



PSYC-305A: Personality Psychology

2015 Summer Term 1, Section 921: Tues/Thurs 12:00 - 2:40 pm
Location: CIRS 1250, 2260 West Mall

Instructor: David King, PhD
Office: Room 2514, Douglas Kenny Building, 2136 West Mall
Email: dbking11@psych.ubc.ca
Phone: N/A – please use email for all communications

Office Hours: Thursdays 2:50 – 3:30 pm or by appointment.
Please let me know beforehand if you plan to attend office hours.

Course TA: Sophie Lanthier, MA
TA Office: Room 3010, Douglas Kenny Building, 2136 West Mall
TA Email: snlanthier@gmail.com
TA Office Hours: Thursdays 10:50 – 11:50 am or by appointment

Course Website: This course uses *Connect* (<http://connect.ubc.ca>) to make announcements, provide lecture slides/notes before class, post grades, and supply any other relevant content to be downloaded by students. Please ensure that this course is registered under your *My Connect* account. It is your responsibility to check in regularly for important updates and announcements. Lecture slides/notes will be posted by 11:00 am (at the very latest) on the day of class.

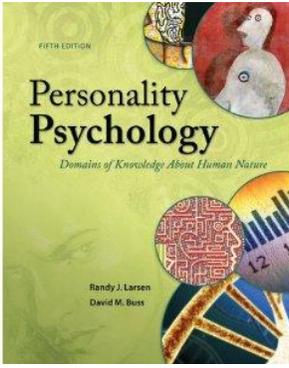
Course Format: The format of this course is primarily lectures accompanied by active, in-class discussions and activities (wherever possible) that utilize various multimedia platforms (including video clips, movies, thought-provoking images, etc.). A preliminary set of lecture slides/notes will be posted on the website prior to each lecture. The slides are intended as visual aids to complement the lecture and may be difficult to follow on their own. It is recommended that you take your own notes in class, using the slides as an outline.

Course Description: This course is designed to provide a broad introduction to the theory and research in the scientific study of personality psychology. We will cover six domains of personality functioning: dispositional, biological, intrapsychic, cognitive/experiential, socio-cultural, and adjustment.

To facilitate a broader understanding of the field, the course has been organized more generally according to the three units: (1) *The Basics*, (2) *The Theory*, and (3) *The Application*.

Students who successfully complete this course will be able to: discuss research and assessment methods in personality psychology; compare/contrast theoretical perspectives on personality; evaluate the strengths and weaknesses of distinct theoretical perspectives on personality; discuss the associations between personality and psychosocial functioning and health; **apply theory and research from personality psychology to their daily lives.**

VIDEO DISCLAIMER: Although a variety of videos and film clips will be shown throughout the course, any opinions or attitudes expressed in these videos do not necessarily reflect the opinions or attitudes of the instructor, the TA(s), the Psychology Department, or UBC.



Textbook: Larsen, R. J., & Buss, D. M. (2013). *Personality psychology: Domains of knowledge about human nature* (5th ed.). New York: McGraw-Hill. ISBN-13: 978-0078035357.

Note about using older editions: It is not recommended that you use older editions of the textbook. Although much of the material is the same, you may be tested on more recent research findings in the field.

*NOTE: You are not responsible for reading Chapters 4, 7, 12, 15, or 20 (although some of this material will appear in lecture).

Prerequisites: This course requires basic knowledge of psychological concepts and research methods. Although this course requires this knowledge, class time will not be spent reviewing the required knowledge. 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 Evaluation: Students will be given 3 exams and the option of writing one paper.

- *Evaluation Route 1:* For those students who do not write the paper, each exam will comprise 1/3 (33.33%) of their final grade.
- *Evaluation Route 2:* For those who choose to write the paper, each exam and the paper will comprise 25% of their final grade.*

*If you choose to submit a paper, your paper grade will only be counted in your final grade if it *improves* your overall grade in the course. If your paper grade brings your overall grade down, you will only be evaluated according to Route 1. You will not be penalized for doing extra work!

NOTE: You do NOT need to notify me ahead of time of your choice. If you hand in a paper and it improves your grade, you will be evaluated according to Route 2.

Examinations. All three exams are weighted equally, and therefore each will be similar in length and scope (i.e., the final exam will not be particularly long or burdensome, despite having more time). **Examinations are non-cumulative.** Two midterm exams will be held during class time (**2 hours each in length**; see *class schedule*) while the final exam will be scheduled by the university during the regular exam period. **Two hours** will be allotted for the final exam.

The exams will consist of multiple choice (drawn primarily from the textbook) and short answer questions (drawn primarily from lectures). Please bring an HB pencil and an eraser to each exam to allow for electronic scoring of the multiple-choice questions. The exams will cover both lecture and textbook material. The purpose of the lecture is to amplify, explain, and expand upon the textbook material. Although there will be overlap between the lectures and the textbook, there will also be material that will be covered in the lectures that is not part of the textbook. Furthermore, some material from the textbook will not be discussed in class. This means that to be successful in this course you must carefully read the text and attend the lectures. Please 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. Note that if you arrive more than 30 minutes late to an exam, you may be refused admittance to the exam and therefore be assigned a grade of "0" on the exam. **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.** This applies to all examinations.

Examinations will be given on published dates only. Exceptions will be made in the case of medical problems, in which case a doctor's note is required. Exceptions will also be made for students who have religious obligations that conflict with an exam date. **If you are unable to write an exam due to medical problems, 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 due to religious obligations, please notify me within the first 2 weeks of class.

Exam grades will be posted on the course website as soon as they are available. Please allow 1-2 weeks for grades to be posted. Students wishing to view their exam should make an appointment with the TA. Students who have viewed their exam and who wish to have their exam re-graded should email me detailing in several sentences why they think that their exam was unjustly graded within 2 weeks of the grades being posted. Re-grades will not be considered after the 2-week mark, although students are welcome to review their exams at any point in the term. Note that due to minor errors that may occur in grading and/or scoring, exam grades may be adjusted after their original posting. In such corrections, your grade on an exam may go up or down in order to ensure that all grades reflect the most accurate assessment of the material. Nevertheless, we will make every effort possible to ensure that such errors do not occur.

Make-Up Exams. If you must write a make-up exam, you are expected to complete it within the shortest time period possible at the convenience of the TA. You may be offered only one alternative time to write the exam and it is your responsibility to be accommodating in this regard (i.e., it is not possible to offer multiple dates for make-up exams in all cases). You are required to contact the TA immediately upon confirming your absence with me in order to schedule the make-up. (That is to say, even if your medical document indicates that you require a week for recovery, you must contact the TA at the start of that week to schedule the make-up, not once you are feeling better. This is in order to ensure that you write the exam as soon as possible following your illness or extenuating circumstance.) Moreover, the content and/or format of the make-up exam may differ from the original version. **In instances where you are unable to accommodate the TA's schedule, or in cases where a make-up exam must be missed, you will be asked to contact the Faculty of Arts Academic Advising to mediate the situation.**

Optional Paper. You have the option of submitting one written assignment (8-10 pages) during the course. This assignment is designed to help you think more critically about the topics we discuss in the course in an insightful way.

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 paper should be 8-10 pages in length (excluding the title page and reference section), typed, and double-spaced; any pages beyond 10 will not be read. A 12-point Times New Roman font and 1-inch margins must be used. A title page should be included that contains your name, your student number, and a title for your paper. Any sources of information that are referred to in your paper should be referenced 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 University 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>. Cite lecture slides as follows:

x-

(King, date).

Example: As was noted in class (King, 2015), Freud's theory

Reference section:

King, D. (date). Lecture number [PowerPoint slides]. Retrieved from <http://URL>.

Example: King, D. (2015). Lecture 11 [PowerPoint slides]. Retrieved from <http://connect.ubc.ca>.

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 (King, 2015a), Freud's theory In contrast, Maslow argued that ... (King, 2015b).

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 provide a sufficient and accurate review of the theories that you selected? Did you accurately interpret the theories in your analysis of the individual? Did you support your claims with appropriate and sufficient biographical evidence? Did you exhibit thoughtful, independent thinking in your analysis? Were you creative, demonstrating new ways to think about the theories? Did you note the strengths and weaknesses of the theories that you used? Did you compare and contrast the theories in your paper?

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 (if applicable)? Were there errors in punctuation, grammar, or spelling? Did your paper conform to the formatting requirements? Were all sources of information referenced according to APA guidelines?

More details about the written assignment will be presented in class and posted on the course website. **Assignments must be turned in at the start of class on June 16, 2015**, and can NOT be emailed or given to me or a TA outside of class. Since you have all term to work on this assignment, no late papers will be accepted without appropriate medical documentation within 24 hours of the due date.

All papers must be scanned by "TurnItIn" by 11:59 PM on the day of submission. TurnItIn is a service designed to detect and deter plagiarism. Through this service, students' papers are scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of comparisons are compiled into customized "Originality Reports" that contain several measures of plagiarism. These reports are forwarded to instructors. Details regarding the use of TurnItIn will be provided in class the week prior to the due date. Papers that have not been scanned by TurnItIn by midnight on the due date will not be graded and will receive a grade of "0."

Please submit your paper in the exact same form as the hardcopy submission (i.e., do not remove your title page or reference section). **Originality reports of 30% or higher should be of concern.** If you are worried about potential plagiarism in your paper, it is strongly advised that you submit your paper early to TurnItIn and, in the case that your paper demonstrates significant overlap, make appropriate changes before the final submission. Students will be able to view their originality reports and resubmit before the deadline.

Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: TurnItIn ID: **9939616**; Password: **personality1**. Note that you must first set up an account if you do not already have one.

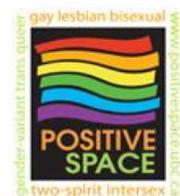
Paper grades will be posted on the course website as soon as they are available. Please allow 1-2 weeks for grades to be posted. Students wishing to view their paper should make an appointment with the TA. Students who have viewed their paper and who wish to have their paper re-graded should email me detailing in several sentences why they think that their paper was unjustly graded within 2 weeks of the grades being posted.

Extra Credit: You may earn extra credit for research participation (at a rate of 1/2 point for 1/2 hour, to a maximum of 3 points) or, as an alternative, by completing a library writing project. Your earned points are added to your final grade (**after any scaling**, i.e., before meeting the department's standards for grade distribution). For complete details, see "Subject Pool Information for Participants" on the Department's website: <https://hsp.psych.ubc.ca/>. Please **register** in this online system as soon as possible, as deadlines are in place.

Participation: I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class amongst 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, you are welcome to see me during my office hours or by appointment. In order to encourage and facilitate participation, I ask that all students support their classmates' efforts to contribute to class discussion. General course policies can be obtained from the UBC Calendar on academic regulations.

Class Etiquette: In consideration of your fellow students, **please turn your phones off during class.** The use of laptops in class is an effective means to take notes and record comments related to course content. However, some students use laptops in class to surf the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can be very distracting to those who sit in adjacent seats and can interfere with their efforts to focus on course content. For this reason, all students who intend to use laptops in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom. Please also make an effort to type quietly, as such background sounds can be very distracting for others. If you arrive at class late or need to leave early, do so with minimal disruption.

Respect and Decency: I will only ever tolerate a respectful and safe classroom environment. The opinions and perspectives of all individuals are valued and respected, no matter their age, gender, ethnicity, or sexual orientation. Individuals should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. To this end, thoughts and opinions should only ever be shared in a respectful manner. In regards to more sensitive issues, it is advisable that students "think before they speak." If a particular statement or behaviour might offend someone or make an individual feel alienated or threatened in any way, it should not be shared. Educated and respectful opinions, on the other hand, are always welcome.



Communication with the Instructor and TA: Complex questions are typically easier to answer face-to-face, rather than via e-mail. In addition to the instructor, the TA is a great resource and will be able to provide you with answers to many of your questions. The TA works in close contact with the instructor and will refer matters if they cannot resolve them for you. We take your questions very seriously and want to facilitate learning. We always try to get back to you as soon as we can. This can be challenging due to the size of the class, especially around exam times. So please make sure to allow at least one day for us to reply, particularly just prior to exams when student requests tend to be high.

Department Policy on Distribution of Grades in Psychology Courses: 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 to 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, students should note that the Department may scale 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 his or her academic record.

Learning Resources: There are a number of useful resources available on and off campus to assist students in achieving their learning goals.

Study Support: Learning Commons (<http://learningcommons.ubc.ca/>) is an online resource designed to provide UBC students with learning and study support. It is an interactive website that provides access to information on exam preparation, tutoring, on-campus learning workshops, study groups, and technical tools. The University of Northern British Columbia (UNBC) has a number of useful learning resources available for students online. A series of helpful study skills handouts (e.g., concentration tips, memory strategies) from UNBC can be found at: <http://www.unbc.ca/lsc/index.html>.

Writing Support: UBC students may obtain assistance with writing through the UBC Writing Centre (<http://www.writingcentre.ubc.ca/>). The Writing Centre offers courses, tutoring services, and an online Writer's Workshop to assist students in developing their writing skills. The UBC Library (<http://www.library.ubc.ca/home/instruct/>) provides online information to assist students in conducting library searches for papers. Time Management: Resources to assist you in managing your time across courses are available at: <http://www.arc.sbc.edu/timeschedule.html>.

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 class, if you require any accommodation on these grounds.

Academic Concession: During your time in this course, if you encounter medical, emotional, or personal problems that affect your attendance or performance, 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. In order to ensure equity among the students in the class, accommodations will not be made after an exam has been written. Furthermore, the relative weight of course requirements will not be changed for any given student. For further information on academic concession, please consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

Cheating and other Academic Offenses: Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed 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. Strong evidence of cheating or plagiarism may result in a zero 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.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>). Further course policies can be obtained from the UBC Calendar on academic regulations.

Requests for Letters of Reference: During your academic career, you may require a letter of reference or recommendation (for admission into a graduate or diploma program, to apply for a research job, etc.). Unfortunately, I will not be able to accommodate all requests for such letters. I am only willing to write letters for those students who engage in the course material beyond simply attending class and writing exams. This means that in order for such a request to be considered, you must participate in class discussion and/or visit me during office hours to discuss course material (i.e., I must know who you are!). I am also unwilling to write letters for students whose standing grade in the course is below a 75. If these criteria are met, sufficient notice must be provided and accommodation is still not guaranteed. I am only able to write letters of reference for a limited number of students each term.

Final Note: Due to the nature of the course, some students may have personal experience with a topic that is covered in class. My role as an instructor is to present the current state of research in this area. If you need someone to talk to or seek advice, you may contact UBC Counseling Services, 1040 Brock Hall-1874 East Mall, Vancouver, BC V6T 1Z1, Tel: (604) 822-3811.



PSYC-305A Schedule of Course Lectures, Readings, & Exams

	Date	Topics <i>(subject to change)</i>	Readings
THE BASICS	May 12	INTRODUCTION TO PERSONALITY PSYCHOLOGY <i>Syllabus; Defining Personality; Research Methods & Personality Assessment</i>	Chs. 1*, 2
	May 14	GETTING ORGANIZED, CLASSIFIED – AND STUCK? <i>Core Traits & Trait Taxonomies; Coherence, Stability, & Change;</i> ★ <i>Steve Jobs</i>	Chs. 3, 5
	May 19	DETERMINING NATURE, NURTURE, & NECESSITY <i>Genetic, Physiological, and Evolutionary Perspectives on Personality</i>	Chs. 6, 8
	May 21	NO CLASS ON THIS DAY! <i>(instructor office hours also cancelled)</i>	
	May 26	*MIDTERM EXAM #1* (2 hours, in class)	
THE THEORY	May 28	PROBING THE PSYCHE: PARENTS, PENISES, & PAVLOV'S DOG <i>Sigmund Freud; Psychoanalytic Theory; Learning;</i> ★ <i>Michael Jackson</i>	Ch. 9
	June 2	THE PSYCHE BEYOND SEX: IN THE FOOTSTEPS OF FREUD <i>Contemporary/Neo-Analytic Perspectives; Carl Jung; Dreams & Dreaming</i>	Ch. 10
	June 4	NAVIGATING SELF, FROM PERCEPTION TO ACTUALIZATION <i>Approaches to the Self; Motives, Needs, & Goals</i>	Chs. 14, 11
	June 9	*MIDTERM EXAM #2* (2 hours, in class)	
THE APPLICATION	June 11	SOCIALIZED & SYSTEMIZED: PERSONALITY IN CONTEXT <i>Social Interaction; Culture & Personality; Sex & Gender;</i> ★ <i>Malala Yousafzai</i>	Chs. 17, 16
	June 16	GETTING REAL: PERSONALITY IN EVERYDAY LIFE <i>Emotion & Personality; Stress, Coping, & Health; The Concept of Disorder</i> *OPTIONAL PAPER DUE AT START OF CLASS* (and to Turnitin by 11:59 PM)	Chs. 13, 18
	June 18	THE REALLY BAD, THE REALLY GOOD, & THE BIG PICTURE <i>Personality Disorders; Positive Psychology; Course Wrap-Up</i>	Ch. 19
	June 22-26	*FINAL EXAM* (2 hours, to be scheduled during exam period)	



Although the course will include a number of case studies for illustrative purposes, more in-depth case studies of influential/famous people will be discussed at the start of each major unit. Attendance is recommended.

*Although it is recommended that you read Chapter 1, you will not be tested directly on its content.