

Psychology 307: PERSONALITY

Time and place: Mondays and Wednesdays, 2:00 – 3:20 pm

Professor: Jordan Pennefather, Ph.D.

E-mail: pennefat@uoregon.edu

Office Hours: Wednesday 12 – 1:45 and by appointment. Straub 423.

Teaching Assistants: Sarah McDougald; smcdoug2@uoregon.edu
Fridays 9:30-11:30 <https://uoregon.zoom.us/my/skm.meeting>

Alexis Adams-Clark; aadamscl@uoregon.edu

Texts: Funder, D. C. (2019). *The personality puzzle* (8th ed.). New York: Norton (available at the Duck Store) ...plus additional materials made available via course 'Canvas' site

See website for purchasing options for online textbook along with InQuizitive

Course Objectives: What's the Purpose of This Course?

Welcome to Personality. You have likely in your daily lives thought about personality and many of the questions we will discuss this term are ones you may have asked yourself. In fact, humans are so concerned about personality we often assign them to things that don't have them (for example your car). Psychology in general is focused on describing and predicting behavior (thoughts, actions, feelings, motives, intentions), with personality psychology's focus on individual differences and similarities in personality. This objective of this course is to help you to learn to think critically about human behavior. To do this we will first discuss the methods that personality psychologists use to collect and evaluate personality. We will also discuss classic and contemporary theories of personality and what they can tell us about human behavior. It includes both the study of individual differences and the study of the processes within a person that lead to stable behavioral patterns. This course addresses both and emphasizes both the biological and social antecedents of personality about equally.

Note: This is a group-satisfying course for Social Sciences. The subject-matter of the course has a liberal-arts character: Human traits, feelings, and motives are a longstanding concern of arts as well as science curricula, and this course addresses the science of such aspects of the human condition. The course covers a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter of personality (and the related fields of emotion and motivation). Its subject matter is relatively broad, concerning a wide range of issues in human psychology from (as much as possible) a cross-cultural perspective and generalizable across time, and bringing motivation and emotion together with understandings of personality. It has a substantial and coherent component that addresses classic theories in the field (such as those of Freud, behaviorists, and of existential and humanistic psychologists); the course is not specifically focused on methods or skills. It can serve as a broad introduction to fields students are likely to find useful to understand as well as interesting, but with which they are likely to be unfamiliar. However, the breadth of readings (including selections from the primary literature), the level of the lectures, and the research paper assignment provide greater depth and rigor than is typical of lower division General Education courses, so it is appropriate that this course be listed at the 300-level.

The course format is primarily a series of talks (i.e., lecture), with discussion and in-class exercises. The course's exercises-and-discussion component is not obtainable from the class-session slides, nor are important elaborations on the content found in the slides. So, attendance at class sessions is an important component of the experience. *The course has extensive readings, and you're expected to read everything assigned prior to class.*

Learning Objectives:

1. To examine human behavioral patterns of personality as well as emotion and motivation, including contributions of situation and of self-regulation to these patterns, extracting a knowledge-base from scientific studies on these topics, which will facilitate identification of these patterns in everyday life.
2. To explore competing theories and perspectives on personality, emotion, and motivation.
3. To develop skills in reading, evaluating, and synthesizing research on the subject matter of this course, that can be applied to other subject matters as well.
4. To apply knowledge regarding personality, emotion, and motivation not only to psychology and human services professions, but also in many areas of everyday life.
5. To communicate clearly and effectively about psychological topics, especially personality, emotion, and motivation, based on an understanding of strengths and limitations of empirical evidence.

Assignments and Grading

Grading: Your final grade in the course is based on your total points accumulated on Inquizitives, the two tests, your paper, in-class assignments, and reading responses as described below. To summarize:

Exams (midterm and non-cumulative final)	= 40%
Paper (120 points for final draft 30 for first draft and review)	= 25%
Class Collaborations	= 10%
Reading Responses	= 10%
<u>InQuizitives (16 – Lowest is dropped)</u>	<u>= 15%</u>
Total	= 100%

What follows in this section is more detail on each of these components.

1. **Exams:** There will be a midterm exam and a final exam. The exams will include questions taken from the text, lecture, and the supplemental readings. There is no way to cover all of the information contained in the textbook during lecture, so doing well on the exams will require that you learn from the textbook, supplemental readings, and the lecture. Exams will mostly be multiple choice, though short answer and mini-essay questions may also be included. The final exam will NOT be cumulative. Each exam will be worth 20% of the final grade.

Makeup Exams: It is important to be prepared and present for all scheduled exams. However, I recognize that there are some situations in which you simply cannot make it to an exam. In the case of a serious illness, emergency, religious observance, or university sponsored event, make up exams will be allowed. If you have a scheduled university sponsored event or religious observance, you must let me know well in advance of the listed exam date (at least 1 week) and we will arrange for you to take an exam before you leave. If you have a serious illness or an emergency, you must let me know prior to the exam (before 9:00am) and we will make arrangements for a make-up.

2. **Paper:** You will have one paper due during the term. You will select two tests of personality (I will have some available, though with approval you can use others) and discuss the theory behind those tests. You will then complete the two tests and have one other person (well known to you) complete the tests as well. You will then compare and contrast your results on the two tests, the other person's results on the two tests, and then the results of your test results to those of the other person (25% of grade). At least 4

peer-reviewed journal articles should be included as references. More details on this assignment will be given as we progress. Additionally, you will each submit a draft which will then be reviewed by another student and returned to you for editing. **First draft due 5/21, the reviewed copy returned on 5/28, and the final draft due 6/4.**

3. **Reading Responses:** You are required to read the chapter and supplemental reading for each section. To help you make a personal connection to the reading matter you will complete weekly reading responses on Canvas. These questions will be graded out of 10 points, and each response should be about a half page single spaced. Completed responses will be submitted via Canvas. There will be multiple questions each week (expect 1-3 per week) you will be responsible for completing only one question per week (there are no make-ups so be sure to complete the assignment every week). Reading responses for the week will be due Sunday by midnight.

4. **Class Collaborations:** Participation points are gained from in-class exercises. The purpose of these activities is to give you a chance to apply personality ideas and methods to topics that are relevant to your life, even if those topics are not specifically covered in class. There will be no make-ups for in-class activities, if you miss the class you will be responsible to complete it during your own time (though some assignments require participating in groups).

5. **InQuizitive:** You will take weekly quizzes on InQuizitive, an adaptive learning program. These quizzes will cover information from the readings, lectures, and discussions. The quizzes are due Sunday at Midnight of the week, so you will have plenty of time to complete them.

Late Policy: Assignments may be turned in up to 4 days late, with a 10% deduction each day. This policy is standard for all students, and exceptions will not be made for individual circumstances (with the exception of students with AEC accommodations for late work).

The following grid provides the letter grade associated with each percent.

A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	59.9% or below

Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: <http://psychology.uoregon.edu/courses/department-grading-standards/>

Student Workload

When you complete this course, you will earn 4 credits toward your degree.

Four credits is the equivalent of 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend 3 hours in class each week. The other 9 hours will be spent completing assignments. There are many reading assignments for this course (about 50 hours total for the term), and other work will come from the writing assignments (about 30 hours total for the term) and Inquizitive (about 10 hours).

Policies

Attendance

Attendance at lecture is not mandatory, but is highly recommended. We will be completing the collaboration activities in class, which greatly benefit having groups to work with. Lecture slides will be provided after the topic is covered in class.

Academic Disruptions

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

Special Accommodations

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

Cheating/plagiarism: Any form of academic dishonesty, including cheating on exams, copying answers off of other students during exams, having other students help you falsify your attendance, and plagiarizing of any kind will absolutely not be tolerated in this class. I will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or plagiarizing will be reported to the University. At the very least, you will receive a zero on the assignment. Please familiarize yourself with the University of Oregon's conduct code, found at <http://conduct.uoregon.edu>. You are responsible for behaving in accordance with this policy and continued enrollment in this class will be considered implicit agreement that you have read and accepted the terms of that policy.

Diversity: It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to

Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>. Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

Class Etiquette & Norms:

- Arrive on time and stay for the entire class.
- Treat your fellow students and your instructors with respect.
- Turn the ringer off on your cell phone during class.
- If you attend class please be attentive (no texting, talking, reading novels, web-surfing, etc).
- Ask questions and speak up during class.
- Stop by and see Jordan and your GTFs during office hours.
- Send questions or concerns via email rather than Canvas mail (Canvas has issues with mail)
- Jordan and the GTFs will attempt to reply to emails within 24 hours during the week, during the weekend response time may be longer.

COURSE SCHEDULE

Reading is to be completed **before** the first class for which it is listed. I reserve the right to change the selected readings, though this will be announced via email.

Day	Class Date	Topic	Reading
Mon	4/3	Course Introduction, Syllabus,	
Wed	4/5	Introduction to Personality	Chapter 1
Mon	4/10	Research Methods	Chapters 2; Gosling et al., 2002
Wed	4/12	Personality Testing	Chapter 3; Vazire & Carlson, 2011
Mon	4/17	Person-Situation	Chapter 4
Wed	4/19	Everyday Personality Assessment	Chapter 5; Saucier 2009
Mon	4/24	Trait and Type	Chapter 6; Dweck, 2008
Wed	4/26	Personality Development	Chapter 7;
Mon	5/1	Biology and Physiology	Chapter 8;
Wed	5/3	Genetics and Evolution	Chapter 9; Johnson, et al., 2002
Mon	5/8	Review and Wrap-up	Chapters 1-9
Wed	5/10	Midterm	
Mon	5/15	Psychoanalysis	Chapter 10
Wed	5/17	Post-Freud	Chapter 11
Sun	5/21	-First Draft of Paper Due	
Mon	5/22	NO CLASS	
Wed	5/24	Humanistic Approach	Chapter 12
Sun	5/28	-Peer-Review of Paper Due	
Mon	5/29	Memorial Day (no Class)	
Wed	5/31	Cultural Variation	Chapter 13
Sun	6/4	-Final Draft of Paper Due	
Mon	6/5	Personality Processes	Chapter 14; Park & Rothbart, 1982
Wed	6/7	The Self	Chapter 15; Neal, Wood, & Quinn, 2006
Tues	6/13	Final Exam 2:45pm	