

## Psychology 307: PERSONALITY

*Time and place: Mondays and Wednesdays, 4:00 – 5:20 pm 129 McKenzie Hall*

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**Office Hours:** Wednesdays 3 – 4 and by appointment.

**Teaching Assistants:**

**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 prior to class.*

### ***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>
<b>Total</b>	<b>= 420 points</b>

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 11/17, the reviewed copy returned on 11/24, and the final draft due 12/1**

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 Canvas. 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 Canvas and will be worth 20% of your final grade. There will be multiple questions each week (expect 1-3 per week; with a total of ~19 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 by midnight.

**4. In-Class Activities:** Participation points are gained from in-class exercises through your *iClickers*. Credit is based not at all on whether you got the right answer, but only on whether you tried. The purpose of these activities is to give you a chance to apply social psychological ideas and methods to topics that are relevant to your life, even if those topics are not specifically covered in class. 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) up to 4 days. 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/department-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.

### Policies

#### **Special Accommodations**

The UO works to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please notify me as soon as possible. If you have a documented disability, please request that a counselor at the Accessible Education Center ([uoaec@uoregon.edu](mailto:uoaec@uoregon.edu), tel. 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a list of resources provided by the Accessible Education Center, please see <http://aec.uoregon.edu>.

**Cheating/plagiarism:** Any form of academic dishonesty, including cheating on exams, copying answers off of other students during exams, having other students help you falsify your attendance, and plagiarizing of any kind will absolutely not be tolerated in this class. I will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or

plagiarizing will be reported to the University. At the very least, you will receive a zero on the assignment. Please familiarize yourself with the University of Oregon's conduct code, found at <http://conduct.uoregon.edu>. You are responsible for behaving in accordance with this policy and continued enrollment in this class will be considered implicit agreement that you have read and accepted the terms of that policy.

**Diversity:** It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

### **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](http://respect.uoregon.edu) or [aaeo.uoregon.edu](http://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>. Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

## 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.

Day	Class Date	Topic	Reading
Wed	10/3	Introduction to Personality	Chapter 1
Mon	10/7	Research Methods	Chapters 2; Gosling et al., 2002
Wed	10/9	Personality Testing	Chapter 3; Vazire & Carlson, 2011
Mon	10/14	Person-Situation	Chapter 4
Wed	10/16	Everyday Personality Assessment	Chapter 5; Saucier 2009
Mon	10/21	Trait and Type	Chapter 6; Dweck, 2008
Wed	10/23	Personality Development	Chapter 7;
Mon	10/28	Biology and Physiology	Chapter 8;
Wed	10/30	Genetics and Evolution	Chapter 9; Johnson, et al., 2002
Mon	11/4	<b>MIDTERM EXAM</b>	<b>Chapters 1-9</b>
Wed	11/6	Psychoanalysis	Chapter 10
Mon	11/11	Post-Freud	Chapter 11
Wed	11/13	Humanistic Approach	Chapter 12
Sun	11/17	<b>-First Draft of Paper Due</b>	
Mon	11/18	Cultural Variation	Chapter 13
Wed	11/20	Learning Theories	Chapter 14; Park & Rothbart, 1982
Sun	11/24	<b>-Peer-Review of Paper Due</b>	
Mon	11/25	Personality Processes	Chapter 15
Wed	12/27	The Self	Chapter 16; Neal, Wood, & Quinn, 2006
Sun	12/1	<b>-Final Draft of Paper Due</b>	
Mon	12/2	Personality and Health	Chapter 17
Wed	12/4	Catch-up/Review	
Tues	12/10	<b>Final Exam – 2:45 December 10th</b>	<b>Chapters 10 - 17</b>