

## **Personality**

### **Psychology 356R, Fall 2016**

Section 1: Tuesday and Thursday, 10:00-11:20am, REN 2102

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Office Hours: Tuesdays and Thursdays,  
11:30am-12:30pm (or by appointment)

#### **Course Overview**

Personality psychology is the science of measuring and explaining patterned individual differences in behaviour and personal functioning. This course examines personality at distinct levels of analysis including: 1) temperaments and traits, 2) values, goal orientations, and personal strivings, and 3) broader meaning systems and personal identity narratives. Lectures and readings emphasize the cognitive, affective, motivational, and interpersonal processes that generate and sustain personality differences. Topics include behavioral and 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 Text**

Gosling, S. (2008). *Snoop: What your stuff says about you*. New York.

#### **Required Articles (available on Learn)**

- 1) Andersen, S. M., & Thorpe, J. S. (2009). An IF-THEN theory of personality: Significant others and the relational self. *Journal of Research in Personality*, 43, 163-170.
- 2) Ashton, M. C. (2013). Biological bases of personality. *Individual differences and personality* (pp. 101-121). San Diego, CA: Academic Press.
- 3) Ashton, M. C., & Lee, K. (2008). The HEXACO model of personality structure and the importance of the H factor. *Social and Personality Psychology Compass*, 2, 1952-1962. [Resource for Personality Rating Assignment]
- 4) Edmonds, G. W., Jackson, J. J., Fayard, J. V., & Roberts, B. W. (2008). Is character fate, or is there hope to change my personality yet? *Social and Personality Psychology Compass*, 21, 399-413.
- 5) Freud, S. (1910). The origin and development of psychoanalysis. *American Journal of Psychology*, 21, 181-218. [From Lectures II, III, and IV]

- 6) Haidt, J. (2012). The moral foundations of politics. *The righteous mind: Why good people are divided by politics and religion* (pp. 150-179). New York: Pantheon.
- 7) Hare, R. (1994, January). This charming psychopath. *Psychology Today*.
- 8) Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60, 581-592.
- 9) Lee, K., & Ashton, M. C. (2016). The HEXACO personality inventory revised. Retrieved from: <http://hexaco.org/> [Resource for Personality Rating Assignment: including scale descriptions, history of the inventory, scales, and materials for researchers]
- 10) Leary, M. R., & Toner, K. (2015). Self-processes in the construction and maintenance of personality. In M. Mikulincer, P. R. Shaver, M. L. Cooper, & R. J. Larsen (Eds.), *APA handbook of personality and social psychology, Volume 4: Personality processes and individual differences* (pp. 412-433). Washington, DC: APA.
- 11) Lilienfeld, S. O., & Arkowitz, H. (2007). What “psychopath” means. *Scientific American Mind*, 18, 80-81.
- 12) McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality*, 63, 365-396.
- 13) McAdams, D. P. (2013). Life authorship: A psychological challenge for emerging adulthood, as illustrated in two notable case studies. *Emerging Adulthood*, 1, 151-158.
- 14) McAdams, D. P. (2015). The motivational agenda: What agents want. *The Art and Science of Personality Development* (pp. 170-201).
- 15) Shaver, P. R., & Mikulincer, M. (2005). Attachment theory and research: Resurrection of the psychodynamic approach to personality. *Journal of Research in Personality*, 39, 22-45. [Read pp. 22-29]
- 16) Pinker, S. (2009, January). My Genome, Myself. *The New York Times Magazine*, MM24. Retrieved from: <http://www.nytimes.com/2009/01/11/magazine/11Genome-t.html>.
- 17) Siebert, C. (2006, January). The Animal Self. *The New York Times Magazine*. Retrieved from: <http://www.nytimes.com/2006/01/22/magazine/22animal.html?pagewanted=all>.
- 18) Smith, R. E., & Shoda, Y. (2009). Personality as a cognitive-affective processing system. In P. J. Corr & G. Matthews (Eds.), *The Cambridge handbook of personality psychology* (pp. 473-488). Cambridge: Cambridge University Press.
- 19) Twenge, J. M. (2008). Generation me: The origin of birth cohort differences in personality traits, and cross-temporal meta-analyses. *Social and Personality Psychology Compass*, 2, 1440-1454.

## Course Requirements and Assessments

Assessment	Dates	Weighting
Assignment 1	October 4th	20%
Midterm test 1	October 20th	25%
Assignment 2	November 8th	30%
Midterm test 2	December 1st	25%
Research participation (bonus marks)	September 8-December 5	+2%
Total		100%

### Notes on assignments

Submission guidelines: Completed assignments should be submitted as a text file (in MS Word or PDF format) to the relevant 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.

### Assignment descriptions

1) For Assignment 1 (trait evaluation assignment) each student and another person will rate the personality of the same target individual using the HEXACO personality inventory (Ashton & Lee, 2007). After scoring each judge's ratings of the target's personality on the 6 dimensions, the student will submit a 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. Ashton and Lee's (2008) paper and website will be background sources for this assignment.

2) For Assignment 2, students will be given the option to choose between two assignment options.

- a. *Personality observation option*: Each student will examine traces of their personality expression in everyday life. Students will submit a 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 *Snoop* will be the primary background source for this assignment. You will be expected to have read Gosling's book in preparation for this assignment.
- b. *Character evaluation option*: Each student will select a character from a favourite novel and evaluate his/her personality. You will submit a paper that examines and describes the character's personality from both an idiographic and a nomothetic approach, using evidence from the book. You will have to justify your choices with reference to the character's thoughts, feelings, words, or actions. Please note that you are **not permitted** to do any searching for other people's analyses of your fictional character. Your primary background sources for this assignment will be the novel you have chosen, and course readings/materials.

### Notes on tests

The tests will consist of multiple-choice and short answer questions covering material from both the lectures and the assigned readings. Tests are not cumulative. Each test will include 40 multiple-choice and 2 short-answer questions. There is no final exam for this course.

## Schedule of Classes

Week	Date	Topic	Reading(s)
1	Thurs. Sep. 8	Introduction	McAdams (1995)
2	Tues. Sep. 13 Thurs. Sep. 15	Personality Assessment Trait Approaches	Gosling Prologue & Ch. 1 Gosling Ch. 2, Ch. 3
3	Tues. Sep. 20 Thurs. Sep. 22	Trait Approaches (cont'd) Stability and Change	Edmonds et al. (2008)
4	Tues. Sep. 27 Thurs. Sep. 29	Stability and Change (cont'd) Expressive Behaviour	Gosling Ch. 4, Ch. 5, Ch. 6
5	Tues. Oct. 4 Thurs. Oct. 6	Personality Judgment Biological Bases of Behaviour	Gosling Ch. 7, Ch. 8, Ch. 9 Ashton (2016)
6	Tues. Oct. 11 Thurs. Oct. 13	NO CLASS – STUDY DAY Genes and Environment	Pinker (2009)
7	Tues. Oct. 18 Thurs. Oct. 20	Evolutionary Theories <b>Midterm Test 1 (25%)</b>	Siebert (2006)
8	Tues. Oct. 25 Thurs. Oct. 27	Psychoanalytic Theories Psychoanalytic Theories (cont'd)	Freud (1910) Shaver & Mikulincer (2005) pp. 22-29
9	Tues. Nov. 1 Thurs. Nov. 3	Social-Cognitive Theories The Self	Smith & Shoda (2009) Leary & Toner (2015)
10	Tues. Nov. 8 Thurs. Nov. 10	Goals and Strivings Personal Narratives	McAdams (2015) McAdams (2013)
11	Tues. Nov. 15 Thurs. Nov. 17	Relationships Politics and Morality	Andersen & Thorpe (2009) Haidt (2012)
12	Tues. Nov. 22 Thurs. Nov. 24	Gender Historical Changes in Personality	Hyde (2005) Twenge (2008)
13	Tues. Nov. 29 Thurs. Dec. 1	Disordered Personality <b>Midterm Test 2 (25%)</b>	Hare (1994); Lilienfeld & Arkowitz (2007)

**Note:** Lecture topics and readings may vary somewhat from above guide.

### Notes/Policies:

1) **Website:** Please check the LEARN website regularly. I will post announcements, lecture slides, assignment information, grades, etc. Lecture slides will be posted the day before lecture to help you with your note-taking. However, I recommend that you take your own notes as much as possible; research shows that people have greater memory for the material when they take their own notes.

2) **Attendance:** To succeed, attend all lectures. Tests will cover material from lecture, and I will present

a great deal of material not covered in your readings and expand on important points in the readings. Students who attend all lectures do much better in this course than those who attend irregularly. Come on time, take notes, and do not fool yourself into thinking you are “attending” just because you are sitting there. Keep your mind focused on the material and free from distractions (see section on technology). You should also exchange contact information with a classmate for notes sharing in case one of you have to miss a lecture.

3) **Accommodation for Illness or Unforeseen Circumstances:** The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html). If you must miss a test or assignment due to severe illness or other extenuating circumstances, the instructor will either 1) waive the course component and re-weight remaining term work as she deems fit according to circumstances and the goals of the course, or 2) provide an extension.

4) **Technology regulations:** Recent studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. Laptops can also be a distraction for other students. Please be courteous to your fellow students and only use your laptop for the purposes of engaging in course content (e.g., taking notes). Keep in mind that studies also show that pen-and-paper note-taking is more effective and leads to higher grades than laptop note taking. Laptop use during lectures for email, face-book, or other non-course related activities is not permitted.

Audio and video recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the professor. Videos that contain images of other students may not be published or distributed without the consent of all students depicted in the video.

5) **Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, 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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

**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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts’ grievance processes.

**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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)  
**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

6) **Note for students with disabilities:** The AccessAbility Services (AS) Office, located in Needles Hall, Room 1401, 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 the AS Office at the beginning of each academic term.

7) **Cross-listed course:** Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

8) **Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin® in this course. Students will be given an alternative option if they do not want to have their assignment screened by Turnitin. Arrangements must be made in the first week of the course.

### **A respectful living and learning environment for all.**

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Harassment and Discrimination Officer at [c7mcmillan@uwaterloo.ca](mailto:c7mcmillan@uwaterloo.ca) (519-884-4404, ext. 28723).

## **Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology 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 2%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 2% may be earned and will be added to the final grade if/as needed.

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.

### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- 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 has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### ***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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program in general is available at:  
[REG Participants' Homepage](#)

## **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students 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 course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your instructor to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#) . Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.