

**Psychology 330, Personality Theory and Research
Fall, 2009**

Lecture: MWF, 11 – 11:50, Sewall 305
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Course objectives:

Provide an overview of six prominent approaches to personality psychology: (1) trait, (2) biological, (3) psychodynamic, (4) humanistic, (5) behavioral/social learning, and (6) cognitive. The history, evolution, and application of each theory to empirical research will be discussed. You should have the ability to critically evaluate the strengths and weaknesses of each approach at the end of the semester.

Readings/Textbook:

Funder, D. C. (2007). *The personality puzzle* (4th ed.). New York: Norton.

Additional required readings are available in PDF format on OwlSpace. Contact me or the TA if you have difficulty retrieving these articles.

Course format:

Information will be presented in the course lecture and in readings. It is imperative that you come to class having done the reading for that day. I expect that lectures will be interactive and consist of discussions based on the readings.

Owlspace:

Course material (e.g., the syllabus, assignments, handouts, and information about grades) will be available on Owlspace. I will hold you responsible for all announcements about the class, including any changes to the syllabus that I post there. You should have a habit of checking the site regularly.

Evaluation

Your evaluation will consist of two exams, a paper assignment, and a class participation grade. Note that there is not a cumulative final exam for this course.

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. 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 is at my discretion. Exams are covered by the honor code.

If you know in advance that you will miss an exam, you need to contact me *at least two weeks* before the scheduled exam to obtain approval for an alternative test time. Alternative test times are always *before* scheduled exam times. After you obtain approval from me, you can schedule an alternative time with the TA.

If you miss an exam and did not know in advance you would miss the 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. Again, the legitimacy of the excuse is at my discretion. If you do not contact me within 48 hours you will receive a zero on the exam.

Exams are not cumulative. There is no final exam in this course.

Paper assignment

You are required to write a term paper for this course which is due at the end of finals period (Wednesday, December 16 – although you are encouraged to turn your paper in early!). Papers must be written in APA format (using the sixth edition of the APA publication manual) and should be between 12 – 15 pages long. You must also cite at least 5 references in your paper, at least three of which should be empirical (i.e., research studies). References can be readings reviewed in class. Late papers will be deducted five points for each day (i.e., 24 hrs.) the paper is late (weekends count in this calculation).

You can write about any topic you choose. However, you *must* obtain approval from me for your paper topic by 11/20. Email your topic and a brief outline to me. Some ideas from past semesters (which you are welcome to use or modify) are:

The “best” way to measure personality

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

Personality: Nature or nurture.

How does culture shape personality?

The role of free will in personality

Important note about turning in your paper: Because of questions from past semesters, you must do the following to turn in your paper:

- Put a hard (i.e., paper) copy in Louma Ghandour’s box in the Psychology Main Office (SH468). **Write the time and date you hand in your paper on the title page.**
- Attach an electronic copy in your drop box in OwlSpace. This will serve as a backup. It will also permit us to see when your paper was turned in.

Important notes about plagiarism: You are encouraged to discuss paper topics outside of this course. However, the generation of papers is an independent endeavor covered by the honor code. Also, you need to be careful about plagiarism -- go to plagiarism.org to find out more about the definition of plagiarism and what to avoid. In general though, if you find yourself cutting and pasting information from other people's papers or from on-line sources like Wikipedia, you should stop yourself. This is plagiarism.

Article summaries

You will be asked to read and summarize the articles assigned and made available on the course website. Your summary should include the following information:

- The reference in APA format
- The main research question or theoretical topic as you understand it
- A description of the results and/or general conclusions
- Any ideas generated by the article
- Discussion questions: these questions should be broad and aimed at facilitating discussion. You will be able to ask specific questions in class.

The article summaries are designed to give you a basis from which to have a discussion about the article, although you do not (and should not) develop an elaborate presentation. Because they will help you with the class discussion, you are encouraged to bring your article summaries to class.

Article summaries **MUST** be turned in by 5 p.m. the afternoon before the article will be discussed (e.g., the article summary for Gosling et al., 1998 is due on 9/17 at 5 p.m.). Late article summaries will not be accepted. There are 12 articles that require summaries. You are responsible for 10 article summaries (you can miss 2 article summaries).

There is a two-step process for handing in article summaries:

- Attach the article summary to the assignment associated with the article in the "Assignments" section in Owlspace.
- Write your discussion questions in the "Start Assignment" box.

Although you are encouraged to discuss the articles outside of class, the article summaries are covered by the honor code.

Class Participation

You are encouraged and expected to participate in class discussions. It is boring to listen only to the instructor (or the instructor and one or two of the same students). Take responsibility for making this a positive experience. **INTERACT!**

You will participate in various in-class research activities as part of your enrollment in this class. The point of these experiences is to give you an idea of the different approaches that researchers use to study personality. Your participation is mandatory and counts toward your class participation grade: it does not count toward the extra credit points you can earn through participation in psychological experiments (see last page of the syllabus for more information about extra credit).

Grading

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

Exam 1	25%
Exam 2	25%
Paper	35%
Article Summaries	10%
Class participation	5% (this includes class discussion and participation in course related research)

Grades will be determined on the following scale:

100 - 98% = A+	89 - 88% = B+	79 - 78% = C+	69 - 68% = D+	59 - 0% = F
97 - 93 % = A	87 - 83 % = B	77 - 73 % = C	67 - 63 % = D	
92 - 90 % = A-	82 - 80 % = B-	72 - 70 % = C-	62 - 60 % = D-	

Up to 2 points of extra credit which will be added to your final grade are also available. See the last page of the syllabus for information on extra credit.

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 me within the first two weeks of classes. All discussions will remain as confidential as possible. Students should contact me after class, during office hours, or by e-mail. Students with disabilities will also need to contact Disability Support Services in the Allen Center.

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

Course Schedule (Subject to Change)

Date	Day	Topic	Assigned reading
8/24	Monday	Introduction/syllabus	Ch. 1
8/26	Wednesday	Research methods	Ch. 2
8/28	Friday		Ch. 3
8/31	Monday	Traits and behavior	Ch. 4
9/2	Wednesday		
9/4	Friday	<i>Class discussion (last day add/drop)</i>	McAdams, 1995 (No article summary)
9/7	Monday	Labor Day, no class	
9/9	Wednesday	Personality assessment	Ch. 5
9/11	Friday		
9/14	Monday	Accuracy of personality assessment	Ch. 6
9/16	Wednesday		
9/18	Friday	<i>Class discussion</i>	Gosling et al., 1998;
9/21	Monday	Different approaches to traits	Ch. 7
9/23	Wednesday		
9/25	Friday	<i>Class discussion</i>	Klein et al., 2004
9/28	Monday	The biological approach	Ch. 8
9/30	Wednesday	<i>Class discussion</i>	Dabbs et al., 1996
10/2	Friday	Exam 1	
10/5	Monday	BG and evolutionary	Ch. 9
10/7	Wednesday		
10/9	Friday	<i>Class discussion (Last day to drop)</i>	Schmitt & Buss, 2001
10/12	Monday	Psychoanalytic approaches	Ch. 10
10/14	Wednesday	Defense mechanisms	Ch. 11
10/16	Friday	<i>Class discussion</i>	Baumeister et al., 1998
10/19	Monday	Mid-term recess (no class)	
10/21	Wednesday	Neo-Freudians	Ch. 12
10/23	Friday	<i>Class discussion</i>	Frost et al., 2007
10/26	Monday	Humanistic approaches	Ch. 13
10/28	Wednesday		
10/30	Friday	<i>Class discussion</i>	Csikszentmihalyi, 1999
11/2	Monday	Cross cultural issues	Ch. 14
11/4	Wednesday		
11/6	Friday	<i>Class discussion</i>	McCrae & Terracciano, 2006
11/9	Monday	Behaviorism & social learning theory	Ch. 15
11/11	Wednesday		
11/13	Friday	<i>Class discussion</i>	Mischel et al., 2002
11/16	Monday	Cognitive processes	Ch. 16
11/18	Wednesday		
11/20	Friday	<i>Class discussion (topic to MEB)</i>	Robbins & Beer, 2001
11/23	Monday	The self	Ch. 17
11/25	Wednesday	<i>Class discussion</i>	Asendorpf et al., 2002
11/27	Friday	Thanksgiving recess, no class	
11/30	Monday	Disordered personality	Ch. 18
12/2	Wednesday	<i>Class discussion</i>	Clark, 2009
12/4	Friday	Exam 2	
12/16	Wednesday	Final paper due, 5:00 p.m.	

List of readings available on Owlspace

- Asendorpf, J. B., Banse, R., & Mucke, D. (2002). Double dissociation between implicit and explicit personality self-concept: the case of shy behavior. *Journal of Personality and Social Psychology*, *83*, 380-393.
- Baumeister, R. F., Dale, K., & Sommer, K. L. (1998). Freudian defense mechanisms and empirical findings in modern social psychology : Reaction formation, projection, displacement, undoing, isolation, sublimation, and denial. *Journal of Personality*, *66*, 1081-1124.
- Clark, L. A. (2009). Stability and change in personality disorder. *Current Directions in Psychological Science*, *18*, 27-31.
- 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.
- Frost, B. C., Ko, C. E., & James, L. R. (2007). Implicit and explicit personality: A test of channeling hypothesis for aggressive behavior. *Journal of Applied Psychology*, *92*, 1299-1319.
- 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.
- Klein, O., Snyder, M., & Livingston, R. W. (2004). Prejudice on the stage: Self-monitoring and the public expression of group attitudes. *British Journal of Social Psychology*, *43*, 299-314.
- McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality*, *63*, 365-396. (No article summary necessary.)
- McCrae, R. R., & Terracciano, A. (2006). National character and personality. *Current Directions in Psychological Science*, *15*, 156-161.
- Mischel, W., Shoda, Y., & Mendoza-Denton, R. (2002). Situation-behavior profiles as a locus of consistency in personality. *Current Directions in Psychological Science*, *11*, 50-54.
- Robins, R. W., & Beer, J. S. (2001). Positive illusions about the self: Short-term benefits and long-term costs. *Journal of Personality and Social Psychology*, *80*, 340-352.
- Schmitt, D. P., & Buss, D. M. (2001). Human mate poaching: Tactics and temptations for infiltrating existing mateships. *Journal of Personality and Social Psychology*, *80*, 894-917.

Extra Credit

There are two options for extra credit. The maximum number of extra credit hours you can receive is 4. You will receive ½ a percentage point for each hour of extra credit. This will translate into the addition of a maximum of 2 percentage points added to your final grade.

Option 1: You may participate in a maximum of 4 hours of psychology experiments for extra credit. You will be credited 1 extra credit hour for each hour of participation.

Option 2: You may complete a report on an empirical research article (not a review article) for extra credit. Articles may be selected from the journals listed below. Note that the article **MUST** be related to course content. You will receive 1 extra credit hour for each report (0 if the report is sub-par). Reports should be single spaced, typewritten (10 or 12 pt font). They should cover the following things:

- 1) complete reference in APA style
- 2) brief description of the research question
- 3) explanation of how the research article fits with course content
- 4) description of the research design and analysis (e.g., measures used, correlational or experimental research, etc.)
- 5) brief report on conclusions
- 6) your interpretation of whether or not the conclusions are warranted

You must include a copy of the original research article (or receive a zero).

Eligible Journals

Developmental Psychology
Journal of Abnormal Psychology
Journal of Applied Psychology
Journal of Experimental Social Psychology
Journal of Personality
Journal of Personality and Social Psychology
Journal of Personality Assessment
Journal of Research in Personality
Personality and Individual Differences
Personality and Social Psychology Bulletin
Psychology & Aging
Psychology & Marketing
Social Behavior and Personality