

Psychology 307: PERSONALITY

Time and place: Tuesdays and Thursdays, 4:00 – 5:20 PM, 145 Straub Hall

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Office Hours: Thursdays 1:00 – 2:00 PM, or by appointment

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Office Hours: Wed., 1:30 – 2:30 PM, 339 Straub Hall

Texts: Funder, D. C. (2015). *The personality puzzle* (7th ed.). New York: Norton (available at the Duck Store) ...*plus additional materials made available via course 'Canvas' site*

Course Objectives: What's the Purpose of This Course?

Welcome to Personality. You have likely in your daily lives thought about personality and many of the questions we will discuss this term are ones you may have asked yourself. In fact, humans are so concerned about personality we often assign them to things that don't have them (for example your car). Psychology in general is focused on describing and predicting behavior (thoughts, actions, feelings, motives, intentions), with personality psychology's focus on individual differences and similarities in personality. This objective of this course is to help you to learn to think critically about human behavior. To do this we will first discuss the methods that personality psychologists use to collect and evaluate personality. We will also discuss classic and contemporary theories of personality and what they can tell us about human behavior. 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 and emphasizes both the biological and social antecedents of personality about equally.

Note: This is a group-satisfying course for Social Sciences. The subject-matter of the course has a liberal-arts character: Human traits, feelings, and motives are a longstanding concern of arts as well as science curricula, and this course addresses the science of such aspects of the human condition. The course covers a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter of personality (and the related fields of emotion and motivation). Its subject matter is relatively broad, concerning a wide range of issues in human psychology from (as much as possible) a cross-cultural perspective and generalizable across time, and bringing motivation and emotion together with understandings of personality. It has a substantial and coherent component that addresses classic theories in the field (such as those of Freud, behaviorists, and of existential and humanistic psychologists); the course is not specifically focused on methods or skills. It can serve as a broad introduction to fields students are likely to find useful to understand as well as interesting, but with which they are likely to be

unfamiliar. However, the breadth of readings (including selections from the primary literature), the level of the lectures, and the research paper assignment provide greater depth and rigor than is typical of lower division General Education courses, so it is appropriate that this course be listed at the 300-level.

The course format is primarily a series of talks (i.e., lecture), with discussion and in-class exercises. The course's exercises-and-discussion component is not obtainable from the class-session slides, nor are important elaborations on the content found in the slides. So, attendance at class sessions is an important component of the experience. *The course has extensive readings, and you're expected to read everything assigned.*

Learning Objectives:

1. To examine human behavioral patterns of personality as well as emotion and motivation, including contributions of situation and of self-regulation to these patterns, extracting a knowledge-base from scientific studies on these topics, which will facilitate identification of these patterns in everyday life.
2. To explore competing theories and perspectives on personality, emotion, and motivation.
3. To develop skills in reading, evaluating, and synthesizing research on the subject matter of this course, that can be applied to other subject matters as well.
4. To apply knowledge regarding personality, emotion, and motivation not only to psychology and human services professions, but also in many areas of everyday life.
5. To communicate clearly and effectively about psychological topics, especially personality, emotion, and motivation, based on an understanding of strengths and limitations of empirical evidence.

Assignments and Grading

Grading: Your final grade in the course is based on your total points accumulated on the two tests, your paper, attendance, and in-class assignments, as described above. To summarize:

Exams (100 points each)	= 200 points
Paper (80 points for final draft 20 for first draft and review)	= 100 points
In-class Activities	= 40 points
<u>Reading Responses (8 at 10 points each)</u>	<u>= 80 points</u>
Total	= 420 points

What follows in this section is more detail on each of these components.

1. **Exams:** There will be a midterm exam and a final exam. The exams will include questions taken from the text, lecture, and the supplemental readings. There is no way to cover all of the information contained in the textbook during lecture, so doing well on the exams will require that you learn from the textbook, supplemental readings, and the lecture. Exams will mostly be multiple choice, though short answer and mini-essay questions may also be included. The final exam will NOT be cumulative. Each exam will be worth 25% of the final grade.

Makeup Exams: It is important to be prepared and present for all scheduled exams. However, I recognize that there are some situations in which you simply cannot make it to an exam. In the case of a serious illness, emergency, religious observance, or university sponsored event, make up exams will be allowed. If you have a scheduled university sponsored event or religious observance, you must let me know well in advance of the listed exam date (at least 1 week) and we will arrange for you to take an exam before you leave. If you have a serious illness or an emergency, you must let me know prior to the exam (before 9:00am) and we will make arrangements for a make-up. Documentation that verifies the event (e.g., a note from a physician) will be required upon request. If you have questions about what type of documentation is required for a specific situation, contact me.

2. **Paper:** You will have one paper due during the term. You will select two tests of personality (I will have some available, though with approval you can use others) and discuss the theory behind those tests. You will then complete the two tests and have one other person (well known to you) complete the tests as well. You will then compare and contrast your results on the two tests, the other person's results on the two tests, and then the results of your test results to those of the other person (20% of grade). At least 4 peer-reviewed journal articles should be included as references. More details on this assignment will be given as we progress. Additionally, you will each submit a draft which will then be reviewed by another student and returned to you for editing. First draft due 11/08, the reviewed copy returned on 11/15, and the final draft due 11/22

3. **Reading Responses:** You are required to read the chapter and supplemental reading for each section. To help you make a personal connection to the reading matter you will complete weekly reading responses on Blackboard. These questions will be graded out of 10 points, and each response should be about a half page single spaced. Completed responses will be submitted via Blackboard and will be worth 20% of your final grade. There will be multiple questions each week (expect 1-2 per week; with a total of 16 over the term), you will be responsible for completing at least 8 of the total questions over the term. Reading responses for the week will be due Sunday at midnight.

4. **In-Class Activities:** Attendance is not required but is strongly recommended. We will cover some material in class that is not in the textbook. Additionally, there will be in-class activities that will be awarded points, if you are not in class you will not receive the points, there will be no make-ups for in-class activities.

Late Policy: Papers turned in **late** lose 10% of their points for each day they are not turned in (starting with the due date). In general, with *some* course requirements, alternative arrangements for due dates may be possible with an authoritative excuse *if* presented in advance of an absence.

The following grid provides the letter grade associated with each percent.

A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	59.9% or below

Please see the psychology department guidelines for a description of the type of achievement that each grade signifies:

<http://psychology.uoregon.edu/courses/departments-grading-standards/>

Student Workload

When you complete this course, you will earn 4 credits toward your degree. Four credits is the equivalent of 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend 3 hours in class each week. The other 9 hours will be spent completing assignments. There are many reading assignments for this course (about 50 hours total for the term), and other work will come from the writing assignments (about 30 hours total for the term). There is also work (some 10 hours) preparing for the midterm and final exams.

Academic Integrity

This instructor takes academic integrity seriously. Ensuring the "validity" of grades requires seeing that they reflect honest work and learning rather than cheating.

Cheating is defined as providing or accepting information 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 seats for tests, to change individual's seating for test security purposes, to require and check ID for admission to tests. "**Plagiarism**" is basically a form of theft: 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 their expression, without acknowledgment, is plagiarism. Be aware that the instructor is knowledgeable about computer-age plagiarizing techniques and how to diagnose their use. "Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed" (quote is from Nancy Cotton of Wake Forest U.).

COURSE SCHEDULE

Reading is to be completed **before** the first class for which it is listed. I reserve the right to change the selected readings, though this will be announced via email.

Class Date	Topic	Reading
9/27	Introduction to Personality	Chapter 1
9/29	Research Methods	Chapters 2-3; Gosling et al., 2002
10/4	Person-Situation	Chapter 4; Vazire & Carlson, 2011
10/6	Personality Testing	Chapter 5
10/11	Everyday Personality Assessment	Chapter 6; Saucier 2009
10/13	Personality Development	Chapter 7; Dweck, 2008
10/18	Biology and Physiology	Chapter 8;
10/20	Genetics and Evolution	Chapter 9; Johnson, et al., 2002
10/25	Catch-up/Review	
10/27	MIDTERM EXAM	
11/1	Psychoanalysis	Chapter 10
11/3	Post-Freud	Chapter 11
11/8	Humanistic Approach	Chapter 12
	-First Draft of Paper Due	
11/10	Cultural Variation	Chapter 13
11/15	Learning Theories	Chapter 14; Park & Rothbart, 1982
	-Reviewed Copy Returned	
11/17	Personality Processes	Chapter 15; Neal, Wood, & Quinn, 2006
11/22	The Self	Chapter 16
	-Final Draft of Paper Due	
11/24	Thanksgiving Break	
11/29	Personality and Health	Chapter 17
12/1	Catch-up/Review	
12/8	Final Exam - Thursday Dec 8 at 12:30 PM	