

PSY 346: Psychology of Personality
Fall 2009 T, TR 2-3:15pm CH 105

Professor: Dr. Len Lecci

Phone: 962-7262

Office hrs: Mon, Tues 10:30am-12:15pm, Tues 3:30-4:45pm, or by appointment.

Class webpage: <http://people.uncw.edu/leccil/psy346/index.htm.htm>

Readings: Students should use this syllabus to guide your reading of the text and two articles. It is expected that you come to class ready to discuss the material. The web has practice exams and other important information.

Text: Friedman, H.S. & Schustack, M.W. (2009). *Personality: Classic theories and modern research (4th Edition)*. Boston, Allyn & Bacon.

Articles: There are 2 articles that are required reading for this course as they will provide you with first hand exposure to the writings of influential theorists. Articles are available on-line through the library. Search on my name or the course (PSY 346) under the heading "reading reserves". If accessing this from home you will need a pdf reader (e.g., Acrobat reader). Please visit my webpage for up-to-date information.

Grading: Final grades will be based upon 4 exams (each worth 24% of your final mark) and the completion of 5 personality self-assessments (worth 4%). Bring a narrow scantron sheet to all exams. The personality assessments will be described further in class. Exams are multiple-choice. All exams will be closed book. Exam questions will draw heavily from the lectures, though you are responsible for the readings as well. **Unless you have a death in the family or a serious illness (both require documentation), there is no excuse for missing an exam. You will receive an F for any unexcused absences from an exam. Make-up exams will be essay format and will be scheduled on the same day as the final exam.** Any student missing more than one exam will have to provide further documentation. Final grades will be calculated using the +/- system. Attendance is an important part of this class, and I will take attendance on several occasions and reward those present with extra credit.

Any student wanting to write a paper may do so, and it will be worth 20% of your grade (thereby making all exams worth 19% each). Those choosing to write a paper must clear the topic with me before the date of the third exam. See the last page of this handout for a detailed discussion of the optional paper (MUST be typed on a word processor). The syllabus is divided into sections by topic, but the sections do not necessarily represent a single lecture. **It is expected that all students will follow UNCW policies for academic honesty and report those who violate these policies.**

Goals: Do you know who you are? Why do you do, think, and feel certain ways? Personality psychology is the science of understanding human thought, behavior, and action. The term "personality" implies stability, though depending on the theoretical model, the point in life at which one's personality is developed and remains stable, varies. In this class, we will discuss a variety of theoretical models to explain human functioning. We will emphasize the research that has been undertaken to support these theories. Finally, we will explore the methods by which personality is assessed, and you will have an opportunity to evaluate your own personality.

UNCW practices a zero-tolerance policy for violence and harassment of any kind. For emergencies, contact UNCW CARE at 962-2273, Campus Police at 962-3184 or Wilmington Police at 911. For University or community resources visit <http://uncw.edu/wrc/crisis.htm>.

Exams 1-3 are scheduled for the following dates: 09/15, 10/15, & 11/10. Final exam is Thursday Dec 10 at 3pm.
Assessment day: Thursday 01-29

Course Outline

PART I: THEORIES & RESEARCH

Review outline, and overview of course (projective tests).

Reading: Text pp. 1-6 (What is personality?)

Multiple converging & diverging perspectives.

Reading: Text pp. 7-9, 17-19

The science of personality research.

Reading: Text pp. 24-34, 55-56

Project: Complete the Thematic Apperception Test (TAT; Henry Murray)

Early theories of personality: Freud and the psychoanalytic movement.

Reading: Text Ch. 3

What do you see? In class scoring of the TAT.

Reading: Text, re-read pp. 49-51

If you're "anal retentive" you've probably already done the reading (twice!)

Reading: Freud, S. (1925). Character and anal eroticism.

In P. Gay (Ed., 1989), The Freud reader (pp. 293-297). New York: W. W. Norton. - This article is available through UNCW's on-line reserves.

The defense mechanisms... a few real examples?

Reading: Text, pp. 81-83

Subliminal Psychodynamic Activation: Fact or fiction?

Reading: Text, re-read pp. 99-100

Divergent views on the genesis and role of libido: Jung's archetypes & Kluger's dream research.

Reading: Text, pp. 109-117

Adler's "Gemeinschaftsgefühl" and Sulloway's research on birth order.

Reading: Text, pp. 118-122

Karen Horney: A "feminist" perspective on personality development.

Reading: Text, pp. 123-128

An analysis of gender differences from multiple perspectives.

Reading: Text, Ch. 11

An evolutionary perspective (sociobiological theory and gender differences in personality)

Reading: re-read pp. 466-469 and 180-182

Personality as a function of attachment styles (Bowlby, & Ainsworth).

Reading: text, pp. 180 and 470

Erik Erikson and personality across the life span.

Reading: Text, pp. 134-140

Self psychology: Carl Rogers & William James.

Reading: Text, pp. 301-304

Higgins research on Actual-Ideal self discrepancies.

Reading: Text, p. 143-146

Project: Complete a 1-2 page autobiography.

Perls and Maslow: Influences from Eastern thought.

Reading: Text, pp. 307-314

Triandis' research on collectivistic and individualistic views of the self.

Reading: Text, pp. 423-424

Acquiring individual differences through conditioning? Pavlovian and Skinnerian psychology.

Reading: Text, Ch. 6

Ohman's research on preparedness and belongingness

Should we compliment you for being brave? – see UNCW’s on-line reading reserve.

Reading: Skinner, B. F. (1972). Man. In B.F. Skinner (Ed.), Cumulative record: A selection of papers (3rd ed., pp. 51-57). NY: Appleton-Century.

A cognitive perspective on personal constructs

Reading: Text, pp. 220-232

Project: Complete the Repetory Grid (Rep Grid: George Kelly).

Reading: Text pp. 232-234

Social Learning theory: Rotter, Bandura, & Mischel.

Reading: Text, pp. 239-241, 242-250

A cognitive model: Learned helplessness

Reading: Text, pp. 236-238

Biological & physiological theories on personality: Humoral theory, Eysenck, and Grey.

Reading: Text, pp. 149-174

PART II: ASSESSMENT & RESEARCH

The history of personality assessment: The stars, your hands, your head, and the circus.

Reading: Text, pp. 51-52, 177-178.

Black box theories MMPI-2 and PIGS.

Reading: p. 35-36

Health, happiness and personality.

Reading: text, pp. 398-408,

Locus of Control (LOC) and Perceived control.

Reading: text, pp. 239-242, 408-409.

Personality traits and factors.

Reading: Text, Ch. 8

A critique of trait theory: Mischel-shock and the Big 5 aftershock

Reading: Text, Ch. 10 (especially pp. 333-335)

Project: Complete the NEO Five-Factor Inventory (NEO-FFI; Costa & McCrae)

Reading: Text, pp. 267-268.

If I steal, I must be a crook: The act-frequency approach to personality assessment.

Reading: Text, p. 213

Act saliency versus act frequency: Searching for more meaningful and dynamic goal constructs.

Reading: Text, pp. 142-143

Project: Complete the Personal Projects Analysis (PPA; Brian Little)

Does personality last? State to me, trait to you.

Reading: Text, p. 345-349

PART III: ABNORMAL MANIFESTATIONS OF PERSONALITY & RESEARCH

Are you normal? What is abnormal?

An alternative view to the medical model of personality disorders (Szasz and the myth of mental illness)

Defining personality disorders.

Reading: Text, pp. 394-396 (see especially listing on p. 395)

Video presentation: Personality disorders.

Theoretical accounts of various personality disorders

e.g., Antisocial Personality Disorder: An extrovert with a twist?

How do you look at a cocktail party? Self vs. other assessments (class exercise on zero acquaintance)

Reading: Text, p. 279

A comparison of assessment techniques: Validity, reliability, and utility. Discussing the relative merits of the NEO, PPA, Rep Grid, TAT, and autobiographical statement.

Reading: Text, re-read pp. 25-32

Final exam – not comprehensive (covers material after exam 3)

Last day of class: Turn in 5 personality assessments and optional method paper.

Optional Method Paper: Due last day of class by 2pm.

You may choose to do a paper that will be worth 20% of your final grade (you must clear this with me by turning in a TYPED outline by the date of the 3rd exam). In this course we will be reviewing a large number of theories dealing with the development of personality. Because of the breadth of theories we review, there is relatively little time to give an in depth presentation of all the research that is used to generate these theories. The purpose of this assignment is to give you an opportunity to investigate for yourself the empirical support, or lack thereof, for any theory of personality (the topic is open to any theory we have discussed as well as any other personality theory that we have not covered).

The paper should focus on a study published in one of the major personality journals (**Journal of Personality and Social Psychology, Journal of Research in Personality, Personality and Social Psychology Bulletin, Personality and Individual Differences, and the Journal of Personality**). The paper will be evaluated based on your ability to clearly describe how a study was conducted (i.e., the Method section describes how a research question is examined) and should emphasize the measures used, any experimental procedures, a description of the participants, etc. You will also need to evaluate/critique the research (i.e., identify its strengths and weaknesses). The critique is the most important part, and you should link your coverage of the method to the critique (i.e., spend more time explaining the parts of the method that you think are particularly strong and/or weak). It is also expected that you will draw upon outside sources to strengthen your critique. For example, if you suggest that the study is faulty because the sample used was limited to college students, then you should try to cite some research that suggests that college students respond differently than non-college students.

The paper must be 6 pages in length (double spaced). Papers that deviate substantially from 6 pages will be penalized heavily. Papers MUST be typed with a word processor, and all references used must be cited in APA style (see the reference section of your textbook or my webpage for an example).

Research articles can be found using PsycInfo (see electronic Database link through the library). You need to start well before the due date to give yourself enough time to use all of the library resources, especially inter-library loan.

Personality measures: Due the last day of class by 2pm.

An important part of this course is the understanding of personality assessment. In order to do this more effectively, you will be required to take a series of personality assessments for yourself. This will allow you to evaluate each approach relative to each other and to get a better understanding of your own personality. You will have an opportunity to complete Kelly's Rep Grid test, the NEO-FFI, the Personality Projects Analysis, two cards from the Thematic Apperception Test, and an autobiographical statement. You are required to turn all of these in at the end of the semester. As you take these tests you should be considering how each has succeeded or failed in capturing your personality, what are the relative strengths and weaknesses of each approach, does the assessment get at underlying thoughts, is it subject to social desirability, etc. You should be in a strong position to evaluate them since you (presumably) know your own personality best.