PSYCHOLOGY OF PERSONALITY

PPE 3003, Section 2397
Time: Monday, Wednesday, & Friday 4th Period (10:40 am -11:30 am)
Location: Larson, Room 239
Fall, 2012

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Email: aylin.acostauf@gmail.com
Office hours: Mondays, periods 5 and 6 [11.45 am to 1.40 pm]

Welcome!

What do we really know about people? Any bona fide psychologist will offer numerous correct answers to this question. People are social creatures, fundamentally embedded within cultural and communal contexts (evolutionary, social psychology). People represent a collection of response contingencies, which, over time, have shaped discernible patterns of uniqueness (behavior analysis). People are embodied information processors, capable of engaging in complex and nuanced perceptual activities (cognitive psychology). If any of this rings a bell, then you probably agree that we know quite a bit about people. But only one field in psychology attempts to unify this knowledge, and purports to study the individual person as whole.

Each of us is simultaneously like all other persons, like some other persons, and like no other person. Personality psychology takes as its rather lofty goal the coalescence of information across various disciplines into a scientifically credible account of human individuality. When we know a person, we can talk about a plethora of concepts, such as their basic dispositions (is she a friendly person?), desires (what does he want in life?), cognitive style (how does she tend to interpret events in her life?), history (what was his childhood like?), and perceived identity (how does she see herself?). How do personality psychologists utilize these apparently disparate bits of knowledge in constructing a coherent account of personhood? This question marks the beginning of our course.

By the end of the term, you should be able to

- distinguish the study of personality from other psychological disciplines,
• explain the philosophy and methods of science utilized by personality psychologists,
• recognize a bogus/unscientific personality claim when you meet one,
• understand what is meant by the many technical and standard terms used in the field and be able to use them with precision,
• and—here’s the big one—competently discuss both the breadth (what are the major theories?) and depth (what are the major research findings?) of what scientific psychology has to say about how each of us are similar to and different from every other human being on this planet.

**What you will need:**

1) The textbook and reader:
The text, reader, and access to online study materials are available altogether in a shrink wrapped package, at approximately $40 discount. That is the ISBN listed for the course.

   ISBN: 0205050174

   ISBN: 0205485510

2) Reliable Access to Sakai:

If you aren’t already comfortable with UF’s Sakai system ([http://lss.at.ufl.edu/](http://lss.at.ufl.edu/)), I highly suggest that you spend some time exploring its various components. We’ll be using Sakai heavily to supplement our in-class meetings. Most importantly, it serves as the repository for your grades, PowerPoint slides for note-taking and in-between-class announcements (e.g., extra credit opportunities). You’ll also need Sakai to access our Wiki (for the “Trait Wiki” assignment; stay tuned for more detailed instructions). At a bare minimum, I recommended visiting the site each Monday, Wednesday and Friday before class in the event of any schedule changes. You should also check your UF email frequently, as I may send time-sensitive announcements outside of the system. All email correspondence with the instructor and teaching assistant must occur through Sakai.
**How you will be evaluated:** Your grade for this course will be determined principally by your performance in two domains:

1) **Exams (Total = 150 points)**

There will be **THREE NON-CUMULATIVE MULTIPLE CHOICE** regular exams worth **50 points each (50 questions, 1 point each)**. Questions for exams will come from lectures, PowerPoint slides, and the Friedman & Schustack text and Reader. Individuals who arrive for an exam after the first person has turned in his or her answers, will **not** be permitted to take the exam. Students who are late for an exam will be given no extra time. Students must bring their GATOR ID cards to all exams as proof of identification. **Please see the course schedule below for exam dates.**

2) **The “Trait Wiki” assignment: a term paper with a twist (50 points)**

“Wiki” is essentially just a fancy term for a web page created (and edited) by multiple people. For our purposes, think of them as each representing an encyclopedia entry (à la Wikipedia). After we begin discussing the science behind personality traits, you’ll be tasked with creating such an encyclopedia entry for one particular trait (e.g., aggressive, considerate, crude, happy, self-confident, spiteful). You’ll create and add to your entry little by little over the course of the semester, answering several specific questions. I’ll provide a more detailed description of this assignment and the questions you’ll be answering later on.

Your trait choice is due on 9/19 (class 12; 2 points). Beginning on 10/5 (class 18), one part of your entry (1-2 brief paragraphs) will be due every other week at the beginning of class [by 10.39 am]. On each of these four occasions, you can earn 2 “free” points by simply posting on time and commenting on one of your classmate’s Wikis (8 points total). The final submission is worth another 40 points (due 11/30 by 10.39 am). Again, more detailed instructions will follow in a few weeks.

Thus, your final course grade will reflect how many total points (out of 200) you accumulate:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>184-200</td>
<td>&gt; 92%</td>
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<tr>
<td>A-</td>
<td>180-183</td>
<td>90%-91%</td>
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<tr>
<td>B+</td>
<td>176-179</td>
<td>88%-89%</td>
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<td>B</td>
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<tr>
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<td>C</td>
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<td>72%-77%</td>
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<tr>
<td>C-</td>
<td>140-143</td>
<td>70%-71%</td>
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<tr>
<td>D+</td>
<td>136-139</td>
<td>68%-69%</td>
</tr>
<tr>
<td>D</td>
<td>124-135</td>
<td>62%-67%</td>
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<tr>
<td>D-</td>
<td>120-123</td>
<td>60%-61%</td>
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Extra Credit:

You can earn extra credit points (added directly to your total raw point score) in two ways:

1. Participation in in-class extra-credit activities. These will be approximate 10 extra-credit activities, each worth 1 point (10 points in all). The purpose of these activities is for students to relate psychological concepts learned in this class to personal experiences. In-class activities are administered and then generally due in the same class. STUDENTS MUST BE IN CLASS TO RECEIVE CLASS EXTRA-CREDIT ACTIVITY POINTS.

2. Participation in research studies. Very often, faculty/graduate students in the department of psychology seek participants for their research from upper-division psychology classes. Should these opportunities arise during the semester, you can earn up to 5 extra credit points for participating (usually 1 point per study). You must learn about the study directly from me. Research participation opportunities that you seek out will not count. However, I cannot guarantee that any research points will be available this term.

Class Policies

Optional Make-Up Exam to Make Up for Any and All Missed Exams

There will be no make-ups for regular exams. Instead, students who miss hourly exams can take the optional make-up exam to make up any and all exam(s) they have missed. This optional make-up exam will be cumulative. A student’s score on the optional make-up exam will be substituted for his or her missing regular exam score(s), but not for a lower test score on an hourly exam. All students must bring their GATOR ID cards to the make-up exam. The course schedule below gives the hourly and make-up exam dates.

Late Assignments

For the first five “Trait Wiki” assignments (2 points each), the deadlines are set in stone: any submissions (posting and/or comments on another student’s entry) received after the deadline (5:09 pm) will not receive credit. For the final submission of your Wiki (40 points), each day that the assignment is late will result in a deduction of three points (e.g., a paper two days late can at best receive a 34/40).

Use of Laptops or Other Electronic Devices:
Experience has taught me (and lots of other instructors) that students who use their laptops during class to multitask (e-mail, instant message, work on projects, facebook and so forth) get less out of the course, are more dissatisfied with it, and
perform less well than students who devote their full attention to the classroom experience. Please DO NOT USE your laptops in class for purposes other than to take notes. **The TA will be monitoring your laptop use in class.** If she informs me that a student is using a laptop for other purposes, I will revoke that student’s laptop privileges for the rest of the semester. I will provide students with an electronic copy of lecture slides, however, so laptops in truth are unnecessary.

**Demeanor**

During class, please don’t hesitate to ask questions about concepts that are unclear or share examples that are relevant to the material. I’ll endeavor to make this course as interactive and interesting as I can, but I’ll need your help. Come with an open mind and be prepared to discuss some controversial topics. But know that disrespect will not be tolerated.

Please silence all cell phones, pagers, or any other electronic devices that may be distracting during class. Please refrain from private discussions with classmates, as well. If you chose to read the *Independent Florida Alligator* or any other literary publications during lectures, please let me know after class of any particularly interesting material you discover. On the other hand, please refrain from asking questions during class whose answers were provided in the syllabus or during a time you weren’t paying attention.

If you miss class, please be sure to speak with another student in the class so that you can get caught up on lecture notes/class materials. Beyond the Power Point slides, the instructor and TA **WILL NOT PROVIDE CLASS NOTES TO ANY STUDENTS** and office hours will not be used to conduct mini-versions of missed lectures. Office hours are available to answer specific questions and review grades.

**Academic Honesty**

_Cheating is NOT tolerated_ at UF. Cheating is defined in the UF Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). If a student is caught cheating, the first offense will result in a zero for that exam or paper and a record of the event will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an “E” for the course, and the student will go before the Honor Court. As a result of completing registration at UF, every student has agreed to the following statement: “I understand that UF expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

**Students Requiring Accommodations:**

Students requiring classroom accommodation must first register with the Disability Resource Center. The Center will provide documentation to the student who must then give this documentation to the instructor when requesting specific accommodation.
Students eligible for learning accommodations for assignments or examinations are encouraged to speak with the instructor as soon as possible, preferably the first day of class, so that arrangements can be made to assist her or him with meeting the requirements of this course.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Day</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments due</th>
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| 1     | 8/22 | Wed | - Overview of the course  
- What is Personality Psychology? | Chp 1 [except pages 9 to 16] |                  |
| 2     | 8/24 | Fri | - Brief history of Personality Psychology  
- What to keep in mind while measuring personality?  
- The issue of bias in personality measurement. | Chp 1- pgs 9 to 16  
Chp. 2- pgs. 23 to 33  
Article 1 |                  |
| 3     | 8/27 | Mon | - How to measure/ not measure personality?  
- Ethics in Personality testing. | Chp. 2- pgs. 34 to 57  
Reader- unit nine, pgs. 356 to 365 |                  |
| 4     | 8/29 | Wed | - ‘Men are from Mars and women are from Venus?’ | Chp. 11- pgs. 350 to 358, 375 to 377  
Article 2  
Reader- unit nine, pgs. 315 to 327 |                  |
| 5     | 8/31 | Fri | - Multicultural issues in Personality Psych- important?  
- Wiki instructions | Chp. 13- pgs. 407 to 418  
TBA  
Reader- unit nine, pgs. 340 to 355 |                  |
| 9/3   | Mon  |     | Labor Day- No Class |                  |                  |
| 6     | 9/5  | Wed | - Multicultural issues- religion, SES, language | Chp. 13- pgs. 418 to 426  
TBA  
Reader- unit nine, pgs. 366 to 372 |                  |
| 7     | 9/7  | Fri | - Multicultural issues in testing and current research  
- Basic concepts of psychoanalytic theory | Chp. 13- pgs. 427 to 439  
Chp. 3- pgs. 60 to 66 |                  |
<p>| 8     | 9/10 | Mon | - Psychoanalytic theory- some | Chp. 3- pgs. 67 to 87 |                  |</p>
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<th>Date</th>
<th>Day</th>
<th>Page(s)</th>
<th>Text</th>
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| 9/12 | Wed | Chp. 11- pg. 360 | more basic concepts
|      |     | Chp. 14- pgs. 446, 460 | Cross-cultural issues in psychoanalysis
|      |     | Reader- Unit one | Some other applications
| 9/14 | Fri | Chp. 3- pgs. 88 to 101 | Psychoanalytic theory-contributions and limitations
| 9/17 | Mon | Chp. 4- pgs. 105 to 118 | Jung and Adler
|      |     | Reader- Unit two | Horney, Anna Freud, Heinz Hartmann and the object relations theories
| 9/19 | Wed | Chp. 4- pgs. 130 to 141 | Erik Erikson
|      |     | Chp. 11- pgs. 361 to 362 | Modern approaches to identity
|      |     | Chp. 14- pgs. 447 to 450, pg. 461 | Applications of the neo-analytic approaches
|      |     | TBA | Choose your Wiki [2 points, due by 10.39 am]
| 9/21 | Fri | Exam 1 review | Biological aspects of personality-direct genetic effects
| 9/24 | Mon | Exam 1- classes 1 to 12 | Genetic effects through temperament
|      |     | Chp. 5- pgs. 145 to 161 | Twins as a data source
|      |     | Reader- Unit three | Sexual identity and homosexuality
| 9/26 | Wed | Chp. 5- pgs. 163 to 173 | Mediated effects of biology
|      |     | Chp. 5- pgs. 174 to 181 | Effects from creation of environments
| 10/1 | Mon | Chp. 5- pgs. 174 to 181 | Wrapping up biological aspects of personality
|      |     | Chp. 11- pgs. 363 to 365 | Applications
|      |     | Chp. 14- pgs. 443 to 446 | Behaviorism- classical conditioning
|      |     | TBA | Skinner’s Operant conditioning
| 10/3 | Wed | Chp. 6- pgs. 185 to 197 | Behaviorism applied
|      |     | Reader- Unit four | Other learning approaches
| 10/5 | Fri | Chp. 6- pgs. 198 to 210 | Wiki 1 & response [2 points,
<table>
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<tr>
<th>Date</th>
<th>Week/Day</th>
<th>Reading/Activities</th>
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| 19   | 10/8 Mon | Evaluating behaviorism  
Current applications of behaviorism  
Chp. 11- pg. 365  
Chp. 14- pg. 455  
TBA |
| 20   | 10/10 Wed | What is existentialism and humanism?  
Erich Fromm  
Carl Rogers  
Chp. 9- pgs. 286 to 297  
Reader- Unit seven |
| 21   | 10/12 Fri | Rollo May  
Victor Frankl  
Abraham Maslow  
Positive Psychology  
Chp. 9- pgs. 297 to 312 |
| 22   | 10/15 Mon | Evaluation of humanistic and existential approaches  
Applications  
Chp. 11- pg. 372  
Chp. 14- pgs. 451 to 454, 462 to 464  
TBA |
| 23   | 10/17 Wed | Harry Stack Sullivan  
Henry A. Murray  
Walter Mischel  
Chp. 10- pgs. 320 to 331  
Reader- Unit eight |
| 24   | 10/19 Fri | The power of situations  
Longitudinal study  
Chp. 10 – pgs. 332 to 343  
Wiki 2 & response (2 points, due by 10.39 am) |
| 25   | 10/22 Mon | Applications of the person-situation interactionist aspects of personality  
Chp. 10- pgs. 344 to 348  
Chp. 11- pg. 373  
Chp. 14- pg. 456, pg. 465  
TBA |
| 26   | 10/24 Wed | Exam 2 review  
Chp. 7- pgs. 213 to 226  
Reader- unit five  
TBA |
| 27   | 10/26 Fri | Exam 2- classes 14 to 25  
Chp. 7- pgs. 226 to 235  
TBA |
| 28   | 10/29 Mon | Roots of cognitive approaches  
Cognitive and perceptual mechanisms  
George Kelly  
Chp. 7- pgs. 213 to 226  
Reader- unit five |
| 29   | 11/2 Fri | Social intelligence  
Explanatory style  
Julian Rotter  
Chp. 7- pgs. 235 to 245  
TBA  
Wiki 3 & response (2 points, due by |
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<tr>
<th>Date</th>
<th>Day</th>
<th>Notes</th>
<th>Assignments</th>
</tr>
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| 11/5  | Mon   | History of trait approaches  
Gordon Allport  
The Big Five     | Chp. 8- pgs. 249 to 271  
TBA  
Reader- unit six     |
| 11/7  | Wed   | The Big Five (Contd)  
Personality Judgements  
Types                      | Chp. 8- pgs. 272 to 281     |
| 11/9  | Fri   | Homecoming- No Class                                                                 |
| 11/12 | Mon   | Veterans Day- No Class                                                                 |
| 11/14 | Wed   | Motives  
Applications of the trait approaches                               | Chp. 11- pgs. 367 to 372  
Chp. 14- pgs. 454 to 455, pgs. 464 to 465 |
| 11/16 | Fri   | Guest lecture- Carla Marie Strickland-Hughes. Personality across the lifespan.           | TBA  
Wiki 4 & response  
[2 points, due by 10.39 am] |
| 11/19 | Mon   | Extended Thanksgiving break- No Class                                                                 |
| 11/21 | Wed   | Thanksgiving break- No Class                                                                 |
| 11/23 | Fri   | Thanksgiving break- No Class                                                                 |
| 11/26 | Mon   | Disease-prone personalities  
Personality and coronary-proneness                                    | Chp. 12- pgs. 379 to 392     |
| 11/28 | Wed   | Human termites  
Blaming the victim  
Self-healing personality  
Self-healing     | Chp. 12- pgs. 393 to 405  
Reader- unit nine, pgs. 328 to 339     |
| 11/30 | Fri   | Hodge-podge and wrapup                                                   | Chp. 15  
Final trait paper  
[40 points, due by 10.39 am] |
| 12/3  | Mon   | Exam 3 review                                                                 |
| 12/5  | Wed   | Exam 3- classes 27 to 36 OR Cumulative Final Exam.                       |