

Psychology 305A: Personality Psychology

Winter Session, 2014-2015
Section 001
Tuesdays/Thursdays, 9:30-11:00AM
Room A101, Buchanan Building

Instructor:

Dr. Sunaina Assanand (“Sue-nay-nah Ass-an-and”)
Office: Room 3102, Kenny Building
E-mail: assanand@psych.ubc.ca
Phone: 604.822.2851, 604.822.9948
Office Hours: Mondays, 9:00AM-12:00PM

Teaching Assistants:

Adam Baimel (“Bay-mel”)
TA for students with last names A-K
Office: Room 1908, Kenny Building
E-mail: adambaimel@psych.ubc.ca
Office Hours: Thursdays, 1:00-2:00PM

Stephanie Chu
TA for students with last names L-Z
Office: To be announced (see course website)
E-mail: swmchu@psych.ubc.ca
Office Hours: Thursdays, 4:00-5:00PM

Peer Mentors (Former Psychology 305A students, see p. 6 for a description of the Peer Mentor Program):

Crystal Byun
E-mail: csjbyun@gmail.com

Juliane Dmyterko
E-mail: julianedmyterko@gmail.com

Sue Song
E-mail: suesong@psych.ubc.ca

Ryan Villamin
E-mail: ryanvillamin@hotmail.com

Course Description: This course will provide students with a broad introduction to theory and research in personality psychology. Students will examine topics of concern to personality psychologists and the methods they use to investigate these topics. Students will consider a number of distinct theoretical perspectives on personality. These include the trait, biological, psychoanalytic, psychosocial, learning, cognitive, motive, and self-actualization/determination perspectives.

Course Objectives: Students who successfully complete this course will be able to:

- identify the goals of personality psychology.
- review research methods in personality psychology.
- describe personality assessment techniques.
- compare and contrast diverse theoretical perspectives on personality.

- discuss classic and contemporary research findings related to personality.
- evaluate the strengths and weaknesses of distinct theoretical perspectives on personality.
- discuss the associations between personality and psychological and social functioning.
- describe psychotherapeutic methods related to distinct theoretical perspectives on personality.
- apply theory and research from personality psychology to themselves and other people.

Prerequisites: The prerequisites for this course are either: (a) Psychology 100, (b) Psychology 101 and 102, or (c) 6 credits of 200-level psychology courses (not including Psychology 205 or 263). First year students are not eligible to take this course.

Course Format: Students will be expected to attend lectures and participate in activities and discussion during class. In addition, students must complete assigned readings from the textbook. In order to maximally benefit from class time, students should complete assigned readings before the readings are discussed in class.

At three points in the course, we will conduct case studies in class. The case studies will involve watching a biography of an individual and then analyzing his or her personality according to distinct theoretical perspectives on personality. Students will be given questions to discuss in small groups; the groups will then share their ideas and opinions with the class. Each of the case studies will be conducted before a scheduled exam date, giving students the opportunity to review and apply course content before the exam.

Course Website: The website for this course is <http://www.psych.ubc.ca/~assanand>. In order to access the course website, students will require the following password: _____ . Learning objectives will be posted on the course website the evening before each class period. Lecture slides presented during class will be posted on the course website after each class period. Although the slides will provide a review of the lecture material, you may be examined on points that are discussed in class that are not included in the slides.

Grades will be posted on the course website by student number. I will notify the class via e-mail when I have posted grades. Please ensure that your current e-mail address is registered with UBC to receive class announcements via e-mail.

Textbook: Carver, S. C., & Scheier, M. F. (2012). *Perspectives on Personality* (7th edition). New York: Pearson.

The publisher has created a study guide for the textbook, MySearchLab. MySearchLab is packaged with new copies of the textbook at the UBC Bookstore. MySearchLab provides students with flashcards and quizzes for the textbook, as well as research tools, writing tools, and other resources that may assist students. Use of MySearchLab is optional; you will not be evaluated on content specific to this learning tool.

Note that you may occasionally encounter a discrepancy between the material presented in the textbook and the material presented in class. In the case of a discrepancy, please rely upon the material presented in class for the purpose of exam preparation.

Evaluation: Students will be given three exams and the option of writing one paper. The graded requirements will be weighted as follows:

Component	Percent of Course Grade	
	Without Optional Paper	With Optional Paper
Exam 1	33.33%	25%
Exam 2	33.33%	25%
Exam 3	33.33%	25%
Optional Paper	--	25% (see note below)

Note: The grade on the optional paper will be included in the computation of a student's final grade only if it increases the student's standing in the course.

Exams: The exams will consist of multiple choice questions and open-ended extended response questions. Responses to multiple choice questions must be recorded on a scantron form in order to be graded. Accordingly, please bring a pencil and eraser to each exam to allow for completion of the scantron form. Details about each exam (i.e., the number and types of questions) will be presented at the start of the class before the exam. The exams will not be cumulative.

The exams will cover both lecture and textbook material. The purpose of the lectures is to amplify, explain, and expand upon material presented in the textbook. Although there will be overlap between the lectures and textbook, unique material will be presented in the lectures. Furthermore, some material from the textbook will not be discussed in class. Students are responsible for both the material presented in the lectures and the material presented in the textbook for the exams.

Please arrive to the exams on time. Students who arrive to an exam after a classmate has completed the exam and left the exam room will not be permitted to write the exam. In order to ensure adequate invigilation, once an exam begins, students will not be permitted to leave the exam room until their exam has been submitted; bathroom breaks will not be allowed.

Students must write exams in the section of the course in which they are registered (i.e., section 001). Students who write an exam in another section of the course (e.g., section 002) will receive a grade of "0" on the exam.

Exam dates are indicated in the Schedule of Course Topics (see p. 10). Note that exams will not be rescheduled for students to accommodate academic workload, employment-related commitments, or travel. Please do not request an alternative exam date for these reasons. Exams may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Exams may also be rescheduled for students who have a religious obligation that conflicts with an exam date. If you are unable to write an

exam as a result of illness, please contact me before the exam or within 24 hours after the exam. Students who do not contact me within 24 hours after the exam will be assigned a grade of “0” on the exam. If you are unable to write an exam as a result of a religious obligation, please notify me within the first 2 weeks of the term. If you are permitted to write a makeup exam, you must contact the teaching assistant as soon as possible regarding the makeup exam date; the makeup exam will be scheduled within 7 days of the scheduled exam date. Note that the content and/or format of the makeup exam may differ from the exam that was administered in class.

Optional Paper: The paper has three purposes. It will allow students to: (a) practice the application of personality psychology, (b) explore the personality of an intriguing individual, and (c) think creatively and critically about the course content. For the paper, students will conduct a psychobiography. Specifically, students will use up to three theories of personality (e.g., the five factor model of personality, psychoanalytic theory, attachment theory) to describe, analyze, and interpret the personality of a specific individual. Students may choose any individual, including themselves, a family member, a friend, a public figure (e.g., a celebrity, a political leader), or a fictional character (e.g., a character from a novel). Moreover, students may choose to focus on the individual’s personality development across the lifespan, the individual’s current state, and/or a specific aspect of the individual’s character or behaviour. The audience for the paper is a person who has already completed Psychology 305A. The case studies that will be conducted in class and sample papers that are posted on the course website are examples of psychobiographies.

The paper should be 10-15 pages in length (excluding the title page and reference section), typed, and double-spaced. A 12-point Times New Roman font and 1-inch margins must be used. Any pages beyond 15 will not be read. Papers under 10 pages will receive a 10% deduction for each page under the minimum page requirement (after correcting for errors in spacing, font, and margins, if necessary). A title page should be included that contains your name, your student number, and a title for your paper. Sources of information that are referred to in your paper should be cited according to the guidelines provided by the American Psychological Association (i.e., APA). If you are not familiar with these guidelines, please refer to the APA Publication Manual or inquire at the UBC Library for further information. The library has a handout summarizing APA citation procedures available at <http://www.library.ubc.ca/pubs/apastyle.pdf>. A tutorial on APA style is available at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Lecture slides should be cited as follows:

In-text citation: (Assanand, date).

Example: As was noted in class (Assanand, 2014), Freud’s theory

Reference section: Assanand, S. (date). Lecture number [PowerPoint slides]. Retrieved from <http://URL>.

Example: Assanand, S. (2014). Lecture 11 [PowerPoint slides]. Retrieved from <http://psyclab1.psych.ubc.ca/~assanand/wp-content/uploads/2014/12/Lecture11-PDF4.pdf>.

Slides from different lectures should be distinguished with lower case letters in both the in-text citation and reference section:

Example: As was noted in class (Assanand, 2014a), Freud's theory In contrast, Maslow argued that ... (Assanand, 2014b).

Although it is not necessary that you use sources of information beyond the lecture material and textbook, the use of additional resources generally strengthens students' papers. Accordingly, you are encouraged to cite additional resources. Note that Wikipedia is not an appropriate source of information to cite in your paper.

The paper will be graded for content—that is, how effectively you analyzed the individual's personality. For example, did you review the theories that you selected in appropriate detail? Did you review and interpret the theories accurately? Did you support your claims with appropriate and sufficient biographical evidence? Did you exhibit thoughtful, independent thinking? Were you creative, demonstrating new ways to think about the theories? Did you note the strengths and weaknesses of the theories? Did you compare and contrast the theories?

The paper will also be graded for style, mechanics, and formatting—that is, how well your paper was written. For example, did your paper contain a clear statement of its purpose or objectives (i.e., thesis statement)? Was your writing clear, concise, and easily understood, with appropriate word choice and university-level academic tone? Was your paper well organized, characterized by effective transitions between ideas and a logical flow? Were sources of information paraphrased appropriately and integrated effectively into your writing (e.g., listing of abstracts was avoided, if applicable)? Were there errors in punctuation, grammar, or spelling? Did your paper conform to the formatting requirements? Were sources of information cited according to APA guidelines?

In an effort to minimize academic misconduct, the Psychology Department requires that papers be submitted to TurnItIn. TurnItIn is a service designed to detect and deter plagiarism. TurnItIn will compare students' papers to over 5 billion pages of content on the Internet and in TurnItIn's databases and generate customized "originality reports" to identify plagiarized content. These reports will be reviewed for evidence of plagiarism. See p. 8 for a description of the consequences of plagiarism. Papers that have not been scanned by TurnItIn prior to submission will not be graded. The electronic copy submitted to TurnItIn will be compared to the hard copy submitted in class; accordingly, do not change the content or format of the electronic copy that you submit to TurnItIn. Further information regarding the use of TurnItIn will be provided in class.

Plagiarism occurs when an individual submits or presents the work of another person as her or his own. The Faculty of Arts has prepared a comprehensive guide on plagiarism and methods to avoid it. The guide is available at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>. According to University policy, students may not submit the same work, or largely the same work, in two or more courses; this constitutes academic misconduct.

The due date for the paper is indicated in the Schedule of Course Topics (see p. 10). Students are expected to submit a hard copy of their paper during class on the due date. Papers will not be accepted after the class period has ended on the due date. Note that the due date will not be rescheduled for students to accommodate academic workload,

employment-related commitments, or travel. Please do not request an alternative due date for these reasons. Submission may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Submission may also be rescheduled for students who have a religious obligation that conflicts with the due date. If you are unable to submit the paper on the due date as a result of illness, please contact me before the due date or within 24 hours after the due date. Students who do not contact me within 24 hours after the due date will not be permitted to submit a paper. If you are unable to submit the paper on the due date as a result of a religious obligation, please notify me within the first 2 weeks of the term. If, for any other reason, you are unable to attend class on the day the paper is due, please have someone hand it in for you during class time. Papers submitted via e-mail, in my mailbox or the teaching assistant's mailbox, or under our office doors will not be accepted.

If you would like to discuss your paper with me or the teaching assistant, please feel free to meet with us during our office hours or by appointment.

Peer Mentor Program: The peer mentors for this course (see p. 1) will offer optional tutorials for interested students to attend throughout the term. The purpose of the tutorials is to provide students with the opportunity to assess and explore their understanding of the course material through collaboration with classmates, under the guidance of the peer mentors. During the tutorials, students will be presented with questions related to the course content to discuss in small and large groups. Students are encouraged to submit questions to the peer mentors prior to the tutorials; the peer mentors will attempt to incorporate these questions into the tutorials. In addition to tutorials, the peer mentors will hold optional workshops on study and exam-writing strategies and paper clinics to assist students who choose to complete the paper. The dates and times of the tutorials, workshops, and paper clinics will be announced in class and posted on the course website.

Participation: I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class among your classmates or outside of class in discussion with me. I will make every effort to create a classroom environment in which students feel comfortable to discuss their ideas. If, however, you would prefer to share your ideas with me outside of class, please feel free to meet with me during my office hours or by appointment.

In order to encourage and facilitate participation during class, students are asked to share their ideas and respond to others' ideas in a respectful and nonjudgmental manner. Each member of the class should feel that he or she has the opportunity to participate; accordingly, please refrain from dominating discussion. Courteous and considerate participation will cultivate a positive and informative classroom environment.

Students are expected to attend all class sessions, arrive to class on time, and remain in class until the class period has ended.

The “?” Bag: A bag labeled with a “?” will be available at the front desk during each class period. Students may use this bag to:

- ask questions (e.g., Which perspective on personality is most widely accepted among theorists today? What is the distinction between denial and repression?).
- make suggestions (e.g., When considering the case study questions, it would be helpful if you could speak at a slower pace).
- leave comments (e.g., I read an interesting study that suggests that the brains of psychopaths function differently from the brains of non-psychopaths. In the study).

The purpose of the “?” bag is to provide an additional mode of communication between you and me. You may submit a question, suggestion, or comment anonymously. However, I encourage you to provide me with your name and e-mail address. If I am not able to address your question, suggestion, or comment in class, I will respond to you directly via e-mail.

Missed Classes and Student Contacts: If you are unable to attend a class session, you should obtain notes for the missed material from a classmate. In order to facilitate this process, you may want to acquaint yourself with classmates early in the course. Please take this opportunity to introduce yourself to two classmates in adjacent seats. If you are comfortable sharing contact information, you may write the information below.

Contact 1	Contact 2
Name:	Name:
Contact information:	Contact information:

E-Mail Correspondence: E-mail inquiries will be answered within 48 hours of receipt (not including weekends). E-mail inquiries should be limited to one question; students who have multiple questions should visit during office hours or schedule an appointment to meet with me, the teaching assistant, or a peer mentor. For questions related to course content, students should try to explain their current understanding of the material in the e-mail (which will be affirmed or corrected). Note that e-mails may not be answered the day before an exam; please plan accordingly.

Laptop Use: The use of a laptop in class is an effective means by which to take notes and record comments related to course content. However, some students use a laptop in class to “surf” the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can distract those who sit in adjacent seats and interfere with their efforts to learn. For this reason, all students who intend to use a laptop in class for

activities unrelated to the course are asked to sit in the back three rows of the classroom.

Requests for Adjustment of Grades and Academic Concession: You are encouraged to review your exams and/or paper with the teaching assistant. Requests for the adjustment of a grade must be made within 3 weeks of the posting of that grade. Most requests for adjustment can be settled directly with the teaching assistant. In cases of a dispute that cannot be satisfactorily resolved with the teaching assistant, please contact me.

During your time in this course, if you encounter medical, emotional, or personal problems that you believe may affect your performance on an exam or the paper, please notify me. You may be able to obtain academic concession from the dean of your faculty. Please discuss any extenuating circumstances with me prior to exam dates or the paper due date. In order to ensure equity among the students in the class, accommodations will not be made after an exam has been written or the paper has been submitted. Furthermore, the relative weight of the exams and/or paper will not be changed for any given student. Accordingly, please do not request that the relative weight of the graded requirements be changed for you or points be added to your grade to increase your final standing in the course. For further information on academic concession, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

Psychology Department's Policy on Distribution of Grades: Courses offered by the Psychology Department are required to meet a target grade distribution. This is done in order to ensure that all students are assessed fairly in relation to students in other sections of the same course and students in other courses. The target grade distribution for 300-level psychology courses requires that the mean for the class fall between 66% and 70%, with a standard deviation of approximately 13%. Accordingly, the Psychology Department may adjust the final grades in this course up or down if the distribution of grades deviates substantially from the target. A student's grade is not official until it appears on her or his academic record.

Academic Misconduct: Cheating and other forms of academic misconduct are very serious concerns of the University, and the Psychology Department has taken steps to alleviate them. The Psychology Department employs software that can reliably detect cheating on multiple choice exams by analyzing the patterns of students' responses. This software will be used to analyze students' responses to the multiple choice questions on the exams in this course. In addition, as noted above (see p. 5), the Psychology Department employs TurnItIn to detect and deter plagiarism. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Evidence of academic misconduct may result in a "0" credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For further information on student conduct and discipline, consult Policies and Regulations in the

UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>) and the University Counsel's policy on student discipline (<http://universitycounsel.ubc.ca/discipline/>).

Note that, during exams, invigilators may ask students to move or alter students' seating arrangements with no explanation provided. An invigilator may ask you to move due to the possible misconduct of a classmate in an adjacent seat.

Academic Accommodation: The University accommodates students with disabilities who have registered with Access and Diversity (<http://www.students.ubc.ca/access/index.cfm>). Please let me know in advance, preferably within the first 2 weeks of the term, if you require accommodation on these grounds.

Withdrawal Dates: If you wish to withdraw from this course without any record of the course on your transcript, you must do so by September 16, 2014. If you wish to withdraw from this course with a withdrawal standing of "W" on your transcript, you must do so by October 10, 2014.

Schedule of Course Topics: The schedule provided below may be changed to accommodate class interest and discussion. Any changes will be announced in class.

Week	Class Dates	Topic	Required Reading
1	Sep. 4	<ul style="list-style-type: none"> • Syllabus Review • Introductory Concepts 	Chapter 1
2	Sep. 9, 11	<ul style="list-style-type: none"> • Introductory Concepts • Research Methods • Personality Assessment • Trait Perspective 	Chapter 2 (p. 13-27, 31-32; see note below) Chapter 3 Chapter 4
3	Sep. 16, 18	<ul style="list-style-type: none"> • Trait Perspective • Case Study: Jeffrey Dahmer (Film) 	
4	Sep. 23, 25	<ul style="list-style-type: none"> • Case Study: Jeffrey Dahmer (Discussion) • Exam 1: Sep. 25 	
5	Sep. 30, Oct 2	<ul style="list-style-type: none"> • Biological Perspective 	Chapters 6 and 7
6	Oct. 7, 9	<ul style="list-style-type: none"> • Biological Perspective • Psychoanalytic Perspective 	Chapter 8
7	Oct. 14, 16	<ul style="list-style-type: none"> • Psychoanalytic Perspective • Psychosocial Perspective 	Chapter 9
8	Oct. 21, 23	<ul style="list-style-type: none"> • Psychosocial Perspective • Case Study: Adolf Hitler (Film, Discussion) 	
9	Oct. 28 , 30	<ul style="list-style-type: none"> • Exam 2: Oct. 28 • Learning Perspective 	Chapter 10
10	Nov. 4, 6	<ul style="list-style-type: none"> • Learning Perspective • Cognitive Perspective 	Chapter 12 (p. 287-298, 304-314)
11	Nov. 13	<ul style="list-style-type: none"> • Cognitive Perspective • Motive Perspective 	Chapter 5
12	Nov. 18, 20	<ul style="list-style-type: none"> • Motive Perspective • Self-Actualization/Determination Perspective 	Chapter 11
13	Nov. 25, 27	<ul style="list-style-type: none"> • Self-Actualization/Determination Perspective • Case Study: Malcolm X (Film, Discussion) • Combining Perspectives • Optional Paper Due Date: Nov. 27 	Chapter 14 (p. 354-357)
		<ul style="list-style-type: none"> • Exam 3: Date to be scheduled by the Registrar's Office. Do not book travel Dec. 2 to 17 inclusive. 	

Note: Chapter 2 reviews content taught in the prerequisites for this course. Accordingly, it will not be discussed in class. Nevertheless, students are responsible for reading the chapter and will be examined on its content on Exam 1. Optional review sessions for this chapter will be held for interested students outside of class. The dates and times of the review sessions will be announced in class.