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Personality Theories
Psychology 279
Block 3 -- 2019
Law Hall Rm 303

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Class hours: 9-11 AM M-F and 1-3 PM M-Th.
Office hours: I am typically in the office and available to consult with you until late afternoon. I will do my best to respond to emails that come to me by 430pm on the day they are sent, otherwise I will respond by the next business day.

Introduction/Course Description
Personality represents characteristics of a person that account for *enduring* ways of thinking, feeling, and behaving. Personality psychologists try to understand the ways that all humans share a similar personality structure as well as the dimensions of this structure where people differ. They ask fundamental questions such as: "What are the essential features of human nature?" "What are the qualities of healthy and unhealthy persons?" and "How do people change and evolve?" They also seek to understand why individuals and groups of individuals/cultures differ from each other.

In this course we will survey several historical (e.g., psychoanalytic) and modern (e.g. trait) perspectives on personality. In addition to exploring theoretical viewpoints, we will explore empirical research in personality psychology and use these findings to draw conclusions about the merits and limitations of theoretical models and personality testing. We will also regularly discuss how personality interacts with situational/social/cultural factors. We will focus on how personality factors affect our daily lives through our motivations, thoughts, emotions, behaviors, and how we understand ourselves. We will additionally explore what it means to have a "personality disorder" from a clinical perspective.

Readings
Shiraev, E.. (2017). *Personality theories: A global perspective.* Thousand Oaks, CA: Sage Publications.
All other readings (see schedule) available on Moodle

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Course Assignments

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Exams/Quizzes: Monday, October 28 (quiz); Friday, November 1 (exam); & Wednesday, Nov. 13 (exam).
The quiz will give you an example of what exams in this course will be like. Exams will focus on your knowledge and understanding of specific concepts as well as your ability to compare, contrast, critique, and integrate theories and research. Some of the exam (~40-50%) will be multiple choice and the rest of the questions will be short answers (with varying expected lengths).

Personality Assessment and Real-World Application Group Presentation:
Nov 1 – Groups & Topics chosen (topics are 1st come, 1st served)
Nov 10- Penultimate draft of presentation materials due
Nov 12 – Presentations given
5 groups of 4-5 people will give a 20-30 min presentation on a personality assessment measure(s).
Each group will select a personality measure(s) and describe the nature of the measure, how it is administered, what it is supposed to measure, how it is often used, how it is scored, what areas use it (psychiatry, psychology, medical practices, HR/business, random websites, legal systems, etc). Present research findings that support and/or oppose its use in the real world. Present sample items/images so the class can understand how it is administered. Foster class discussion to improve your classmates' understanding of this assessment measure. Your small group will also use slides and/or a handout to help convey core content to the class.

Possible topics include (if you have additional ideas, come talk to me):

MMPI-2/MMPI-RF	PAI
MBTI	Rorschach/TAT
NEO PI/16 PF Questionnaire	Kiersey Temperament Scale

Research Paper
Tuesday, October 29: Topic choice/statement and summary/ APA citation of 2 articles.
Friday, November 8: Final paper due
Length: 6-8 pages
Sources: You may use any class readings. In <u>addition</u>, each paper should include **FOUR** additional non-class sources (e.g., peer-reviewed research articles or theoretical chapters/articles published since 2010). A reference list and in-text citations are required.

This paper will provide the opportunity to delve into an area of contemporary personality research. You will describe the existing scientific basis for a line of research and then summarize, evaluate, and integrate research studies on the topic. This paper should be based on a minimum of 4 sources: at least one source that informs your conceptual overview and definition of the topic, and at least three original research sources that summarize studies relevant to the topic. Whenever possible, the research studies should be closely related so that you are able to write a well-focused paper. For example, self-efficacy is a widely studied concept. Thus, it will be important to narrow the topic to something like self-efficacy and math performance. Examples of potential topics, which will need to be narrowed for the purpose of this assignment:

-attachment styles and personality
-self-monitoring
-optimism
-self-efficacy
-positive emotion (the broaden-and-build model)
-correlates of happiness
-correlates of life satisfaction
-stereotype threat and achievement
-authoritarianism

-resilience and/or hardiness
-self-enhancement
-rumination
-mindfulness and psychological well-being
-perfectionism
-collectivism and personality style
-gender/sexism and personality
-narcissistic personality style

Short Reactions/Responses/Mini-"Research" Papers
Short directed papers ask students to provide brief responses to a specific question or topic. These short responses are intended to foster your thinking about the topic, help me become aware of what you are thinking, and can facilitate class discussion. Reaction papers must fully address the given prompt and should be no longer than 1 page (less is fine if you fully answer the question). Do not waste page space including big headings/your name/course #/etc). Mini-"research" papers will require you to find, review, and cite one peer-reviewed research article.

Papers should be laid out in standard APA format (i.e., Times New Roman, 12 pt font, 1in margins, double spaced)

<u>**Class Policies and Practices**</u>

Attendance and Participation
Because this course relies heavily on discussion and your involvement, attendance is essential. Please be punctual out of respect for other members of this class (late arrival can be distracting to class members who are attempting to concentrate). The value of our class will depend to a large degree on what you bring to it. Each member of the class is personally responsible for the quality of our time together, and I welcome your contributions to this course.

To participate fully, please:
(1) Complete daily readings before we meet
(2) Come to class with good questions or issues for discussion *(Write these down, don't just trust that you will remember them)*
(3) Contribute to group discussion regularly, while also making sure that other class members have opportunities to speak
(4) Listen and respond to the contributions of others (in small and large group discussion)
(5) Help create a climate of <u>respect and collaboration</u> in which others can share their insights.

Make-up Exams and Late Papers
Occasionally students become ill immediately before an exam or the due date of a paper. Students who need brief extensions because of illness or personal crises must notify me in a timely fashion (e.g., **before the day the assignment is due and before a test begins**.) In other cases, papers that are submitted after the deadline will result in a lowered grade.

Computers and Electronic Communication

Computers can facilitate efficient note taking. As a caution, however, computers may be less than ideal for note-taking and enhancing comprehension. Mueller's (2014) study found that people who took notes by hand performed better on tests than those who used a computer, especially when recalling conceptual information. Mueller hypothesized that when using laptops, students may be more likely to engage in "mindless transcription" or verbatim note-taking. Those who take notes by hand may tend to spend more time processing information, which is likely to enhance learning. All electronic devices should be used in a way that is not distracting or disturbing to other persons or other class activities. Common distractions include texting, emailing, and checking Facebook or other social media. Avoid this activity during class. Similarly, it is not acceptable to use computers during class time to complete other class assignments.

Disabilities & Accommodations Policy

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Office of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml.

Academic Honesty

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Inclusive Language

Some of the original works that we will read use words such as "man" or "he" to refer to people in general. Most of these articles and books were written during a time when the use of generic masculine terms was considered an appropriate way of referring to all individuals and was not necessarily done to purposely exclude women. This practice is no longer considered acceptable within psychology, though. Research in psychology reveals that non-inclusive language contributes to cognitive practices that support biased or ethnocentric thinking. In light of research findings and consistent with practices within psychology, please use inclusive language in your speaking and writing practices in this course.

Values Assigned to Class Assignments

Participation/Attendance	30 points	(10%)
Short writing assignments	30 points overall	(10%)
Short Quiz	30 points	(10%)
Exams	60 points per exam	(40%)
Concise research paper	60 points	(20%)
Personality Group Presentation	30 points	(10%)
Total points	300 points	(100%)

Class Grading Scale (Grading is based entirely on points, I do not round points at the end of the course)

A = 279.00 +	C = 219.00 – 230.99
A- = 270.00 – 281.99	C- = 210.00 – 218.99
B+ = 261.00 – 269.99	D+ = 201.00 – 209.99
B = 249.00 - 260.99	D = 189.00 – 200.99
B- = 240.00 - 248.99	D- = 180.00 - 188.99
C+ = 231.00 – 239.99	F < 180.00

Notes About Formal Writing:

Citations, References, and Writing Format

Written assignments in this course should use APA style. For examples of citation style and references, refer the *Publication Manual of the American Psychological Association 6th Ed.* The library website also includes APA style

directions (See Research in Psychology, Credit When Credit is Due). Any sources that are discussed in papers must be documented through appropriate references and citations. Overnight papers do not need a title page, running head, etc., but should use citations (in-text and full references) as appropriate (e.g., for mini-"research" papers). All written materials should use general APA formatting (i.e., Times New Roman, 12 pt font, 1 in margins, double spaced).

Quotations and Paraphrasing
Unless the information is generally known, it should be cited with a reputable source. When an idea is paraphrased or summarized, both the original author's words and sentence structure must be changed. A specific citation for the source must still be made. It is always the responsibility for the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the internet are expected to follow these same guidelines for the citation of sources.

In general, quotations in psychology papers should be brief, used sparingly, and limited to conveying ideas and concepts in ways that are difficult to reproduce through paraphrasing (e.g., a particularly unique or creative way of expressing an idea). In this course it is unlikely that you will encounter this situation. Unless absolutely unavoidable, you should not use quotations in this course, but rather paraphrase in your own words the research that you report on. This is part of demonstrating that you understand what you are writing about and is a good skill to develop as writers. When summarizing the technical results of a study, you should not use quotations but should paraphrase content. It is never appropriate to quote entire paragraphs.

A Partial List of Learning Objectives and Expected Student Outcomes
This course supports the Educational Priorities and Outcomes of Cornell College, placing special emphasis on knowledge, reasoning/critical thinking, communication, intercultural literacy, and ethical behavior. The list below identifies primary objectives for this course. In this course students will:

1. Develop an understanding of major theories of personality and related research, the strengths and limitations of theoretical approaches to personality theory and research, and relationships between these theories and research. (***Knowledge, Inquiry*** *via course readings, class discussions, short written responses, and exams*)
2. Gain knowledge of the historical, social, and biographical factors that influenced the development of personality theories and the discipline of psychology. Understand how these theories influenced the evolution of psychology, as well as how historical trends within psychology and society influenced the nature of personality theories. (***Knowledge, Inquiry*** *via course readings, class discussions, and exams*)
3. Gain a basic understanding of how the intersection of identities and differences shape individuals' experiences. (***Knowledge, Intercultural Literacy,*** *via course readings, class discussions, and exams*)
4. Read and listen attentively and respectfully to the perspectives of authors and other class members; think critically, analytically, and inclusively about their own and others' ideas; and enhance their abilities to express ideas clearly in both written and spoken form. (***Communication, Reasoning*** *via course readings, class discussions, short written responses, exams, group presentation, and research paper*)
5. Apply theories and research as tools for describing, understanding, and explaining personality functions. Use personality theories, research, and assessments as tools for enhancing their personal growth and facilitating their understanding of others. Consider the relevance of personality theories to domains such as the workplace and psychotherapy practice. (***Well-Being, Intercultural Literacy*** *via course readings, class discussions, and Personality Assessment & Group Presentation*)
6. Explore and understand how values relevant to culture, nationality, race/ethnicity, gender, class, and sexual orientation (and other social identities) are reflected in prominent personality theories. Gain a basic understanding of the perspectives of individuals from different cultures and backgrounds. Recognize the limitations of specific theories for understanding many world peoples and contexts and develop attitudes and tools for developing more inclusive models and theories. Identify and compare cultural patterns and the relationship between experiences, ideologies, and culture. (***Knowledge, Intercultural Literacy, Ethical Behavior*** *via course readings, class discussions, exams, and short written responses*)
7. Examine controversies related to the application of personality theories, especially regarding the lack of research support for many personality theories and the accuracy and utility of assessment and testing measures. Consider ethical implications and use of personality instruments and other personality assessments. (***Reasoning, Ethical Behavior*** *via course readings, class discussions, and Personality Assessment & Real World Application Group Presentation*)
8. Recognize the realities and consequences of difference, discrimination, or inequality and how personality components interact with social situations to change the likelihood of discrimination and inequality occurring. (***Intercultural Literacy, Ethical Behavior, Citizenship*** *via course readings, class discussions, and short written responses*)
9. Develop their ability to recognize, navigate, and communicate verbally and/or nonverbally across cultural differences. (***Communication, Intercultural Literacy*** *via class discussions, short written responses, and Personality Assessment & Real World Application Group Presentation*)