132.

Week 3 Personality Processes

8/4 Cognitive processes in personality

Chapter : 15

8/5 Emotional processes in personality

Chapter : 16, 17

<<Mock Symposium II>>

8/6 Focus Issue: Biological correlates of Personality Processes (Phan Luu)

<<Mock Symposium III>>

8/7 Focus Issue: Emotion in Social Contexts: (Sanjay Srivastava)

Video: The Gorilla King

Baumeister, R. F., Bushman, B. J., Campbell, W. K. (2000). Self-esteem, narcissism, and aggression: Does violence result from threatened egotism? *Current Directions in Psychological Science*, 9, 26-29.

Klein, S. B., Loftus, J., & Kihlstrom, J. F. (1996). Self-knowledge of an amnesic patient : Toward a neuropsychology of personality and social psychology. *Journal of Experimental Psychology*, 125, 250-260.

Sheldon, Ryan, Deci, & Kasser (2004). The independent effect of goal content and motives on well-being: It's both what you pursue and why you pursue it. *Personality and Social Psychology Bulletin*, 30, 475-486.

Week 4 Personality and Health

8/11 Personality and Mental Health

Chapter 18, 19

8/12 Focus Issue: Personality Disorder (Pam Birrel)

Mock Symposium

8/13 Final exam 2:00-3:50 p.m.

<supplemental readings for week4>

Goodwin, R. & Friedman, H. (2006). Health status and the five-factor personality trait in a nationally representative sample. *Journal of Health Psychology*, 11, 643-654.

Hampson, S., Goldberg, L. R., Vogt, T. M., & Dubanoski, J. P. (2006). Forty years on: Teachers' assessments of children's personality traits predict self-reported health behaviors and outcomes at midlife. *Health Psychology*, 25, 57-64.

Sirois, F. M. (2003). Procrastination and intentions to perform health behaviors: The role of self-efficacy and the consideration of future consequences, 37, 115-128.

Steunenberg, B., Beekman, A. T. F., Deeg, D. J. H., & Kerkhof, J. F. M. (2006). Personality and the onset of depression in late life. *Journal of Affective Disorder*, 92, 243-251.

Have fun in this class! ☺