

PSYCHOLOGY 301 (SEC 2)—PERSONALITY PSYCHOLOGY—SP 2017

Professor: Amy Herstein Gervasio, Ph.D. **Office:** Sci B-339, **Telephone:** 715-346-3954

Meeting times: M, W, 12:35-1:50 in D217, Sci Bldg. **Final Exam:** on 5/15 at 10:15-12:15.

Tentative drop-in office hours: M 2-2:30, T 3:30-4; W 11-11:30 & 3-3:30 (will decide on permanent hrs. by 2/20). **IF YOU AREN'T DOING WELL IN CLASS, DON'T WAIT UNTIL WEEK 9 OR RIGHT BEFORE YOU HAVE TO DROP THE CLASS TO COME TO OFFICE HOURS!**

COURSE DESCRIPTION. This course presents an overview of the major historical and contemporary theories and findings in the study of personality. Personality pertains to a broad branch of psychology that seeks to understand individual differences in patterns of thinking, acting, and behaving. The course highlights both theoretical and empirical contributions to the field, utilizing readings, lecture, discussion, and classroom activities.

CLASS OBJECTIVES.

1. Describe and compare the major theories of personality (APA objective 1.1)
2. Use scientific reasoning, including specific research methods and techniques used to provide evidence for each theory of personality (APA objective 2.1)
4. Apply concepts to everyday situations, especially through collaborative work and discussion (APA objective 1.3)
5. Enhance skills in writing (APA objective 4.1).

REQUIRED TEXT.

Burger, J. M. (2015). *Personality* (9th Ed). USA: Cengage Learning. **MAKE SURE YOU GET THE CORRECT TEXT. OTHER PROFESSORS MAY USE DIFFERENT TEXTS.**

REQUIRED E-RESERVE READINGS and VIDEOS.

There will be several journal articles and popular press articles placed on e-reserve. (You will need to enter the e-reserve files under the library tab to read them.) These will serve as the basis of various lectures, homework essays, and/or in-class activities. One hard copy of each article will also be placed on hard-copy reserve behind the library circulation desk; “losing” online access to the articles is not an excuse for not reading them. They are listed in the approximate order of their use in the syllabus.

1. Dominus, S. (2015, July 9). The Mixed Up Brothers of Bogotá. *New York Times Magazine*, pp. MM34. Retrieved from *Nytimes.com* 8/29/15.
2. Earlywine, M. (2011). Selections on personality and the comic (pp. 88-10). From *Humor 101*. NY: Springer.
3. Funder, D. C. (2016). Selections on cultural variation in experience, behavior and personality (Ch 13 pp. 457-499). From *The personality puzzle* (7th ed.) NY: W.W Norton.
4. James, L.R. & LeBreton, J.M. (2010). Assessing aggression using conditional reasoning. *Current Directions in Psychological Science*, 19, 30-35.
5. Weisberg, Y.J., DeYoung, C.G. & Hirsh, J.B. (2011). Gender differences in personality across the ten aspects of the big five. *Frontiers in Psychology*, 2, Article 178, 1-10. Online journal. doi: 10.3389/fpsyg.2011.00178
6. McAdams, D.P. (2008). American identity: The redemptive self. *The General Psychologist*, 43(1), 20-27.
7. Roberts, B. & Mroczek, D. (2008). Personality trait change in adulthood. *Perspectives on Psychological Science*, 17, 31-35.

Video: Michael Apter's 7 Up thru 56 Up series. Various URL's will be posted on D2L.

<http://digital.film.com.ezproxy.uwsp.edu/PortalPlaylists.aspx?aid=7768&xtid=51882>

D2L.

Look regularly at D2L for “news”, copies of in-class assignments, and the activity/essay packet homework. Occasionally a new video or other link will be placed on D2L. Normally I do not place all lecture notes or PowerPoint slides on D2L. However, I do include slides on the brain and other material if color or large format is

essential. (Depending upon the nature of the text rental acquisition, there may be study guides and other materials available to you at www.cengage.com, the publisher's website. These are not required.)

ATTENDANCE.

Attendance is expected but I typically do not take roll every day. Class participation is encouraged. A portion of your grade will be based on my estimation of your attendance and participation (see below).

ASSIGNMENTS and GRADING.

1) Exams (about 52% of your grade). There will be three exams and a final. Most test items will be in a multiple choice or short answer format, but typically there will be one or two essay questions for each exam and the final.

2) Essay and Activity/Survey Packet (about 30% of your grade including "brief notes"). *Download* the activity packet from D2L. It will not be handed out in class. It includes both a) brief essay homework and b) personality assessment or survey activities. Points are as noted. These are mandatory assignments; if you do not do them you will receive no points. See packet for explanation of exact points and grades and typewritten requirements.

Personality assessment or survey activities. The surveys in the packet will be graded with "good faith effort points", rather than corrected for content. Good faith effort means that you took and scored the survey; you did not just toss off an answer, fake a response, or answer randomly. It also means that you answered the questions accompanying each survey thoughtfully and tried to integrate your answers with readings. As you can see, assessment survey exercises are downloaded from D2L, but scoring and answers to questions may be handwritten, since they require filling in material. If you prefer not to turn in your answers to the specific items for reasons of privacy, that is fine (i.e. I don't need to know that you feel anxious in airplanes), but you must turn in the overall scores and your answers to accompanying questions.

Note on applying information to yourself. Students tell me that they learn best by applying concepts to themselves. You always have the option of using a pseudonym when describing the personal information and of writing in the third person if you do not wish to reveal information about yourself. This class is not a course in psychotherapy, although there may be a discussion of psychotherapy as it relates to personality theories. While I try to be sensitive to personal issues, it is important for all students to realize that this class is not a substitute for professional diagnosis and psychotherapy. Because it is a class, students are required to understand psychological concepts even when these concepts may relate to their own past or may be uncomfortable to explore. If you find that the class content brings up certain emotional or familial issues for which psychotherapy might be useful, I suggest contacting the UWSP counseling center for help.

3) Miscellaneous "Notes for points" and "In-class activities for points".

To encourage discussion about readings, some brief homework and in-class activities may also include turning in designated exercises for a few points each (i.e. 5-8 pts. for a total of about 32 pts. over the course of the term). Exercises for points are listed in the syllabus as "notes for points" and will be announced the class period before they will occur. Otherwise in-class exercises will not be graded. You must be present in class to turn in "in-class" activity points. These are mandatory and can enhance your grade. (I do not expect you to turn in your own notes that you take; I'm just using the term "notes" to indicate that these may be more informal than the surveys and typed homework in the packet. You still have to take them seriously.)

4) Last Integration Paper. In this 3-4 page paper you will integrate various concepts learned during the term to yourself or to people in a documentary film. Topic(s) will be announced.

5) Participation Grade (about 12% of your grade). To encourage thoughtful participation, you will receive a total participation grade almost equal to the points on one test (i.e. 30 points). Excellent participation can enhance your final grade. This grade includes my estimation of your preparedness, your willingness to spontaneously apply your experience to readings, as well as asking questions of me or other students, answering questions posed by me or other students, responding with a good-faith effort when called upon, volunteering to report on

assessment, discussing your homework, being the “note-taker” in small groups and reporting back to the class, and your general deportment.

(Participation grades will be lowered if you "text" while in class, look at your smart phone, pass notes, talk with your friends while I'm lecturing or others are discussing, work on material not pertaining to the class, repeatedly come in late or fall asleep, or exhibit other inappropriate "high school" behavior like laughing at a fellow student or rolling your eyes when a student answers a question.) While exact points are determined at the end of the semester, I usually post tentative participation grades for the first half of the semester around the 8th week of class. Typical participation grades are determined as follows:

A-/A: You have excellent attendance, are clearly prepared for class, spontaneously ask or answer questions during class, serve as leader in group discussion, volunteer to discuss personality survey results, and take active roles in the in-class exercises. The person who receives a full “A” for participation would be seen by others as one who “carries the class”. It is entirely possible for all students to receive A’s for participation.

B: You have excellent attendance and deportment and occasionally spontaneously ask or answer questions during class. You respond in good faith when called upon by the instructor.

B-/C+: You have excellent attendance and deportment but rarely participate in discussion. You rarely ask or answer questions during class, rarely spontaneously volunteer information about surveys, etc. Your non-verbal behavior makes it clear that you do not want to be called upon.

C/D: You repeatedly miss class, regularly come into class late, rarely speak in class; you exhibit bad deportment such as passing notes, “texting” during class, playing with your hair while looking down at your desk for 50 minutes, or regularly fall asleep, etc. You continually make excuses or ask for favors regarding due dates or make-up tests.

Occasionally there are students with extremely poor attendance who are clearly prepared for class when they do attend, and spontaneously ask or answer questions and participate in discussions during class. Participation grades for these students are at the professor’s discretion; they might receive up to a B-/B for participation.

LATE ASSIGNMENT POLICY.

Medical emergencies are understandable, especially during flu season. However, HUNTING SEASON, PERSONAL OR FAMILY VACATIONS, MISSION OR VOLUNTEER TRIPS, INCREASED JOB HOURS, CAR TROUBLE, FAILURE TO SET YOUR ALARM, AND BEING ON A SPORTS TEAM DO NOT CONSTITUTE DIRE MEDICAL EMERGENCIES AND WILL NOT BE COUNTED AS EXCUSES FOR MISSING TESTS, ASSIGNMENTS, PAPERS, VIDEO EXERCISES, ETC. Being on a team does not automatically excuse you from class.

Not all family problems or psychological problems are true emergencies; these do not automatically excuse you from missing tests or allow you to turn in late assignments. (A therapist does not cancel a client session because he/she had an argument with their spouse the night before and feels too depressed to see a client.)

1) There will be no make-up tests unless there is a dire, documented medical emergency. Make-up tests are at the discretion of the professor. Late assignments will not be accepted except for # 2 below.

2) Everyone is allowed **one** late homework packet essay or one late packet activity/survey (but not both) during the course of the term, no questions asked. But, late homework will still lose points such that you cannot earn more than a B (e.g. 8/10, 10/12 or 13/15). The one late homework will only be accepted one class period after it was due. This means that late Mon assignments are due by Wed in class, but late Wed assignments will only be accepted by 2 pm on the same Friday. Put the assignment in my mailbox in the psychology department. If there is a documented medical or family emergency, you are allowed a second late homework assignment, but no more.) Late privileges do not apply to the last integration paper, which must be turned in on time.) E-mail files for

homework will not be accepted unless I give you permission beforehand. If you use email you must put your last name in the name of the file (e.g. Jones301hmwrk3).

Late in-class or activity points or “brief notes for points” will not be accepted unless there is a dire, documented emergency. Make up of these is at the discretion of the professor.

ACADEMIC INTEGRITY AND PLAGIARISM.

Academic misconduct (i.e., cheating) will result in an automatic zero on that exam or assignment for all people involved. I will follow up on all cases in the manner described in “UWS/UWSP Chapter 14, Student Academic Standards and Disciplinary Procedures”; see <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

PLAGIARISM AND UNAUTHORIZED COLLABORATION.

Plagiarism includes but is not limited to the following situations. Consistent with university policy, a written reprimand will be placed in the student’s disciplinary file. “Accidental plagiarism” – naiveté about what constitutes plagiarism – will not be accepted as a legitimate excuse. See <http://library.uwsp.edu/guides/vrd/plagiarism.htm>.

- 1) Copying or paraphrasing the work of other students and passing it off as your own. This kind of plagiarism will result in an automatic “F” for the assignment.
- 2) Copying the information in published literature or on the internet verbatim, without quotes and without citation of sources, leading the reader to believe that the writing and ideas are your own. This kind of plagiarism will result in an automatic “F” for the assignment.
- 3) Littering your papers with closely paraphrased information in published literature (i.e. changing only one verb in a sentence, whether cited or not), leading the reader to believe that the writing and ideas are your own, even if other portions of the paper are entirely yours. This kind of plagiarism will result in an automatic “D” for the assignment.

4) Unauthorized collaboration.

I encourage students to study together for tests, unless otherwise prohibited.

Unauthorized collaboration includes, but is not limited to, asking for or giving information to other students for tests, papers, projects, etc. when prohibited by the professor, and/or not explicitly stating that you asked for or received the information from someone else. Actual examples of unauthorized collaboration which I have encountered at UWSP follow.

Resource collaboration. Student A and Student B choose the same topic for their final essay. Student A finds all the references and gives them to student B, who finds nothing of her own. Both list exactly the same references in the reference list. (If I suggest a resource to you, it is permissible to use it.)

Writing collaboration. Student C and Student D are in the same class. They choose the same topic for their essay. They each write separate first drafts, then trade them. In the final draft, Student C adds information from D and vice versa. They hand in very similar, but not exact, papers, complete with the same erroneous information. (I do encourage you to use The Writing Center tutors in the IMC can also help you. Having someone read your paper for grammatical errors is not the same as collaboration.)

Exam collaboration. Two essay questions for the final exam are given to the class prior to the in-class exam. It is explicitly stated that students may not discuss those questions with each other. Four students get together in a group to discuss the answers. Their in-class tests have virtually identical phrasing.

ACCOMODATIONS FOR DISABIITY.

If you have a chronic illness or need surgery or treatment that makes it probable that you will repeatedly miss class, please inform both me and the Disability Service and Assistive Technology offices at 715-346-3365, in the LRC. DS is a great department that can inform your professors of a prolonged illness so that you will not have to

discuss your health with each of your professors. Do this early in the term. Don't miss more than a full week of class without informing your advisor or a professor of the problem. If you need to withdraw from a class for medical reasons after the 10th week withdrawal deadline, contact Enrollment Services at 715-346-3300.

Note: This is not an online or hybrid class. Therefore, if you do not attend class for a long period of time, regardless of the reason (e.g. a family member is ill, or your work hours conflict with class hours), you cannot make up in-class work or your participation grade simply by emailing assignments to me.

EMAIL POLICY. I will check email during normal business hours. I generally do not reply to email from students after 4:30 pm M-F or on weekends. I will announce whether I will read email in the evening prior to the test. Do not expect me to reply to any email you send at 10 pm or 2 am! The one exception will be if I ask you to do an online assignment.

STUDENT'S RIGHTS AND RESPONSIBILITIES.

Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below:

<http://www.uwsp.edu/Admin/stuaffairs/rights/rightsChap14.pdf>

Course Withdrawal. Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/news/uwspcatalog/academic.htm#Drop/Add> and

<https://www.uwsp.edu/reg-rec/pdf/Leaving%20UWSP%20-%20withdrawal%20process.pdf>

Required Addendum to Syllabus Regarding Report of Criminal Activity and Use of Electronic Devices

Mandatory Reporting. Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

Using Electronic Devices. To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy. Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeups policy.

GRADING. I generally grade using typical percentages; i.e. 93% and above of the total points is an A. There are “built in” extra credit points, so that at the end of the term your percentage may be actually higher than you think and you may receive a higher grade. An A demonstrates outstanding work, a B is very good, and a C is proficient.

A = 93%-100%

A- = 90%-92.9%

B+ = 88%-89.9%

B = 83%-87.9% **B- = 80%-82.9%**

C+ = 78%-79.9%

C = 73%-77.9%

C- = 70%-72.9%

D = 65%-69.9%

F = ≤64.9%

You can calculate your own grade. Your grade will be out of 260 points even if there were more than 260 points available. That way there is “extra credit” built into your score.

SYLLABUS PSY 301-SP 2017

(Topics and readings may change slightly due to the interests of the class. Due dates for homework and exams generally will not change.)

Week	Day	Topics	Readings/Homework for that day
1. 1/23	M	What is personality?	Ch 1
	W	What is personality continued/ Research Methods	Ch 2
How do we categorize personality?: Trait realm			
2. 1/30	M	Research methods for Traits	Ch 7 esp. 16PF, Big 5 and factor analysis
	W	Traits	Ch 8 Achievement pp. 185-90; Health pp. 195-201
3. 2/6	M	Traits	Ch 8 Social Anxiety pp. 201-206; Emotions pp. 206-213; Hmwrk # 1 Big 5 survey due.
Where do traits come from?: Biological realm			
	W	Biological/Evolutionary perspectives	Ch 9 especially Temperament pp. 230-240; CNS pp. 242-250; see D2L slides on brain
4. 2/13	M	Bio continued	Ch 10, especially Heritability pp. 252-260; Extraversion-Introversion pp. 260-266
	W	Bio continued	e-R: Mixed up twins of Bogotá; Notes for points due.
How do traits develop?: Psychoanalytic realm			
5. 2/20	M	Psychoanalytic approach: Freud	Ch 3 pp. 40-49 through defense mechanisms
	W	Freud	Ch 3 pp 49-56 stages and psychoanalytic interpretation of dreams.; Ch 4 pp. 69-79; Hmwrk # 2 Defense mechanisms due.
6. 2/27	M	Exam # 1 (45 min)/ Projective tests	Ch 4 Projectives pp. 58-62; Ch 7 Murray pp. 157-159
	W	Modern neo-Freudian theories: Attachment	Ch 6 Attachment pp. 140-150
7. 3/6	M	Adler	Ch 5 Adler pp. 96-100
	W	Erikson	Ch 5 Erikson pp. 105-110
The Individual's view of traits and the self: Humanistic realm			
8. 3/13	M	Humanistic (TURN IN NAME OF FAVORITE COMEDIAN ON SHEET)	Ch 11 all, esp. pp. 300-303 on Q-sort
	W	Humanistic	Ch 12 Self disclosure pp. 309-319; Contingencies of self-worth pp. 329-334; Hmwrk # 3 Q-sort due.
Vacation			
9. 3/27	M	Integration: Humor	Ch 4, Freud & humor pp. 80-85; e-R: Earlywine on humor; Notes for points due.
The role of observation and learning in personality: Behavioral and cognitive realm			
	W	Brief exam # 2 (30 min) /Behavior theories	Ch 13 pp. 344-356
10. 4/3	M	Behavior research	Ch 13 pp. 356-374
	W	Catch-up & Behavioral/Social Learning	Ch 14 Bandura pp. 388-9; Ch 14 Learned helplessness pp. 397-403

Week	Day	Topics	Readings/Homework for that day
11. 4/10	M	Cognitive approaches	Reprise Ch 6 Narratives pp. 118-121; Ch 8 Attributions pp. 190-192; Ch 15 'possible selves' etc. pp.453-459; Hmwrk # 4 Behavior & conditioning due.
	W	Cognitive approaches cont./	Ch 14 pp. 375-388
Culture and the systematic integration of theories			
12. 4/17	M	TBA-possible online assignment	(possible points TBA)
	W	Culture	e-R: Funder chapter Intro. pp. 457-459; Collective vs. Individual pp.469-477; Trait differences pp.478-483;Universal pp.496
13. 4/24	M	Brief exam # 3 (30 min)/ Integration: psychological disorder	Ch 6 Coping pp. 125-132; Ch 16 Depression pp. 447-453
	W	Integration: Gender	e-R: Weisberg on gender and Big 5; Ch 10 pp. 267-275; Ch 16 pp. 442-447
Last integration paper due Thurs 4/27 by 4 pm in my dept. mailbox.			
14. 5/1	M	Integration: Aggression	e-R: James on aggression; Ch 6, pp. 132-139; Ch 14 pp. 388-397; Ch 16 pp. 436-442. Notes for points due.
	W	American identity and redemptive self	e-R: McAdams on redemptive self. Notes for points due.
15. 5/8	M	Change over the lifespan	e-R: Roberts and Mroczek on change
	W	Wrap up	
16. 5/15	M	Final exam 10:15-12:15	

Recap of Assignments

Date	Assignment	Approx. Points	Approx. % total out of 260
2/6	Hmwrk #1 Big 5	_____/10	47 pts total homework (18%)
2/22	Hmwrk #2 Freud	_____/10	
2/27	Exam # 1	_____/40	140-150 pts total exams (52%)
3/15	Hmwrk #3 Q-sort	_____/12	
3/29	Brief Exam #2	_____/30-35	
4/10	Hmwrk #4 Beh & class condit	_____/15	
4/24	Brief Exam #3	_____/30-35	[15%]
4/27	Last integration paper due	_____/25	25 pts (10%)
5/15	Final Exam	_____/35-40	[15%]
	Participation 1st half	_____/15	30 pts total participation (12%)
	Participation 2nd half	_____/15	
various	Brief "notes for points" and in-class activities (6-8 pts ea.)	_____/35	35 pts total (13%)
	Your Total	_____/272	Grade ____/260 = ____%