

**Psychology 330, Personality Theory and Research
Fall, 2004**

Lecture: T/TH 2:30 – 3:55, SH 307
Professor: Margaret Beier, Ph.D
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Office hours: T/Th 1:15 – 2:15 p.m.

Course objectives:

Provide a basic understanding of five prominent theoretical approaches to personality psychology: (1) trait, (2) biological, (3) psychodynamic, (4) humanistic, and (5) social learning and cognitive. The history, evolution, and application of each theory will be presented as well as the research generated by the theory.

Readings/Textbook:

Funder, D. C. (2004). *The personality puzzle* (3rd ed.). New York: Norton.

Additional required readings are available in PDF format on WebCT. Contact me if you have difficulty retrieving these articles.

Course format:

Information will be presented in the course lecture and in the assigned readings. You should come to class having done the reading for that day.

WebCT

Course material, lecture notes, sample test questions, and information about your grades will be available on WebCT. Go to <http://cts.rice.edu/webct/studentinfo.html> for information on how to join a course on WebCT.

Evaluation

Your evaluation will consist of one mid-term exam and a final exam; one short paper and a term paper.

Exams

Exams will include information presented during lecture and readings. Because we have limited class time, tests will cover material assigned in the readings, even if it is not discussed in class. The final exam will be comprehensive. Questions will be in multiple choice and short answer format.

You will receive a zero on any exam that you miss without an approved absence (with proper documentation). Legitimacy of excuses and the documentation required will be at my discretion. If you know you need to miss an exam, please see me at least two weeks in advance to obtain approval.

If you miss an exam and have a valid excuse, you must contact me within **48 hours** of the time of the exam to schedule a make-up exam. If you do not contact me within 48 hours you will receive a zero on the exam.

Papers

Two papers will be required for this course. Both should be written in APA style (using the fifth edition of the APA publication manual). Late papers will be deducted five points for each day (i.e., 24 hrs.) the paper is late.

Paper 1. 5 double-spaced pages. Due Thursday 9/23 (beginning of class).

Topic: The colleges on Rice University campus can be said to have their own personalities. For the purpose of this exercise we will pretend that each college is a person. Describe the personality of **three** of the colleges on the Rice campus (e.g., your own college and two you are most familiar with).

Your paper should address the following issues:

What are the traits that you would use to describe each college? What is your evidence (what type of data do you have for your assertions)? How do you think outsiders would view your college's personality? How do you think your assessment of the "other" colleges would differ from those college's assessments of their own personalities? Who would be right?

Please note that your responses may be shared with the class. Please let me know in advance if you want your paper to remain confidential.

Paper 2. Elective paper topic, 12 – 15 double-spaced pages; due 12/2 (beginning of class). You must obtain approval from me for your paper topic by 11/18. Write me a note with your topic and a brief outline.

Ideas for topics include:

The "best" way to measure personality

What is Type-A personality?

What are functional personality traits in American culture? Are they different in other cultures?

Personality and gender roles: Is there a stereotypical male and female personality?

Personality: Nature or nurture.

How does culture shape personality?

How does experience shape personality?

The utility of the "Big Five"

Personality development through the lifespan

The utility of a happy personality

The role of free will in personality

Grading

The breakdown of your grade for this course is as follows:

Exam 1	20%
Paper 1	15%
Paper 2	30%
Final	35%

Grades will be determined on the following scale:

90 – 100 %	= A
80 – 89 %	= B
70 – 79 %	= C
60 – 69 %	= D
Below 60 %	= F

Attendance

You are not graded on attendance. However, you should note that you are responsible for information presented during lecture and in the readings. If you miss class, you are responsible for getting the material you missed (from someone other than me).

Important notes

Disabilities: If a student has a documented disability and needs academic assistance in this or any other course, he or she should so inform the instructor within the first two weeks of classes. All discussions will remain confidential. Students should contact the instructor after class, during office hours, or by e-mail. The student may also need to register with the Disability Support Services, especially if unusual accommodations are needed. Before providing accommodations, instructors must have accommodations letters from the Disability Support Services office.

Academic integrity. Honor system policy. Students are expected to abide by the Honor Code and follow the guidelines provided in the Blue Book. All examinations are under the Honor System. Students are encouraged to bring any concerns involving academic integrity to the attention of the instructor.

Tentative Course Schedule (Subject to Change)

Date	Day	Topic	Assigned reading
8/24	Tuesday	Introduction	Ch. 1
8/26	Thursday	Research in personality	Ch 2 McAdams, 1995 (365-371)
8/31	Tuesday	Research Methods	Ch. 3
9/2	Thursday	Methods in practice	Gosling et al., 1986
9/7	Tuesday	Personality traits	Ch. 4, Allport, 1931
9/9	Thursday	Person-situation debate	Block, 1968
9/14	Tuesday	Personality Assessment	Ch. 5
9/16	Thursday	Personality in daily life	Ch. 6, Rauch, 2003
9/21	Tuesday	The Traits	Ch. 7
9/23	Thursday	The biological approach	Ch. 8
		Paper 1 due	
9/28	Tuesday	Chemistry of personality	Dabbs, Jr. et al., 1996
9/30	Thursday	Heritability of personality	Ch. 9
10/5	Tuesday	Evolutionary theories	
10/7	Thursday	Exam 1	
10/12	Tuesday	Mid-semester break (no class)	
10/14	Thursday	Psychoanalytic approach Freud	Ch. 10
10/19	Tuesday	Defense Mechanisms	Ch. 11
10/21	Thursday	Neo-Freudians Jung, Horney	Ch. 12
10/26	Tuesday	Psychosocial Development Erikson	
10/28	Thursday	Humanistic Approach	Ch. 13
11/2	Tuesday		Csikszentmihalyi, 1999
11/4	Thursday	Cross cultural issues	Ch 14.
11/9	Tuesday	Cognitive learning approaches Behaviorism/social learning theory	Ch. 15
11/11	Thursday	Cognitive systems	Ch. 16
11/16	Tuesday	Cognitive processes	Ch. 17
11/18	Thursday	Submit brief outline/topic of final paper	
11/23	Tuesday		
11/25	Thursday	Thanksgiving (no class)	
11/30	Tuesday	Pulling it together	Ch. 18
12/2	Thursday	Conclusions	McAdams, 1998 (all)
		Paper 2 due	
TBA		Final exam	

List of supplemental readings available on WEB-CT

Allport, G. W. (1931). What is a trait of personality? *Journal of Abnormal and Social Psychology*, 25, 368-372.

Block, J. (1968). Some reasons for the apparent inconsistency of personality. *Psychological Bulletin*, 70, 210-212.

Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist*, 54, 821-827.

Dabbs, Jr., J. M., Hargrove, M. F., Heusel, C. (1996). Testosterone differences among college fraternities: Well-behaved vs. rambunctious. *Personality and Individual Differences*, 20, 157-161.

Gosling, S. D., John, O. P., Craik, K. H., & Robins, R. W. (1998). Do people know how they behave? Self-reported act frequencies compared with on-line codings by observers. *Journal of Personality and Social Psychology*, 74, 1337-1349.

McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality*, 63, 365-396.

Rauch, J. (2003, March). Caring for your introvert. *The Atlantic Monthly*.