

Psychology 307: Psychology of Personality
CRN: 35826
Spring 2019
Mondays & Wednesdays, 4:00 PM – 5:20 PM
Lawrence Hall 177

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Office Hours: Mondays 10:30 – 11:30 am and Thursdays 10:30 am – 11:30 am

If you are unable to meet at either of these times, email me to set up an alternate time.

Teaching Assistants:

Meghan Siritzky

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Office Hours: Mondays 12:00 – 2:00 pm

Seyed Pooya Razavi Ghahfarokhi

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Course Description

This course is an intensive introduction to the scientific study of human personality and is organized around three broad questions: 1) How do people differ? 2) What are the processes and mechanisms underlying these personality differences? 3) What are the implications of these differences in people's lives? In addressing these questions, we will consider both classic and contemporary theoretical and empirical approaches to personality and focus on developing a dynamic understanding of human personality within its biological, social, and cultural contexts.

I find that most students have spent considerable time thinking and talking about personality in their everyday lives before considering it as a topic of scientific study. In fact, many early theories about personality drew heavily from fields outside of psychology, including philosophy and the arts (especially literature and theater). We will touch on some of these perspectives throughout the course, mainly in an effort to contextualize our primary focus: current and historical approaches to the scientific study of individual differences in psychological behavior (thoughts, feelings, actions, and motivations).

Course Objectives:

At the end of the course you should:

- be familiar with the major theoretical frameworks in personality, both modern and historical.
- have a broad appreciation for the major themes of modern personality research, including some of the current challenges and controversies in the field.
- be aware of the implications and applications of theories of human nature and the methods covered in the course.

General Goals and Expectations:

My goal for all of you taking this course is to provide an overview of the field of personality psychology and, hopefully, to convey my enthusiasm for psychological research more generally. While very few of you will pursue *formal* studies of personality psychology beyond the scope of this course, I hope that you will come to appreciate the relevance of individual differences to most aspects of everyday life – in your relations with other people, your studies, and your work.

To best achieve these goals, I expect that you will come to class prepared to critique and analyze the class material and readings. I would like you to consider the possibility that no assumption is beyond question, that no theory should escape critical scrutiny. This is a lecture-based course, but I will also seek to create an interactive environment that allows you to learn from your fellow students. As such, attendance is expected and I encourage active engagement during class.

I also expect for each of you to make an effort throughout the course to make your needs, concerns, and any other feedback that you might have known to me or to the teaching assistant. Most importantly, I need to know if you have special needs or circumstances that impact your performance or ability to complete the coursework. I am willing to be flexible and accommodating of special circumstances (see below for more information), but can only reasonably do so if you keep me informed.

What you can expect of me:

I am committed to making this course a positive and fun educational experience. I believe that learning should be challenging but not unpleasant. I am open to comments – both positive and negative – and, while I can't guarantee that I will be able to resolve every complaint in the way that you might hope, I can guarantee that I will listen to your concerns and make every effort to find a satisfactory resolution. If you find yourself bored or overly-challenged, please set up a time to talk things over. If you are not comfortable talking with me directly, consider sharing your concerns confidentially with the teaching assistant.

Course Materials

You will be responsible for all material covered in class as well as material covered in your reading assignments. It is important to note that some material contained in the text will not be discussed due to time constraints. While we will be covering the material in class that I believe is most important, do not assume that other assigned reading material will not be covered on quizzes and exams.

Required Text:

Funder, D.C. (2016). *The Personality Puzzle* (7th ed.). New York: W.W. Norton. ISBN: 978-0393-26514-9.

Important notes about the text:

- **I do not recommend using any earlier editions as the content was substantially re-organized in the 7th edition.**
- There are many options available for this book through the UO Duck Store. Any of them will work fine – purchasing vs renting; new vs old – as long as you can retain access until the end of the term.
- You can also purchase an electronic (e-book) version of the 7th edition from the publisher for \$55 (as of March 30, 2019) – see here:
<https://books.wwnorton.com/books/webad.aspx?id=4294991353>

- There are two copies of the text on reserve at the library. These can be checked out for only 90 minutes.

Additional readings will be posted on Canvas throughout the quarter. See below for the Canvas link.

Canvas Website:

Please check the website frequently for updates, announcements and information about the course. **I tend to update the syllabus throughout the term as needed given the pace of the course or revisions to the additional reading material. I will mention when this happens (and keep it to a minimum) but I recommend checking the version on Canvas each week, just in case it has been updated since you last looked.** The link for the Canvas site is: <https://canvas.uoregon.edu/courses/132608>

Course Workload and Grading

By completing 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 2 hours and 40 minutes in class each week. The other 9 hours (on average) will be spent completing assignments – mainly reading – and preparing for class, including quizzes and exams. I have tried to spread the workload evenly across the weeks, but I encourage you to let me know if you feel you are falling behind.

The following are the grade weights (% of total grade) for the various course components:

	<u>% of total</u>
Mid-term exam	25%
Final exam	25%
Research Paper	15%
Quizzes	30%
Attendance & participation	5%

Based on the weights above, final grades will be assigned as follows:

93-100% A	83-86% B	73-76% C	63-66% D
90-92% A-	80-82% B-	70-72% C-	60-62% D-
87-89% B+	77-79% C+	67-69% D+	0-59% F

Please see the guidelines on the Psychology Department's website for a description of the type of achievement that each grade signifies:

<https://psychology.uoregon.edu/courses/department-grading-standards/>

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

Mid-Term and Final Exams:

There will be two exams. The mid-term will cover all the material from the first half of the course. The final will cover material from the full course with a greater emphasis on the content in the second half. Both exams will have roughly the same format – multiple choice, matching, and short answer.

Make-up Exams:

It is important to be prepared and present for both scheduled exams – **please mark your calendars now**. The situations causing a student to miss an exam should be rare, but I do recognize that it occasionally happens. 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*). In these cases, we will arrange for you to take the exam in advance. If you have a serious illness or an emergency, you must let me know prior to the exam (*before 12:00 pm on the exam day*) and we will arrange for you to make-up the exam.** Regardless of the reason, documentation will be required to verify the reason for missing the exam (e.g., note from a physician). If you have questions about the type of documentation required, contact me.

Research Paper

Full details of the research paper assignment will be made available on Canvas by the second week of class. The assignment will consist of two parts, representing a total of 15% of the course grade. First, a structured outline (less than 1 page) will be submitted before the mid-term. This will count for 5% of the total course grade and will follow a format that is specified in the detailed assignment instructions. We will give feedback on this outline within 2 weeks of submission (and typically sooner). Then, a final version of the 3- to 5-page double-spaced research paper will be due near the end of the course. Again, detailed instructions for the final version will be provided in the description of the assignment. The final draft will count for 10% of the total course grade.

Quizzes:

I like quizzes. Not all students feel the same way, but they are useful learning tools for several reasons. The most important is the reality that they encourage students to keep up with the assignments throughout the course. They're also less stressful than major exams and provide opportunities for intermittent feedback.

We will have a quiz every week or so, 8 in total. These will be brief multiple-choice assessments of the material covered since the last quiz, including the readings and material covered during class. I will count 6 quizzes toward your final grade (5% each). This means the two lowest quiz scores will be dropped for those students who take all 8 quizzes. For students who take 7 quizzes, only the lowest score will be dropped. For students who take 6 or fewer quizzes, all scores will be used. There are no make-up quizzes. Also note that the quizzes will not be distributed, though I will go over the quizzes briefly during class on the day they are administered.

Attendance and participation:

Given the nature of individual differences (that's what we're studying after all!), I recognize that participation and engagement comes more easily to some people than others. However, there is also plenty of evidence that engaging with the material is necessary for learning and retention. You will understand the material better and remember it longer if you come to class, participate in small group discussions, and engage in active reading of the assignments.

I will have discretion over the “attendance and participation” portion of your final grade, but the main criteria for success is regular attendance at class and demonstrated effort to be a respectful and active participant in our discussions.

Absences:

I understand that unforeseen circumstances do come up. That said, it will be difficult to succeed in the class if you don't attend regularly because it will affect both your understanding of the material and your quiz grade. If you are absent for class and you feel that you have an extenuating circumstance, send me an email. In general, make-ups will not be given for exams and quizzes. Exceptions will be made for students who have serious and documented reasons for being absent.

Important Policy Information

This section includes information about several policies that are important for this course. Please read them over carefully and let me or the TAs know if you have any questions.

Emailing the Professor and the TAs:

We are more than happy to help you work through difficult material throughout the course. However, we have other responsibilities to the university that we are attending to when in not in class or office hours. We can commit to responding to emails within 24 hours (48 hours if you email us between 5pm on Friday and 5pm on Sunday). Please note that we will generally refrain from explaining course concepts to you through email as this is not typically efficient or effective. Please come to office hours or schedule a meeting with us if you would like to discuss course content. Also note that *most questions regarding logistics of this course can be answered by reading the syllabus.*

Guidelines for Respectful Discussion:

I have provided a document with guidelines on the Canvas site. You are expected to uphold them in class, so please read them over.

Academic Integrity:

Students are expected to comply with university regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with me before the assignment is due and/or examine the university web site. Academic dishonesty includes but is not limited to cheating on an exam (e.g., copying others' answers, providing information to others, using a crib sheet) or plagiarism of a paper (e.g., taking material from readings without citation, copying another student's paper). Failure to maintain academic integrity on an assignment will result in a loss of credit for that assignment (at a minimum).

Other penalties may also apply. For more information, visit:

<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

Access and Accommodations:

In compliance with University of Oregon policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations need to be made during the first two weeks of the quarter (except for unusual circumstances) so arrangements can be made. Any student requesting accommodations related to a disability or other condition should request that a counselor at the Accessible Education Center send a letter verifying your disability and needed accommodations. They can be reached at uoacc@uoregon.edu (telephone: 541-346-1155). All information will remain confidential. For a list of resources provided by the Accessible Education Center, please see: <https://aec.uoregon.edu/>

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 of others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

English as a Second Language:

If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see me as soon as possible to make any necessary arrangements. If you need to use a dictionary for in-class exams, you must ask to have your dictionary checked by me or one of the TAs prior to the exam. Electronic dictionaries are not permitted.

Religious Holidays:

In accordance with University of Oregon policy, students who need to be absent from a class for religious obligation or observance reasons must make arrangements in advance using the Student Religious Accommodation Request Form. Completed forms must be submitted directly to the professor by the end of the second week of the term. One form is required for each requested observance and for each course. For more information, see:

<https://registrar.uoregon.edu/calendars/religious-observances>

Mandatory Reporting of Child Abuse and Neglect:

UO employees (including faculty, staff, and TAs) are mandatory reporters of child abuse. This statement is to advise you 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>

Course Schedule

Note: Readings from *The Personality Puzzle* are indicated by “Personality Puzzle.” Additional readings are posted on Canvas (<https://canvas.uoregon.edu/courses/132608>).

4/1/2019

(class 1)

Topics & Activities

Introduction to Personality
Overview of course & syllabus

4/3/2019

(class 2)

Topics

Defining Personality
Open Science and Transparency

Readings (to be completed before class)

Personality Puzzle, Ch. 1 [pp. 3-15], *The Study of the Person*
Vazire (2017) [3 pages]
Condon, Graham & Mroczek (2017) [3 pages]
Guidelines for Respectful Discussion [1 page]

4/8/2019

(class 3)

Topics

Overview of Methodological Approaches in Personality

Readings (to be completed before class)

Personality Puzzle, Ch. 2 [pp. 21-61], *Personality Research Methods*
McAdams (1995) [10 pages]
Cronbach & Meehl (1955) [8 pages]

4/10/2019

(class 4)

Topics & Activities

QUIZ 1 (covers all readings to date, including today: classes 1 through 4)
Assessment in Personality

Readings (to be completed before class)

Personality Puzzle, Ch. 3 [pp. 66-105], *Assessment, Effect Size and Ethics*
Vazire & Carlson (2011) [4 pages]

4/15/2019

(class 5)

Topics

History: Putting Modern Personality in Context – Part I

Readings (to be completed before class)

Personality Puzzle, Ch. 10 [pp. 351-385], *Basics of Psychoanalysis*
Jung (1971) [5 pages]
Freud blog post [8 pages]

4/17/2019

(class 6)

Topics & Activities

QUIZ 2 on readings for classes 5 & 6
History: Putting Modern Personality in Context – Part II

Readings (to be completed before class)

Personality Puzzle, Ch. 11 [pp. 391-416], *Psychoanalysis After Freud: Neo-Freudians, Object Relations, and Current Research*
Erikson (1950) [9 pages]

- 4/22/2019**
(class 7) **Topics**
 Traits AND Situations
- Readings (to be completed before class)**
 Personality Puzzle, Ch. 4 [pp. 113-145], *Personality Traits, Situations, and Behavior*
 Allport (1931) [4 pages]
 McCrae & Costa (1999) [10 pages]
- 4/24/2019**
(class 8) **Topics & Activities**
 QUIZ 3 on readings for classes 7 & 8
 Personality Judgment
- Readings (to be completed before class)**
 Personality Puzzle, Ch. 5 [pp. 151-175], *Personality Judgment*
 Myers-Briggs Type Indicator blog post [3 pages]
 SAPA-Project questionnaire at <https://sapa-project.org/> [<30 min]
 Note that this is not a reading; complete the survey & save/print your results
- 4/29/2019**
(class 9) **Topics & Activities**
 More Trait Theory: Traits & Behavior
- Readings (to be completed before class)**
 Personality Puzzle, Ch. 6 [pp. 179-217], *Using Personality Traits to Understand Behavior*
 Ozer & Benet-Martinez (2007) [16 pages]
- 5/1/2019**
(class 10) **Topics & Activities**
 QUIZ 4 on readings for classes 9 & 10
 More Trait Theory: Behavior, Stability & Change
- Readings (to be completed before class)**
 Personality Puzzle, Ch. 7 [pp. 221-252], *Personality Stability, Development, and Change*
- OUTLINE FOR RESEARCH PAPER IS DUE BY 11:59 PM**
 This means you will have chosen one of the topics to write about and completed a brief outline (for feedback).
- 5/6/2019**
(class 11) **MID-TERM EXAM**
- 5/8/2019**
(class 12) **Topics**
 Biological Approaches to Personality – Part I
- Readings (to be completed before class)**
 Personality Puzzle, Ch. 8 [pp. 259-296], *The Anatomy and Physiology of Personality*
 Dabbs et al. (1996) [6 pages]

<u>5/13/2019</u> (class 13)	<u>Topics & Activities</u> QUIZ 5 on readings for classes 12 & 13 Biological Approaches to Personality – Part II <u>Readings (to be completed before class)</u> Personality Puzzle, Ch. 9 [pp. 301-341], <i>The Inheritance of Personality: Behavioral Genetics and Evolutionary Psychology</i>
<u>5/15/2019</u> (class 14)	<u>Topics</u> Humanistic and Positive Psychology <u>Readings (to be completed before class)</u> Personality Puzzle, Ch. 12 [pp. 423-451], <i>Experience, Existence, and the Meaning of Life: Humanistic and Positive Psychology</i> Csikszentmihalyi (1999) [9 pages]
<u>5/20/2019</u> (class 15)	<u>Topics & Activities</u> QUIZ 6 on readings for classes 14 & 15 Cross-Cultural Personality Psychology <u>Readings (to be completed before class)</u> Personality Puzzle, Ch. 13 [pp. 457-497], <i>Cultural Variation in Experience, Behavior, and Personality</i>
<u>5/22/2019</u> (class 16)	<u>Topics</u> Social Learning Theory <u>Readings (to be completed before class)</u> Personality Puzzle, Ch. 14 [pp. 505-537], <i>Learning to Be a Person: Behaviorism and the Social Learning Theories</i> Skinner (1953) [8 pages]
<u>5/27/2019</u>	NO CLASS – MEMORIAL DAY
<u>5/29/2019</u> (class 17)	<u>Topics & Activities</u> QUIZ 7 on readings for classes 16 & 17 Personality Processes <u>Readings (to be completed before class)</u> Personality Puzzle, Ch. 15 [pp. 541-579], <i>Personality Processes: Perception, Thought, Motivation, and Emotion</i> FINAL RESEARCH PAPER IS DUE BY 11:59 PM

6/3/2019
(class 18)

Topics

Identity

Readings (to be completed before class)

Personality Puzzle, Ch. 16 [pp. 585-610], *The Self: What You Know About You*
“Life’s Stories” in the Atlantic. See here:

<https://www.theatlantic.com/health/archive/2015/08/life-stories-narrative-psychology-redemption-mental-health/400796/>

6/5/2019
(class 19)

Topics & Activities

QUIZ 8 on readings for classes 18 & 19

Personality & Health

Readings (to be completed before class)

Personality Puzzle, Ch. 17 [pp. 615-645], *Personality, Mental Health and Physical Health*

6/13/2019

FINAL EXAM on Thursday at 2:45 pm

The location of the final will be confirmed later in the quarter.