

Psychology 356: Personality Theory (Spring 2013)

Meeting times and location: Mondays and Wednesdays 2:30-3:50 pm in PAS 2083

Course staff:

Instructor: Richard Eibach, **Office:** PAS 3053, **Email:** reibach@uwaterloo.ca,
Phone: (519) 888-4567 x38790; **Office hour:** Tuesday, 4:00-5:00 pm, or by appointment

Teaching assistants:

Elizabeth Berry, office: PAS 3252, email: eberry@uwaterloo.ca
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Course description: Personality psychology is the science of individuality, which involves measuring and explaining patterned individual differences in behavior and personal functioning. This course examines personality at three distinct levels of analysis: 1) temperaments and trait dimensions, 2) cognitive-emotional adaptations, goal orientations, and personal strivings, and 3) broader meaning systems and personal narratives. Lectures and readings emphasize the cognitive, affective, motivational, and interpersonal processes that generate and sustain personality differences. Topics include behavioral and molecular genetic studies of personality; continuity and change in personality over the lifespan; implicit and physiological measures of personality; sources of accuracy and bias in intuitive judgments of personality; comparative cultural, historical, and cross-species investigations of personality; personality disorders; and personality predictors of well-being.

Required readings (available at the UW campus bookstore, and UW Porter Library Reserve Desk)

- 1) Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to personality (8th edition)*. NY: Wiley.
- 2) Lee, K., & Ashton, M. C. (2012). *The H-factor in personality*. Waterloo, ON: Wilfrid Laurier University Press. [Primary source for Writing Assignment #1]
- 3) Gosling, S. (2008). *Snoop: What your stuff says about you*. New York. [Primary source for Writing Assignment #2]
- 4) McAdams, D. P. (2011). *George W. Bush and the redemptive dream*. New York: Oxford University Press. [Primary source for Writing Assignment #3]
- 5) Twenge, J. M., & Campbell, W. K. (2009). *The narcissism epidemic: Living in the age of entitlement*. New York: Free Press.

LEARN Lecture slides, other course materials, and announcements will be posted on LEARN (<https://learn.uwaterloo.ca>). Links to online personality measures that are relevant to course topics will also be posted on LEARN. Also, changes to the schedule of lecture topics or reading assignments will be posted in advance on LEARN. **Make sure to check LEARN on a regular basis for these important updates.**

Tests and writing assignments: Course grades will be based on 2 Tests (25% each), Writing Assignment #1 (2 pages, 10%), Writing Assignment #2 (3 pages, 15%), and Writing Assignment #3 (5 pages, 25%). The tests will consist of multiple-choice questions covering material from both the lectures and the assigned readings, the second test is non-cumulative. Review sessions for the tests will be scheduled on an evening before each testing session. Dates, times, and locations of review sessions will be announced in class and on LEARN.

Handouts providing details of the content, expectations, and grading criteria for the writing assignments will be distributed in class and also posted on LEARN.

For Writing Assignment #1 each student and a friend or relative will rate the personality of a common acquaintance using the HEXACO personality inventory (Lee & Ashton, 2012). After scoring each judge's ratings of the target's personality on the 6 dimensions, the student will submit a 2-page paper that analyzes possible reasons for convergences and divergences in the judges' ratings across the 6 dimensions of the target's personality. This assignment will provide experience in using and scoring personality inventories and insights into the value and limitations of this approach to personality assessment. Lee and Ashton's (2012) book will be the primary source for this assignment. You will be expected to have read Lee and Ashton's book in preparation for this assignment.

For Writing Assignment #2 each student will examine their everyday life for traces of their personality expression. Students will write a 3-page paper that explores traces of their personality that can be found in the contents and decor of their bedrooms, their use of social network media, and/or the ways they use language to express themselves in daily life. This assignment will provide practice using the tools of psychology to recognize how personality reveals itself in everyday contexts. Gosling's (2008) book will be the primary source for this assignment. You will be expected to have read Gosling's book in preparation for this assignment.

For Writing Assignment #3 each student will conduct a case study of a popular or public figure in which they assess that individual's personality across the 3 main levels of analysis that were emphasized in the course (i.e., Level 1: Personality Traits, Level 2: Characteristic Adaptations; Level 3: Personal Narratives). As source material for this case study the student may use magazine interviews, published biographical texts, documentary videos, or any other relevant public materials that convey information about the individual's personality. The student's task will be to draw together information about each level of personality expression to construct an integrated profile of the individual person. This assignment will provide experience applying course concepts to understand how the tools of personality science can be used to gain a well-rounded understanding of an individual's life. McAdam's (2011) book will be the primary source for this assignment. You will be expected to have read McAdam's book in preparation for this assignment.

Completed writing assignments should be submitted to a drop box on LEARN no later than 11:59 pm on the due date. **Late submissions will NOT be accepted and will be marked 0.**

Schedule of lecture topics, readings, assignments and tests
(MSA =Mischel, Shoda, & Ayduk; LA = Lee & Ashton; TC = Twenge & Campbell)

Introduction

May 6: Introduction (MSA: Ch. 1, pp. 1-18)

May 8: Research methods (MSA: Ch. 2, pp. 19-41; Gosling, pp. 9-32)

Level 1: Traits, temperaments, and behavioral dispositions

May 13: Personality traits (MSA: Ch. 3, pp. 43-71; LA, pp. 1-38)

May 15: Person-situation interactions (MSA: Ch. 4, pp. 72-91)

May 20: No class (Victoria Day)

May 22: Personality judgment (Gosling, pp. 137-186; LA, pp. 39-86, pp. 151-163)

May 27: Behavioral genetics and psychophysiology of temperament (MSA: Ch. 5, pp. 93-123)

May 29: Gene-environment interactions in personality development (MSA: Ch. 6, pp. 124-139)

May 31: Writing Assignment #1 is due

June 3: Gender and sexuality (Ch. 6, pp. 139-146; Ch. 18, pp. 476-480)

June 5: Personality consistency and change over the lifespan (MSA: Ch. 8, pp. 177-207)

June 10: Habits as behavioral dispositions (MSA: Ch. 10, pp. 241-269; Ch. 11, pp. 270-293)

June 12: Film (MSA: Ch. 12, pp. 295-322, Ch. 13, pp. 323-346)

June 17: Traces of personality in personal space and expressive behavior (Gosling, pp. 87-112)

June 19: Test #1 (in class)

Level 2: Cognitive-emotional adaptations and motivational patterns

June 24: Implicit goals and unconscious motivations (MSA: Ch. 7, pp. 151-176; Ch. 8, pp. 177-207, Ch. 9, pp. 209-215)

June 26: Social cognition (MSA: Ch. 14, pp. 347-378)

July 1: No class (Canada Day)

July 3: Self-theories (MSA: Ch. 15, pp. 379-404)

July 8: Personality coherence (MSA: Ch. 16, pp. 405-436)

July 10: Self-regulation and psychological needs (MSA: Ch. 17, pp. 437-465)

July 12: Writing Assignment #2 is due

July 15: Personality disorders: narcissism and psychopathy (TC, pp.1-56, pp.141- 210, pp.230-243)

Level 3: Cultural meaning systems, identities, and personal narratives

July 17: Culture and models of selfhood (MSA: Ch. 18, pp.466-491; TC, pp.57-69, pp.305-308)

July 22: Generational changes in personality (TC, pp. 73-138, pp. 211-229, pp. 259-303)

July 24: Moral worldviews and sociopolitical ideologies (McAdams, pp.98-144; TC, pp.244-255; LA, pp. 99-115)

July 29: Test #2 (non-cumulative, in class)

July 30 (Tuesday): Personal narratives (MSA: Ch. 9, pp. 221-236; McAdams, pp. 145-230)

August 6: Writing Assignment #3 is due

Course policies

1) Students who are requesting accommodation for course requirements (assignments, tests, etc.) due to illness should do the following: 1) seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: http://www.healthservices.uwaterloo.ca/Health_Services/verification.html 2) submit that form to the instructor within 48 hours. 3) (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming. In the case of a missed assignment deadline or test, the instructor will either: 1) waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or 2) provide an extension. In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required. Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

2) Accommodations for Students with Disabilities Access-Ability Services, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with Access-Ability Services at the beginning of each academic term.

3) Concerns About the Course or Instructor (Informal Stage) We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies ([Myra Fernandes](#) from July 1, 2012 through June 30, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows: Myra Fernandes, Email: mafernan@uwaterloo.ca, 519-888-4567x 32142. A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

4) Academic Integrity, Academic Offenses, Grievance, and Appeals To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Further details: <http://www.uwaterloo.ca/academicintegrity/>]

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline [<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>].

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 [<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>].

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals [<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>].

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

5) Graded assignments and tests for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.

Research Experience Marks: Information and Guidelines

Experiential learning is integral to the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of courses have been expanded to include opportunities for students to earn grades while gaining research experience. Since experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" grade of up to 4% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research: Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

To maximize the educational benefits of participating in research, students will receive feedback following their participation in each study detailing the following: 1) Purpose/objectives of the study, 2) Dependent and independent variables, 3) Expected results, 4) References for at least 2 related research articles, 5) Provisions to ensure confidentiality of data, 6) Contact information of the researcher should the student have further questions about the study, 7) Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate? Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[INSTRUCTIONS/DATES/DEADLINES: How to log in to Sona and sign up for studies](#)

Please do not ask the Instructor or REG Coordinator for information unless you have thoroughly read the information provided on this website. More REG info at: [REG Participants' Homepage](#)

Option 2: Article Review as an alternative to research participation: Students are not required to participate in research, and not all wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The instructor will specify suitable sources of articles (i.e., research journals, newspapers, newsmagazines). You must contact your TA to get approval for the article you have chosen before writing the review. Each review article counts as 1 percentage point. To receive credit, your article review must: 1) Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted. 2) Be typed. 3) Fully identify the title, author(s), source and date of the article, and attach a copy of the article. 4) Identify psychological concepts in the article and indicate applicable pages in the textbook. 5) Clearly and critically evaluate the treatment or application of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may, for example, identify misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish fact from speculation, faulty statements of cause-effect relations, reasoning errors, etc. 6) Keep a copy of your review in the unlikely event we misplace the original.