

Psychology 471: PERSONALITY

2:00 - 3:50 pm, Monday, Tuesday, Wednesday, Thursdays
123 McKenzie, July 20-August 14, 2009

Instructors:

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Office Hours: Class Days, 3:50-4:15 (after class) or by appointment

TEXTS:

Funder, D. C. (2007). *The Personality Puzzle* (4th ed.) New York: Norton

Nettle, D. (2008). *Personality: What makes you the way you are*. New York: Oxford University Press

Other readings will be made available via Blackboard

Course Objectives

The study of personality addresses how and why individuals differ in behavior patterns, with 'behavior' defined broadly to include thoughts, feelings, motives, intentions, and action tendencies. The purpose of this course is to help you learn ways of thinking usefully and critically about human behavior, using the most important concepts and findings of personality psychology. We hope to both promote knowledge of personality and to sharpen thinking skills. Knowledge of personality psychology is useful not only in psychology and human services professions, but in any work or life experiences involving 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. Biological and social antecedents of personality are emphasized about equally.

Grading

Daily assignments – must complete 10 out of 11 assigned, 2 points each	20
Participation in class, in class writing and discussion of research topic	5
Proposal for Paper (due Monday 7/27)	5
Midterm Exam (Thursday 7/30) <i>20 multiple choice items, 1/2 pt. each + 2 essay questions 5 pts each</i>	20
Outline of Research Paper (due Monday 8/3)	10
Final research paper (due 8/10)	20
Final exam (Thursday 8/16) <i>same format as midterm</i>	20
TOTAL	100

A = 90+; **B** = 80 - 89, **C** = 70 - 79, **D** = 60 - 69, **F** = > 60

+/- added to grades in top or bottom third. A+ grades are assigned at instructors' discretion.

Course Schedule

Date	Topic	Readings* (due before class)	<i>Due</i>
Instructor: Kimberly Angelo			
M 7/230	Syllabus; overview of Personality Sources of data	Funder ch's. 1-3	
T 7/21	Psychoanalytic theories	Funder ch's. 10 & 11	Daily Assignment #1 **
W 7/22	Neo-Freudian theories	Funder ch. 12	Daily Assignment #2
R7/ 23	Behaviorism and social learning theories	Funder ch. 15	Daily Assignment #3
M 7/27	Humanistic theories and positive psychology	Funder ch. 13	Paper proposal Daily Assignment #4
T 7/28	Motivation and emotion	Funder ch. 16	Daily Assignment #5
W 7/29	Self processes	Funder ch. 17	Daily Assignment #6
R 7/30	Catch-up before exam MIDTERM EXAM		Daily Assignment #7
Instructor: Amber Gayle Thalmayer			
M 8/3	Personality traits Lexical studies	Funder ch. 4 & 7 (pp. 171-2, 199-203) Nettle Intro + ch. 1	Outline of research paper
T 8/4	Big Five traits	Funder ch. 7 (203-209) Nettle chapters 3-7	Daily Assignment #8
W 8/5	Evolutionary & genetic influences on personality	Funder ch. 9 Nettle ch. 2 & 8	Daily Assignment #9
R 8/6	Assessment/ Psychometrics	Funder ch. 5 & 6	Daily Assignment #10
M 8/10	Personality Disorders/ Traits and Psychopathology	Funder ch. 18	RESEARCH PAPER
T 8/11	Culture and personality Personality Change	Funder ch. 7 (213-17) & 14 Nettle ch. 9	Daily Assignment #11
W 8/12	Conclusion and Presentations	Funder ch. 19	Prepare to speak about paper (3 min.)
F 8/14	1 pm FINAL EXAM		

* This course has extensive readings, and students are expected to read everything assigned. Additional readings may be assigned throughout the term.

** Assignments detailed at end of previous lecture's slides, or in 'course documents' on Bb.

GRADED COMPONENTS

I. Daily Written Assignments

These are intended to help you develop a personal connection to the subject matter by applying course concepts to your own experience of people. Each assignment should have complete sentences, good grammar, and reasonable organization. They should show thought and familiarity with the reading assignment, and be approximately 1-2 typed, double-spaced page of text. Assignments can be turned in at class or emailed, as long as you send before class session and include the assignment number in the subject line. Daily assignments may not be turned in late. Twelve will be assigned; you only need to complete 10 of them.

II. Participation

Points are based on daily assignments and discussions, and the class presentation on research paper.

III. Exams

50% of the points will be for multiple-choice questions drawn from material covered both in the assigned readings and in class, 50% for mini-essay questions (you can choose 2 out of 3 to answer). The mini-essay questions are drawn from the “big questions” list available on blackboard during the first week of the course. Mini-essay responses typically fill one page or less. No dictionaries, thesauruses, calculators, or electronic devices can be used during the exams, except translating dictionaries can be allowed for those with English fluency issues, with permission.

IV. Research Paper

The research paper is designed to deepen your understanding of personality psychology by exploring a topic that interests you. You may choose a topic that is covered in the class and expand your knowledge of it with further readings, or choose a topic not covered but related to personality psychology. The topics should ideally be on an issue on which there are different points of view or approaches that can be compared. Topic proposals will be subject to approval by the instructor. Paper components turned in late **lose 10% of their points for each day late**.

Step 1. Paper Proposal, due the beginning of week 2 (Monday, 7/27)

Search the literature for scholarly articles on the topic you have chosen. You must use peer-reviewed journal articles, with perhaps one book chapter (no websites or popular press articles). Develop a carefully thought-out response to the readings – what you agree with and don’t, what you think is well-supported by evidence and what isn’t. This should include a paragraph or two of writing to describe your topic and should identify at least two articles you have chosen to use, including their abstracts. You may include up to 4 articles, in order to get more feedback. *Instructor may make alterations to your topic, or recommend different readings.*

Graded on: Coherent topic, readability, appropriate choice of articles

Step 2: Paper Outline, due beginning of week 3, (Monday, 8/3)

In your best judgment, identify multiple perspectives on what you think is the most essential issue on your topic that is addressed by the chosen articles.

Graded on:

1. Organization and focus. Enough detail to allow instructors to follow your thoughts

2. Identifies more than one point of view, or a major issue on which there is disagreement
3. Addresses what makes this issue practically and scientifically important
4. Clearly and effectively communicates the arguments for and against at least two approaches
5. Discusses the supporting evidence for and against each perspective; evaluates such evidence in terms of relevance, reliability, validity, quality of research, etc.
6. Attempts a synthesis of both perspectives and comes to a reasonable conclusion

Step 3: Final Paper, due beginning of week 4, (Monday, 8/10)

The final paper should be 5-6 double-spaced pages (not counting references). It will be graded on the following criteria:

1. Is typed (12-point Times New Roman or 11-point Arial), readable, free of gross spelling and typographical errors
2. Is well-organized and focused
3. Defines key terms clearly, especially ambiguous terms
4. Identifies more than one point of view, or a major issue on which there is disagreement
5. Addresses what makes this issue practically and scientifically important
6. Clearly and effectively communicates the arguments for and against at least two approaches
7. Discusses the supporting evidence for and against each perspective; evaluates such evidence in terms of relevance, reliability, validity, quality of research, etc.
8. Attempts a synthesis of both perspectives and comes to a reasonable conclusion
9. Demonstrates original thoughts and ideas and appropriately cites thoughts and ideas of others
10. Includes a minimum of *four* scholarly sources (These must be peer-reviewed journal articles. One reference may be a book chapter. You may also reference the course text books, but these will not count for one of the four.)

Step 4: "Presentation" in class, Thursday 8/13

On the last day of class, you will be asked to speak for a couple minutes about what you learned while writing your paper. We will need to average about 3 minutes per person for everyone to get a chance to speak, so communicating with brevity will be highly valued! It might be most helpful to your classmates if you can tie your topic in with class readings and lectures. Since this will be the last day of class, it would also be ideal to focus on aspects of your topic that have application to daily life.

Academic Integrity

The instructors take academic integrity seriously. Insuring the validity of grades requires that they reflect honest work and learning. **Cheating** is defined as providing or accepting information to or from another student on an exam, plagiarism or copying anyone's written work. Students caught cheating will be given an "F" for the course, and UO's student conduct coordinator will be informed. The instructor retains the right to assign seating for tests. **"Plagiarism"** is putting your name on work that is (in any part) not yours, where you have not fully identified the source from which you borrowed. Even taking someone else's ideas or paraphrasing expression without acknowledgment is plagiarism. In writing, always distinguish between your own ideas yours and those you have from others, and be sure to appropriately credit these.