

## **Psychology 305A: Personality Psychology**

Winter Session, 2016-2017  
Section 002  
Tuesdays/Thursdays, 11:00AM-12:30PM  
Room A101, Buchanan Building

### **Instructor:**

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### **Teaching Assistants:**

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### **Peer Mentor** (see p. 6 for a description of the Peer Mentor Program):

Crystal Byun  
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**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 and 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 her or his 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 before each class period, by 10:00AM. Slides presented during class will be posted on the course website after each class period. Slides will be numbered, enabling students to record notes during class by slide number. Although the slides will provide a review of the lecture material, students 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. Students should ensure that their current e-mail address is registered with UBC to receive class announcements via e-mail.

**Textbook:** Carver, S. C., & Scheier, M. F. (2017). *Perspectives on Personality* (8th edition). New York: Pearson.

Note that students 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.

**Learning Assessments:** Students will be given three exams and the option of writing one paper. Learning assessments will be weighted as follows:

	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. Please bring a pencil and eraser to each exam to allow for completion of the scantron form. Scantron forms will not be corrected by the teaching assistant for missing information or incomplete answers. Accordingly, students should ensure that they are familiar with the use of scantron forms in advance of the first exam. Note that students will not be permitted to complete or change responses on their scantron form following the completion of the exam period; missing responses will receive no credit. Details about each exam (i.e., the number and types of questions) will be presented at the start of the class period prior to the exam. The exams will not be cumulative.

The exams will cover lecture and textbook material, including the case studies conducted in class. 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 unless a doctor's note that documents a relevant medical condition is provided prior to 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, oversleeping, 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. Students who are unable to write an exam as a result of illness must 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. Students who are unable to write an exam as a result of a religious obligation must notify me at least 2 weeks in advance of the exam in order to be accommodated (<http://www.universitycounsel.ubc.ca/policies/policy65.pdf>). Students who are permitted to write a makeup exam 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, as determined by the teaching assistant. Students who do not write the makeup exam within 7 days of the scheduled exam date will be assigned a grade of “0” on the exam unless an additional doctor’s note is provided to warrant an extension. 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—to enable 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 an 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. Ideally, students should work on the paper throughout the course, applying topics discussed each week to the subject of the paper. In addition to facilitating the completion of the paper, this will give students consistent practice in the application of personality psychology. The case studies conducted in class and sample papers posted on the course website provide examples of psychobiographies.

The audience for the paper is a person who has completed Psychology 305A. The paper should be 10-15 pages in length (excluding the title page and reference section), typed and double-spaced, in a 12-point Times New Roman font, and contain 1-inch margins. Any pages beyond 15 will not be read. Papers under 10 pages will receive a 10% deduction for each page or portion of a 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 the student’s name, the student’s ID number, and a title for the paper. Sources of information that are referred to in the paper should be cited according to the guidelines provided by the American Psychological Association (i.e., APA). Students who are not familiar with these guidelines should 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>. In addition, Purdue University has developed a useful resource on APA style, available at <https://owl.english.purdue.edu/owl/section/2/10/>. Lecture slides should be cited as follows:

In-text citation: (Assanand, date).

Example: As was noted in class (Assanand, 2016), Freud’s theory ....

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

Example: Assanand, S. (2016). Lecture 11 [PowerPoint slides]. Retrieved from <http://psyclab1.psych.ubc.ca/~assanand/wp-content/uploads/2016/12/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, 2016a), Freud's theory .... In contrast, Maslow argued that ... (Assanand, 2016b).

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

The paper will be graded for content—that is, the accuracy, thoroughness, and thoughtfulness with which the student analyzed the individual's personality. For example, did you review the theories that you selected accurately and in appropriate detail? Did you interpret the theories correctly? 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 compare and contrast the theories (if applicable)? Did you note strengths and weaknesses of the theories?

The paper will also be graded for style, mechanics, and formatting—that is, how well the 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 that is 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. 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 that was submitted in class; accordingly, students should not change the content or format of the electronic copy that they submit to TurnItIn. The class ID and password needed for use of TurnItIn will be provided in class.

Plagiarism occurs when individuals submit or present the work of others as their 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 the 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, oversleeping, 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. Students who are unable to submit the paper on the due date as a result of illness must 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. Students who are unable to submit the paper on the due date as a result of a religious obligation must notify me at least 2 weeks in advance of the due date in order to be accommodated (<http://www.universitycounsel.ubc.ca/policies/policy65.pdf>). If, for any other reason, you are unable to attend class on the date that the paper is due, please have someone submit it 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.

Students who would like to discuss the paper with me or the teaching assistant are welcome to meet with us during our office hours or by appointment.

**Peer Mentor Program:** The peer mentor 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 mentor. During the tutorials, students will be presented with questions related to the course content to discuss in small and large groups. Students may submit questions to the peer mentor prior to the tutorials; the peer mentor will attempt to incorporate the questions into the tutorials. In addition to tutorials, the peer mentor 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 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. Students who wish

to share their ideas with me outside of class are welcome 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 opinions and respond to others' opinions in a respectful and nonjudgmental manner. All members of the class should feel that they have the opportunity to participate; accordingly, please refrain from dominating discussion. Courteous and considerate participation will cultivate a positive and informative classroom environment.

**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 than the brains of non-psychopaths. In the study ....).

The purpose of the “?” bag is to provide an additional mode of communication for students. Students may submit a question, suggestion, or comment anonymously. Nevertheless, I encourage students to provide their name and e-mail address. If I am not able to address a student's question, suggestion, or comment in class, I will respond directly via e-mail.

**Missed Classes and Student Contacts:** Students who are unable to attend a class session should obtain notes for the missed material from a classmate. In order to facilitate this process, students may want to acquaint themselves with classmates early in the course. Students may record contact information for classmates 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 the peer mentor. For questions related to course content, students should attempt 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 distract those 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 should sit in the back three rows of the classroom.

**Requests for Adjustment of a Grade and Academic Concession:** Students are encouraged to review their learning assessments (e.g., exams, paper) with the teaching assistant. Requests for adjustment of a grade must be made within 3 weeks of the posting of that grade, using a Regrade Request Form provided by the teaching assistant. 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.

Students who encounter medical, emotional, or personal problems that they believe may affect their academic performance should notify me. Under these circumstances, students may be able to obtain academic concession from the dean of their faculty. Students should discuss any extenuating circumstances with me prior to exam dates or the due date for the paper. 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 learning assessments will not be changed for any given student. Accordingly, students should not request that the relative weight of the learning assessments be changed or points be added to their grade to increase their standing in the course. E-mail requests of this type will not be answered. 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 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 the student’s transcript.

**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 the 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 a student 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>). Students should notify me in advance, preferably within the first 2 weeks of the term, if they require accommodation on these grounds.

**Withdrawal Dates:** Students who wish to withdraw from this course without any record of the course on their transcript must do so by September 20, 2016. Students who wish to withdraw from this course with a withdrawal standing of "W" on their transcript must do so by October 14, 2016.

**Helpful Resources:** Below is a list of additional resources to support students' learning and well-being through the term.

**Academic Resources:**

Learning Commons: <http://learningcommons.ubc.ca>.

**Wellness Resources:**

Counselling Services: <http://students.ubc.ca/livewell/services/counselling-services>.

Live Well to Learn Well: <http://students.ubc.ca/livewell>.

SpeakEasy: <http://www.ams.ubc.ca/services/speakeasy>.

Student Health Services: <http://students.ubc.ca/livewell/services/student-health-service>.

Wellness Centre: <http://students.ubc.ca/livewell/services/wellness-centre>.

**Psychology-Specific Resources:**

Psi Chi: <http://psichi.psych.ubc.ca/>.

Psyched! Newsletter: <http://psanewsletter.wordpress.com>.

Psychology Students' Association (PSA): <http://psa.psych.ubc.ca>.

Psychology Undergraduate Journal: <http://blogs.ubc.ca/ubcundergraduatejournalofpsychology>.

**Schedule of Course Topics:** The schedule 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. 8	• Syllabus Review	
2	Sep. 13, 15	• Introductory Concepts • Research Methods  • Personality Assessment • Trait Perspective	Chapter 1 Chapter 2 (omit 2.2.7 & 2.2.8; see note below) Chapter 3 Chapter 4 (omit 4.2.1)
3	Sep. 20, 22	• Trait Perspective • Case Study: Jeffrey Dahmer (Film)	
4	Sep. 27, <b>29</b>	• Case Study: Jeffrey Dahmer (Discussion) • <b>Exam 1: Sep. 29</b>	
5	Oct 4, 6	• Biological Perspective	Chapters 6 and 7
6	Oct. 11, 13	• Biological Perspective • Psychoanalytic Perspective	Chapter 8
7	Oct. 18, 20	• Psychoanalytic Perspective • Psychosocial Perspective	Chapter 9
8	Oct. 25, 27	• Psychosocial Perspective • Case Study: Adolf Hitler (Film, Discussion)	
9	Nov. 1, 3	• <b>Exam 2: Nov. 1</b> • Learning Perspective	Chapter 10
10	Nov. 8, 10	• Learning Perspective • Cognitive Perspective	Chapter 12 (omit 12.3, 12.3.1, & 12.3.2)
11	Nov. 15, 17	• Cognitive Perspective • Motive Perspective • Self-Actualization/Determination Perspective	Chapter 5 Chapter 11
12	Nov. 22, 24	• Self-Actualization/Determination Perspective • Case Study: Malcolm X (Film)	
13	Nov. 29, Dec. 1	• Case Study: Malcolm X (Discussion) • Integration of Perspectives & Conclusion  • <b>Optional Paper Due Date: Dec. 1</b>	Chapter 14 (14.3, 14.3.1, 14.3.2 & 14.4 only)
		• <b>Exam 3:</b> Date to be scheduled by the Registrar's Office. Do not book travel <b>Dec. 6 to 21</b> 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 outside of class. The dates and times of the review sessions will be announced in class.