Theories of Personality

PSYSC 623 - Fall 2015

Lecture: W 6:30-9:00

Instructor  Dr. Thomas Holtgraves
            NQ108
            285-1716
            EMail: 00t0holtgrav@bsu.edu
            Office Hours: 2:00 - 3:00 MW/By appointment
            Web pages:
            Instructor: http://00t0holtgrav.iweb.bsu.edu/623/index.HTML


Additional readings: Copies of additional assigned articles will be on reserve at the University library. These materials will be available electronically via the library (http://liblink.bsu.edu/cgi-bin/login.pl) or via my web page for this course (http://00t0holtgrav.iweb.bsu.edu/623/index.HTML), directly or via Blackboard.

Course Description: The goal of this course is provide students with a broad introduction to the field of personality psychology. This will be accomplished with text readings, lectures, writing assignments, and class discussion. More specifically, this course will familiarize students with some of the major theoretical approaches to personality, the assessment of personality, and the operation of selected personality processes. The applicability of personality research, theorizing, and assessment for culturally diverse populations will be considered.

Course Format: A combination lecture/discussion format will usually be followed. It is expected that students will have read the assigned material before it is discussed in class. Fifteen percent of the final grade will be based class participation (exclusive of the paper presentation).

Disability Adaptations and Accommodations: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are listed above.
Statement of Academic Honesty: For learning to be meaningful and worthwhile it must be based on honesty. Learning that is not fundamentally honest is incomplete, systematically flawed and potentially damaging to all of us. Simply put: if you cheat, you don’t learn. Academic dishonesty, or cheating, damages students and universities because it adds suspicion and resentment to academic competition, and it distorts the meaning of grades. Ball State University has taken a very definitive position on academic dishonesty, as laid out in Section VIII.B of the Code of Student Rights and Responsibilities. Academic dishonesty, as defined in the Code, includes, but is not limited to, using unauthorized aids during a test, submitting another’s work as your own, and submitting previously presented work as newly executed work without my knowledge or authorization. I am committed to assigning grades based on students’ honest efforts on exams and other class assignments. All suspected incidents of academic dishonesty will be pursued through the established channels.

Research proposal and class report: A research proposal is required and will be due the last class period. This paper should be 10 to 15 pages (typed and double spaced). The topic is open but it must deal with some aspect of personality (broadly defined) and it must be approved by me. A short summary outline of your proposal should be submitted to me by the fourth class period. In general, your proposal should be a review and critique of some recognizable research area in personality psychology that leads to a specific research hypothesis or question that is potentially testable. A brief sketch of a proposed methodology to examine your question/hypothesis should be included. Finally, each student will be required to make a 10-15 minute class presentation (using power point) based on their paper.

Exams: There will be two in-class essay exams (mid-term and final), each worth 100 points. Exams will cover all assigned readings and material discussed in class. Exact dates for the exams will be announced in class.

Grading: There are 350 possible points distributed as follows:

- Exam 1: 100 points
- Exam 2: 100 points
- Paper/presentation: 100 points
- Participation/attendance: 50 points

Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Text Readings</th>
<th>Additional Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Overview</td>
<td>Ch. 1</td>
<td>Funder (2001) (recommended)</td>
</tr>
<tr>
<td>Topic</td>
<td>Text Readings</td>
<td>Additional Readings</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td><strong>Intrapsychic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freud; overview and neural underpinnings</td>
<td>Ch. 9</td>
<td>Neuropsychoanalysis: <a href="http://www.neuropsa.org.uk/">http://www.neuropsa.org.uk/</a></td>
</tr>
<tr>
<td>Defense mechanisms; research and individual differences</td>
<td></td>
<td>Carhart-Harris &amp; Friston (2010)</td>
</tr>
<tr>
<td>Conscious and Unconscious Processing</td>
<td>Ch. 10</td>
<td>Geraerts et al., (2007)</td>
</tr>
<tr>
<td>Trait</td>
<td></td>
<td>Laundau et al. (2004)</td>
</tr>
<tr>
<td>Trait overview</td>
<td>Ch. 3</td>
<td>Caprara &amp; Cervone ch. 11</td>
</tr>
<tr>
<td>Big 5, Big 6, Big 2?</td>
<td>Ch. 4</td>
<td>Gurven et al. (2013)</td>
</tr>
<tr>
<td>Traits and Social Media</td>
<td></td>
<td>Back et al. (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schwartz et al. (2013)</td>
</tr>
</tbody>
</table>
Trait controversies Ch. 5 Tskhay & Rule (2014)

Trait Changeability Hudson & Fraley (2015)

Social desirability and Self-presentation Uziel (2010)

Traits vs. situations Funder (2006)

Traits and Motives Ch. 11 McCabe & Fleeson, (2015; Aug online1st)

**MIDTERM EXAM**

**Social Cognitive**

Cognitive - control Ch. 12 Twenge, Zhang, & Inn (2004)

Kelly, schemas, and the neurological underpinnings of mind reading Caprara & Cervone Ch 9

Downdey, Zaki, & Mitchell (2008)

Self Ch. 14

and self-esteem Baumeister, Campbell, Kreuger, & Vohs (2003)

Brummelman et al. (2014)

and culture Ch. 15 (recommended) Markus & Kitayama (2010)

Ch. 17

**Biological**

Physiology and heritability Ch. 7 Alves, Fukusima, & Aznar-Casanova (2008)

DeYoung et al., (2010)

Ch. 6 Champagne & Mashoodh (2009)

Evolutionary Approaches Ch. 8 Neese (1990)
Required/Recommended Readings (all on electronic and 2hr/overnight reserve at Bracken; not all are required reading this semester).


empirical findings in modern social psychology: Reaction formation, projection, displacement, undoing, isolation, sublimation, and denial. *Journal of Personality, 66*, 1081-1124.


Braun, D. N. Jackson, & D. E. Wiley (Eds.), *The role of constructs in psychological and educational measurement* (pp. 49-69). Mahwah, NJ: Erlbaum.


Possible Term Paper Topics

Note: Listed below are broad topics (term papers should be more narrow) that are not covered explicitly in the course. For other possible topics see the attached list of personality measures, the review articles, and/or the text and additional required/recommended readings.

Gambling; personality correlates; disordered gambling, etc.

Personality and social media

Behavioral Epigenetics

Implicit Attitudes

Terror Management Theory

Narrative approaches to personality (self as story)

Parental influences on children (shared environment effects; e.g., Harris)

Birth order and personality

Culture and personality

Evolutionary explanations of personality and/or specific personality processes.

Personality and relationships (e.g., effects of personality on relationships and vice versa)

Personality correlates of psychological disorders

Personality and health

Personality development

Motives (e.g., power, achievement, affiliation, personal strivings)

Aggression

Genetic influences on specific aspects of personality

Gene by Environment models

Interaction concepts of personality (Sullivan, Leary, Wiggins)

Optimism/Pessimism