

Personality Psychology

The Science of the Person

Professor George Chavez

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Class Hours:

Mon – Thurs 12:20pm-2:15pm, Beck Hall 250

To have personality—a phrase that begs the question, “What is personality?” Is personality what divides us and makes us individuals? Or is it a quality that unites us, a distinctly human feature not found anywhere else in the world? In this course, we’ll explore the meaning of personality from a psychological standpoint. To date, there is no fully defined and agreed upon paradigm in personality. But that is part of the beauty of the discipline: The ability to find a theory/view that is uniquely personal.

Course Goals:

- ⌘ Understanding of the different perspectives of personality psychology
- ⌘ Knowledge of key personality theorists and their respective theories
- ⌘ Familiarity with the diversity of methods used to test theories and assess constructs
- ⌘ Application of personality theories to one’s own life
- ⌘ Ability to logically critique the testability, validity, generalizability, and significance of theories

Requirements:

- ⌘ READ assigned *journal articles*
- ⌘ ATTEND *lectures* and PARTICIPATE in *discussions*
- ⌘ COMPLETE *quizzes, exams, and a scholarly article*

Optional:

- ⌘ Personality Challenges & Bonus Readings

Readings & Lectures

- ⌘ This course does not have a textbook. You can find the readings on Sakai (Resources > Readings)
- ⌘ Exams & assignments draw from lecture. You can find trimmed slides on Sakai (Resources > Lectures)

Classroom Rules

- ⌘ Turn off cell phones
- ⌘ You may use laptops, but only for taking notes or looking up relevant class materials.

Grading

25%	Exams 1 & 2	(Each 12.5% of grade)
15%	Final Exam	
20%	Sakai Quizzes	(Each 4% of grade)
15%	Attendance/Assignments	
20%	CAPP Article	(Group grade)
5%	CAPP Oral	

Exams: Two non-final exams will be given throughout the semester. Exam material will be approximately 70% lecture and 30% articles. **Each** exam is 12.5% of your grade and they are NON-cumulative.

Final Exam: The final exam is 15% of your final grade. It is part multiple choice and part oral. It is cumulative.

Sakai Quizzes: There are **5 required** online sakai quizzes given throughout the semester. I will not accept any late quizzes. There are no excuses for missing these quizzes.

Attendance/Assignments: I will be taking attendance every lecture day after the first day. Every day you miss class is a percentage point lost. You and your group may be asked to complete assignments for the next class. If you do not complete these assignments, you will be dismissed from class and will lose your attendance points for the day.

Grading and Performance Issues

Questions about grades: If you wish to discuss your grade or performance in the course, please set up a time to meet with me before the last two weeks of class. After that point it is very unlikely that you can do anything to address your grade.

Plagiarism and Cheating: Plagiarism in all forms—from print, internet, or friends: Don't do it. Cheating: Don't do it. Under no circumstances will I tolerate cheating on any of the assignments. Here is the University's official policy on cheating: <http://academicintegrity.rutgers.edu/integrity.shtml>

Bonus Readings

Bonus readings are *completely optional*. Material from the bonus readings is *not* included on either the *required* sakai quizzes or exams. These readings are for those students who are strongly interested in personality psychology. I have loosely organized them based on difficulty.

Critical Analyses in Personality Psychology (CAPP) Article

Critical Analyses in Personality Psychology (CAPP) is an open-access journal for students of personality psychology that emphasizes critical and integrative reviews of current research and theory in personality psychology. CAPP considers original research and replication studies when theoretically driven.

In your submission, you and your group are encouraged to submit a critical review (an *evaluative assessment* of a current body of research and theory) in personality psychology. This paper must be less than 3000 words (excluding references section). The paper is worth 20 points, with each of the following five components graded from 0 to 4:

- APA (6th edition) format throughout. See <http://owl.english.purdue.edu/owl/resource/560/01/>
- Sufficient references for each claim, each study and theory cited, and each method proposed
- Logical coherence within paragraphs (i.e. ability to stay on topic) and logical connectivity between paragraphs and sections (i.e. ability to transition well)
- Complete and competent discussion of an area of research or theory in personality psychology
- Minimal to no grammatical and spelling errors

You and your group are required to **meet** with Professor Chavez twice during the semester

- During the 2nd week of classes
- During the 4th week of classes

You and your group are required to **submit 2 drafts** of the paper.

- End of the 3rd week of classes: Thursday, 6/13, 5:00pm
- End of the 5th week of classes: Thursday, 6/27, 5:00pm

CAPP Oral: You and the other members of your group will meet with Professor Chavez during last week of class to discuss your paper with him. He will ask each group member a series of questions about their article, before asking the group, as a whole, to answer an article-relevant question.

Authorship: You and the members of your group are entirely responsible for assigning who will be most responsible for the final product (for better or worse) by determining “first authorship.” Should two or more people contribute equally to the project, then you must make a note of this on your paper.

Acceptance: You and the other members of your group can each receive up to 3 extra credit points by getting accepted into the journal. Each point received corresponds the quality of the article.

0. Not accepted for publication
1. Accepted for publication following *major* revisions
2. Accepted for publication following *minor* revisions
3. Accepted for publication

Please note that a very large majority of articles will *not* be accepted for publication. You may still receive the full 25 pts (100%) without being accepted for publication. You may receive *less than 25* pts and still be considered for publication. Acceptance is largely determined by the scholarly significance of the ideas presented in the article. Scholarly significance is a separate component from the other 5 components (APA format, sufficient references, etc.) mentioned above.

Accepted articles will, with the author’s permission, be posted to the course’s external website.

Personality Challenges

Personality Challenges are generally online quizzes that are not *directly* related to your grades, but allow you the opportunity to gain extra credit and practice for exams. There are quite a few personality challenges that vary in length and difficulty.

Challenge Rank

Each Personality Challenge has a different Rank. As challenges go up in Rank (starting from Rank C), they will become more difficult. Questions will come from the lecture, readings, and outside of class. Higher ranked challenges will reference material from the bonus readings. Higher ranked challenges are timed, which limits open-note strategies, so be warned. Here are a couple of the Ranks available.

1. **Rank C (*Curious Participant*)**
 - a. For the *curious psychology study participant*. Questions taken mainly from the lecture, early readings, and some outside sources.
2. **Rank B (*Clever Student*)**
 - a. For the *clever personality psychology student*. Questions taken mainly from early-to-middle lecture material and readings. Some challenges timed.
3. **Rank A (*Youthful Scholar*)**
 - a. For the *youthful scholar of personality*. Questions taken from the early-to-late lecture and readings. Some questions from bonus readings. Challenges are timed.
4. **Rank X (*Insightful Theorist*)**
 - a. For the *insightful personality theorist*. Questions taken from all course material, required and bonus. Challenges timed.
5. **Rank ...**

You must complete Personality Challenges in order of Rank and number. Each rank has approximately 5 challenges within it. You must complete them in order from 1 to 5. Therefore, your first Personality Challenge is “Personality Challenge (Rank C, Challenge 1)” and your second is “Personality Challenge (Rank C, Challenge 2).” *Unless stated, you may only submit each challenge ONCE. You may not have unlimited tries at all Challenges.*

Completing a rank will grant you a username and password for the next rank. Do not share this username and password. With it, you will be able to access only the next ranked challenge (e.g. After completing Personality Challenge (Rank C, Challenge 5), you will be given a username and password that you will use to access all challenges of Personality Challenge Rank B.

Challenge Points

Completing certain challenges will grant you extra credit. You will *not* know which challenges will provide credit in advance. Some extra credit is based off of how well you do on the challenge, so *take all challenges seriously if you want full credit.*

An important note about online challenges: Computers and web pages are more likely to freeze if you are running many programs at once. You are strongly advised to only have one window—for the challenge—open while completing the challenge. This may mean printing out the readings, rather than keeping them open on your computer. It may mean using two computers (one for the readings, one for the challenge). Either way, I cannot help you if your computer freezes.

Summer 2013 Session I Schedule for Personality Psychology		
Week 1 By and For Individuals		
Date	Topics	Reading
5/28	<ul style="list-style-type: none"> ☞ Theoretical perspectives ☞ Everything we know is wrong 	
5/29	<ul style="list-style-type: none"> ☞ “. . .consistency and change are orthogonal phenomena.” ☞ Methods in personality 	<i>Must bring to class:</i> Funder, D. C. (2001). Personality. <i>Annual Review of Psychology</i> , 52, 197-221.
5/30	<ul style="list-style-type: none"> ☞ Consistency in personality ☞ Scientific collaboration <p>Note: END OF DROP/ADD PERIOD</p>	<i>Must bring to class:</i> Funder, D. C. (2001). Personality. <i>Annual Review of Psychology</i> , 52, 197-221. McAdams, D. P. (1995). What do we know when we know a person? <i>Journal of Personality</i> , 63, 365-396.
Week 2 What's the Word I'm Looking For?		
Date	Topic	Reading
6/3	<ul style="list-style-type: none"> ☞ “Harder” science ☞ Personality assessment ☞ The Assessment Game 	John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm shift to the integrative big five trait taxonomy. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), <i>Handbook of Personality: Theory and Research</i> (pp. 114-158). Guilford Press. (Skip 125-137)
6/4	☞ Your Measures & Traits	
6/5	<ul style="list-style-type: none"> ☞ Personality Continuity ☞ Behavioral Signatures (If-then profiles) 	Friesen, C. A., & Kammrath, L. K. (2011). What it pays to know about a close other: The value of if-then personality knowledge in close relationships. <i>Psychological Science</i> , 22, 567-571.
6/6	☞ Exam 1	
Week 3 All in Your Head?		
Date	Topic	Reading
6/10	<ul style="list-style-type: none"> ☞ Intro to psychoanalysis: Freud ☞ Topographical model 	<i>Shared reading:</i> Macmillan, M. (2001). Limitations to free association and interpretation. <i>Psychological Inquiry</i> , 12, 113-128.
6/11	<ul style="list-style-type: none"> ☞ Psychoanalytic assessment and therapy ☞ Criticisms of psychoanalysis ☞ Intro to behaviorism: Skinner 	Erdelyi, M. H. (2001). Studies in historicism: Archeological digs will not resolve the scientific questions of validity and reliability in free-association and interpretation. <i>Psychological Inquiry</i> , 12, 133-135.
6/12	<ul style="list-style-type: none"> ☞ Behaviorism ☞ Social-learning theory: Bandura & Rotter 	Harris, J. R. (2000). Context-specific learning, personality, and birth order. <i>Current Directions in Psychological Science</i> , 9, 174-177.
6/13	<ul style="list-style-type: none"> ☞ The reinforcement of personality ☞ Nature vs nurture arguments 	<i>Must bring to class:</i> Sample CAPP reference article.
1st draft of paper due		

Week 4		
Personality Selection		
Date	Topic	Reading
6/17	<ul style="list-style-type: none"> ≈ The evolutionary perspective ≈ The biological perspective 	Shared reading: Nettle, D. (2006). The evolution of personality variation in humans and other animals. <i>American Psychologist</i> , 61, 622-631.
6/18	<ul style="list-style-type: none"> ≈ Neurotransmitter and hormone correlates of personality ≈ BIS/BAS 	Bouchard, T. J. Jr. (2004). Genetic influence on human psychological traits. <i>Current Directions in Psychological Science</i> , 13, 148-151.
6/19	<ul style="list-style-type: none"> ≈ Taking a stance on personality 	Pinker, S. (2009, January 7). My genome, my self. <i>New York Times</i> , http://www.nytimes.com/2009/01/11/magazine/11Genome-t.html?pagewanted=all
6/20	≈ Exam 2	
Week 5		
The Human Phenomemon		
Date	Topic	Reading
6/24	<ul style="list-style-type: none"> ≈ Identity theorists I: “Third Force Psychology” ≈ Hierarchy of motives 	Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55, 68-78.
6/25	<ul style="list-style-type: none"> ≈ Existential and humanistic psychology 	Sheldon, K. M., Elliot, A. J., Kim, Y., & Kasser, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. <i>Journal of Personality and Social Psychology</i> , 80, 325-339.
6/26	<ul style="list-style-type: none"> ≈ Identity theorists II: Developmental perspectives ≈ Attachment theory ≈ Psychosocial development: Erik Erikson 	Klein, S. B. (2012). The self and science: Is it time for a new approach to the study of human experience? <i>Current Directions in Psychological Science</i> , 21, 253-257.
6/27	≈ Social cognition	2nd draft of paper due
Week 6		
Other Personalities		
Date	Topic	Reading
7/1	<ul style="list-style-type: none"> ≈ Accurate personality judgment 	Funder, D. C. (2012). Accurate personality judgment. <i>Current Directions in Psychological Science</i> , 21, 177-182.
7/2	<ul style="list-style-type: none"> ≈ Beyond human personality? 	Gosling, S. D., & John, O. P. (1999). Personality dimensions in nonhuman animals: A cross-species review. <i>Current Directions in Psychological Science</i> , 8, 69-75.
7/3	≈ Exam 3 (Final)	