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PSYX 551.01: Advanced Personality

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Psychology 551
Advanced Personality

The University of Montana
Fall 2013, Section 1
Skaggs Bldg 303
MW 9:10-10:30a

Instructor: Duncan G. Campbell, PhD
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Office: Skaggs Bldg, Room 312
Office Hours: M: 11-12; T: 9-10
Phone: 243-4731

Required Readings:

1. John, O.P., Robins, R.W. & Pervin, L.A. (2008). *Handbook of Personality: Theory and Research, 3rd Ed.* New York: The Guilford Press.
2. Additional required readings and those for reference are listed below and will be accessible via Moodle.

Course Objectives: This course introduces the field of personality psychology in two parts. Following a brief discussion of some general orienting and methodological issues, the first division begins with attention to classic and contemporary theories of personality. Our goal in examining these issues is for you to gain a better appreciation of the major historical theoretical perspectives that have dominated personality psychology and that characterize contemporary theorizing and undergird clinical interventions. Many of the topics addressed in the first division represent theorists' and researchers' attempts to answer difficult questions like, "What does it mean to be a person?" "How do people come to be who and how they are?" or "How might we best characterize and understand individual differences?" The second division addresses some of the major issues in the field from cross-theoretical perspectives. Once the course is complete, I expect you will be conversant in historical and contemporary theoretical perspectives. You will also be knowledgeable about the variety of topics that occupy the attention of contemporary personality psychologists. Finally, you should gain an appreciation of how personality-based issues inform clinical and/or research endeavors.

Learning Outcomes:

Students will:

1. Demonstrate knowledge-based competencies regarding major historical and contemporary theoretical models of human personality.
2. Demonstrate understanding of individual and cultural differences and their development and how these stem from and contribute to personality.
3. Demonstrate competencies regarding the integration of theoretical and scientific literature applicable to a range of issues. These competencies will be evidenced in students' intensive participation in class-based discussions throughout the semester. Finally, students will demonstrate specific in-depth knowledge and competency regarding the scientific literature in a personally-chosen area of personality psychology.

COURSE REQUIREMENTS & IMPORTANT NOTES

1. ***Class participation:*** We will meet twice a week to discuss the assigned readings. Didactic methods will include occasional brief lecture on key points, 'thought experiments', and seminar-based discussion. Because our primary emphasis will be on active discussion, you are required to attend each class meeting fully prepared and familiar with all of the required readings (see Discussion Questions/Comments below). I expect that each of you will contribute to each class period. Class participation composed of 'in vivo' discussion contributions will constitute 15% of your final grade. *Failure to participate actively in each class period will reduce your participation points.*

2. **Discussion questions:** To facilitate your engagement in classroom-based discussion, each of you will prepare and submit (via Moodle's Announcements forum) 3-4 discussion points or questions *in advance of each class period designated on the reading schedule with an '*'*. The specific content and format of the discussion points are up to you, but I envision that they will reflect issues that caught your interest in the reading material, and/or issues that you'd like to pose for discussion to your classmates. In the past, some of our most engaging (and enriching) discussions have emanated from student comments related to the following: the relevance of the readings for clinical interventions; thoughts/ideas about research inquiries; discussions and comments regarding comparisons/contrasts among the various theoretical perspectives; and discussions regarding the particular theories' pedigrees (e.g., how one theory appears to have flowed from or emerged in opposition to previous work). You are required to submit these discussion points the day before class, so that we all have an opportunity to think them over before coming together. This requirement aims to provide you with incentive to review the required readings thoughtfully before class and to provide some structure to our shared in-class time. You are required to submit discussion questions/comments for 25 class meetings. Each submission will 'earn' between 0 and 2 points (the total points from this requirement constitute 50% of your final grade).
3. **Discussion Leader:** Beginning with the turn in our attention to mid-level topics/content areas in week 11, you and a classmate will serve as the discussion leader for a single class period. The topics and at least one general reading have already assigned. You and your partner will identify 2-3 additional relevant readings. The discussion leader assignment as a whole will count for 10% of your final grade.

Discussion leader responsibilities include the following.

- 1) *Identification and delivery of 2-3 additional readings regarding the content area.* Your selections can include seminal articles regarding theoretical issues or particularly informative articles from the research literature. You are required to consult with me in advance of making your selections. In order to allow dissemination of the articles in sufficient time for your classmates to access and read them, you must consult with me about your reading selections at least 4 weeks prior to your assigned discussion leader date. (5 points)
 - 2) *Leading and facilitating the discussion for the full class period.* (5 points)
4. **Final Paper:** Each of you will write a paper on an issue relevant to personality psychology. The specific topic is up to you, but you ought to closely consider exploring something that relates to your personal research program or clinical practice. Regardless of your chosen topic or approach, your paper should be written as if you intend to submit it for publication. It must, in other words, stand alone as a coherent and cohesive product. I expect that your paper will be between 20 and 25 double-spaced pages (APA format). To ensure that the scope and coverage of your paper will be appropriate and to encourage you to stay on task, you are required to submit a written abstract (5% of your final grade) in class on the 23rd of October. The paper itself is worth 20% of your final grade. It is due Wednesday, December 11 @ 12:00PM. Late abstracts will not be accepted unless extraordinary circumstances exist and are discussed *in advance* of the due date. Papers turned in after the Dec. 11 deadline will incur a *10% deduction daily*
 5. **Important Date:** Oct. 28 is the last day to drop classes with an add/drop form. After that date, no petition to drop the course will be signed except when it is warranted by unavoidable circumstances.

6. **Expectations:**

Attendance: You are expected to attend each class period. Absences are acceptable for the following reasons: 1) your own illness; 2) illness or health care needs of a family member; 3) travel for an academically-relevant event (e.g., conference attendance). Please let me know as soon as you can if you know in advance of a scheduled absence. If you must miss class because of your own illness or a family health care obligation, please let me know before class or as soon as possible thereafter. Any student who misses class *for any reason* (excused or not) will submit a reaction paper that discusses something in the reading that sparked his/her interest or that he/she found to be particularly thought

provoking. The reaction paper should demonstrate thoughtful consideration of the readings that were scheduled for the missed class period. I expect that completion of this task will require approximately 1 to 1½ single-spaced typed pages. Please note that a reaction paper is required for each missed class. Students' grades will be reduced by two points (participation points) for each missed reaction paper. For example, a student who misses 3 class periods is required to submit 3 reaction papers. If the student submits 1 of the 3 papers, his/her final point total would be reduced by 4 points.

Academic Conduct (this is required on all UM syllabi): Academic dishonesty is antithetical to the mission of the University of Montana; all students must practice academic honesty. Misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. *Academic misconduct –including plagiarism- will result in a failing grade for the course and might result in dismissal from the university.* Please let me know if you have any questions about what constitutes plagiarism. Please see the Student Conduct Code (http://life.umt.edu/vpsa/student_conduct.php).

Policy on Incomplete grades: An Incomplete will be assigned only in cases when student hardship precludes completion of course requirements. It is the student's responsibility to discuss the possibility of an Incomplete prior to the end of the semester. Any student taking an Incomplete is required to finish the course requirements *as soon as possible after the semester's end*. The student must develop and articulate a plan for course completion as soon as he/she is able to do so. Per University policy, Incompletes revert automatically to 'F's after 12 months.

5. **Accommodations for students with disabilities:** Reasonable accommodations are available for students who have a disability that is documented through Disability Services for Students (DSS: 243-2243). If you have a disability that necessitates accommodation, it is your responsibility to declare this to me at the semester's beginning. Please note that I cannot make any accommodations *unless your disability is documented by DSS*. Please see <http://life.umt.edu/dss> for more information.

6. **Grading:**

Participation:	15 pts	(15%)
Discussion Questions:	50 pts	(50%)
Discussion Leader:	10 pts	(10%)
Abstract/Paper:	25 pts	
TOTAL	100 pts	(100%)

Grades are assigned as follows:

93-100	=	A
90-92	=	A-
87-89	=	B+
83-86	=	B (25%)
80-82	=	B-
70-79	=	C
<70	=	F

TENTATIVE COURSE SCHEDULE & READING LIST

Wk	Dates	Topic
1	M Aug 26	Course Orientation
	W Aug 28	Overview* <u>Readings:</u> <ol style="list-style-type: none">1. Barenbaum, N.B. & Winter, D.G. (2008). History of modern personality theory and research. <i>Handbook of Personality: Theory and Research, 3rd Ed.</i> (Chapter 1: pp. 3-26).2. Pervin, L.A. (2001). The enterprise of personality research: How should it be conducted? In L.A. Pervin, <i>Current Controversies and Issues in Personality, 3rd Ed</i> (Chapter 1: pp. 1-24). New York: John Wiley & Sons.
2	M Sept 2	NO CLASS: Labor Day Holiday
	W Sept 4	Psychodynamics overview / Psychoanalysis* <u>Readings:</u> <ol style="list-style-type: none">1. Freud, S. (1933/1964). The dissection of the psychical personality. In J. Strachey (Ed. & Trans.), <i>The Standard Edition of the Complete Psychological Works of Sigmund Freud</i> (pp. 57-80). London: The Hogarth Press.2. Westen, D., Gabbard, G.O. & Ortigo, K.M. (2008). Psychoanalytic approaches to personality. <i>Handbook of Personality: Theory and Research, 3rd Ed.</i> (Chapter 3: pp. 61-113).
3	M Sept 9	Ego mechanisms of defense (historical perspectives)* <u>Readings:</u> <ol style="list-style-type: none">1. Freud, A. (1936/1966). The Ego and the Mechanisms of Defense, Revised Edition. New York: International Universities Press. Chapters 1-3 (pp. 3-41).2. Vaillant, G.E. (1992). The historical origins of Sigmund Freud's concept of the mechanisms of defense. In G.E. Vaillant (Ed.). <i>Ego Mechanisms of Defense: A Guide for Clinicians and Researchers</i> (pp. 3-28). Washington, DC: American Psychiatric Press.3. Holder, A. (1995). Anna Freud's contribution to the psychoanalytic theory of development. <i>Journal of Child Psychotherapy, 21</i>, 326-346.
	W Sept 11	Defense: Contemporary perspectives and empirical analyses <ol style="list-style-type: none">1. Cramer, P. (2008). Seven pillars of defense mechanism theory. <i>Social and Personality Psychology Compass, 2</i>. 1963–1981, 10.1111/j.1751-9004.2008.00135.x2. Malone, J.C., Cohen, S., Liu, S.R., Vaillant, G.E. & Waldinger, R.J. (2013). Adaptive midlife defense mechanisms and late-life health. <i>Personality and Individual Differences, 55</i>, 85-89.3. Perry, J.C., Presniak, M.D. & Olson, T.R. (2013). Defense mechanisms in schizotypal, borderline, antisocial, and narcissistic personality disorders. <i>Psychiatry: Interpersonal and Biological Processes, 76</i>, 32-52.
4	M Sept 16	Adler's Individual Psychology* <u>Readings:</u> <ol style="list-style-type: none">1. Adler, A. (1937/1979). The progress of mankind. In H.L. Ansbacher & R.R. Ansbacher (Eds.). <i>Superiority and Social Interest</i> (pp. 23-28). New York: W.W. Norton & Company, Ltd.

2. Adler, A. (1937/1979). On the origin of the striving for superiority and of social interest. In H.L. Ansbacher & R.R. Ansbacher (Eds.). *Superiority and Social Interest* (pp. 29-40). New York: W.W. Norton & Company, Ltd.
3. Dinkmeyer, D.C., Dinkmeyer, Jr., D.C. & Sperry, L. (1987). Theoretical foundations of Adlerian counseling. In *Adlerian Counseling and Psychotherapy, 2nd Edition* (pp. 8-21). Columbus, OH: Merrill Publishing Co.
4. Dinkmeyer, D.C., Dinkmeyer, Jr., D.C. & Sperry, L. (1987). The development of personality and the life style. In *Adlerian Counseling and Psychotherapy, 2nd Edition* (pp. 22-41). Columbus, OH: Merrill Publishing Co.

W Sept 18 **Horney: Social Psychoanalysis***

Readings:

1. Horney, K. (1937). The basic structure of neuroses. In *The Neurotic Personality of Our Time*. (pp. 79-101). New York: WW Norton & Co.
2. Ford, D.H., & Urban, H.B. (1963). Karen Horney's Character Analysis. In *Systems of Psychotherapy: A comparative study*. (pp. 481-517). Hoboken, NJ: John Wiley & Sons.
3. Pinto, D.G., Maltby, J., Wood, A.M. & Day L. (2012). A behavioral test of Horney's linkage between authenticity and aggression: People living authentically are less-likely to respond aggressively in unfair situations. *Personality and Individual Differences, 52*, 41-44.

5 M Sept 23 **Object Relations & Interpersonal Psychiatry***

Readings:

1. Greenberg, J.R. & Mitchell, S.A. (1983). Interpersonal Psychoanalysis. In *Object Relations in Psychoanalytic Theory* (pp. 79-115). Cambridge, MA: Harvard University Press.
2. Horner, A.J. (1984). Organizing processes and the genesis of object relations. In *Object Relations and the Developing Ego in Therapy* (pp. 1-23). New York: Jason Aronson, Inc.
3. Bornstein, R.F. (1993). Parental representations and psychopathology: A critical review of the empirical literature. In J.M. Masling and R.F. Bornstein, (Eds). *Psychoanalytic Perspectives on Psychopathology. Empirical Studies of Psychoanalytic Theories, Vol. 4*. (pp. 1-41). Washington, DC, US: American Psychological Association.

W Sept 25 **Attachment***

Readings:

1. Ainsworth, M.D.S., Blehar, M.C., Waters, E., & Wall, S. (1978). Theoretical background. In *Patterns of Attachment: A Psychological Study of the Strange Situation* (pp. 3-28). Hillsdale, NJ: Lawrence Erlbaum and Associates.
2. Shaver, P. R., & Mikulincer, M. (2005). Attachment theory and research: Resurrection of the psychodynamic approach to personality. *Journal of Research in Personality, 39*, 22-45.
3. Fraley, R.C. & Shaver, P.R. (2008). Attachment theory and its place in contemporary personality theory and research. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 20: 518-541).

6 M Sept 30 **Freudian legacy & contemporary psychodynamic theory***

Readings:

1. Pine, F. (1990). The four psychologies of psychoanalysis. In *Drive, Ego, Object and Self*. (pp. 22-41). New York: Basic Books.
2. Hoffman, I.Z. (2009). Doublethinking our way to “scientific” legitimacy: the dessication of human experience. *Journal of the American Psychoanalytic Association, 57*, 1043-1069.
3. Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist, 65*, 98-109.

W Oct 2 **Carl Rogers & Humanism***

Readings:

1. Rogers, C.R. (1951). A theory of personality and behavior. In *Client-Centered Therapy* (pp. 481-532). Boston, MA: Houghton Mifflin Company.
2. Rogers, C.R. (1961). “To be that self which one truly is”: A therapist’s view of personal goals. In *On Becoming a Person* (pp. 163-182). Boston, MA: Houghton Mifflin Company.
3. Rogers, C.R. (1961). A therapist’s view of the good life: The fully functioning person. In *On Becoming a Person* (pp. 183-196). Boston, MA: Houghton Mifflin Company.

7 M Oct 7 **Early Trait Theory and Critique***

Readings:

1. Allport, G. W. (1931). What is a trait of personality? *Journal of Abnormal and Social Psychology, 25*, 368-372.
2. Allport, G.W. (1937). The transformation of motives. In *Personality: A Psychological Interpretation*. (pp. 190-212). New York: Henry Holt and Company.
3. Mischel, W. (1968). Consistency and specificity in behavior. In *Personality and Assessment*. (pp. 13-39). New York: John Wiley & Sons.
4. Funder, D. C., & Colvin, R. C. (1991). Explorations in behavioral consistency: Properties of persons, situations, and behaviors. *Journal of Personality and Social Psychology, 60*, 773-794.

W Oct 9 **Contemporary Trait Approaches***

Readings:

1. John, O.P., Naumann, L.P. & Soto, C.J. (2008). Paradigm shift to the integrative Big Five trait taxonomy: History, measurement, and conceptual issues *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 4: pp. 114-158).
2. McCrae, R.R. & Costa, P.T. (2008). The five-factor theory of personality. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 5: pp. 159-181).
3. Soto, C.J. & John, O.P. (2013 e-pub ahead of print). Traits in transition: the structure of parent-reported personality traits from early childhood to early adulthood. *Journal of Personality*. doi: 10.1111/jopy.12044.

8 M Oct 14 **Behaviorism***

Readings:

1. Skinner, B.F. (1987). Whatever happened to psychology as the science of behavior? *American Psychologist, 42*, 780-786.

2. Delprato, D.J. & Midgley, B.D. (1992). Some fundamentals of B.F. Skinner's behaviorism. *American Psychologist*, 47, 1507-1520.
3. Baum, W.M & Heath, J.L. (1992). Behavioral explanations and intentional explanations in Psychology. *American Psychologist*, 47, 1312-1317.
4. Furr, R.M. (2009). Personality psychology as a truly behavioural science. *European Journal of Personality*, 23, 369-401.

W Oct 16 **Early Cognitive Theory***

Readings:

1. Kelly, G.A. (1955). Constructive alternativism. In *The Psychology of Personal Constructs, Volume 1: A Theory of Personality* (pp. 3-45). New York: WW Norton & Company.
2. Kelly, G.A. (1955). Basic Theory. In *The Psychology of Personal Constructs, Volume 1: A Theory of Personality* (pp. 46-104). New York: WW Norton & Company.

9 M Oct 21 **Bandura's Social Cognitive Theory***

Readings:

1. Bandura, A. (2001). Social cognitive theory in personality. In L.A. Pervin and O.P. John (Eds.), *Handbook of Personality: Theory and Research, 2nd Ed* (Chapter 6: pp. 154-196). New York: The Guilford Press.
2. Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological science*, 1, 164-180.

W Oct 23 **Contemporary Interactionism*

Readings: ** *Abstract due*

1. Mischel, W. & Shoda, Y. (2008). Toward a unifying theory of personality: Integrating dispositions and processing dynamics within the Cognitive-Affective Processing System. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 7: 208-241).
2. Mischel, W., & Shoda, Y. (1998). Reconciling processing dynamics and personality dispositions. *Annual Review of Psychology*, 49, 229-258.
3. Shoda, Y., Wilson, N.L., Chen, J., Gilmore, A.K. & Smith, R.E. (2013, e-pub ahead of print). Cognitive-affective processing system analysis of intra-individual dynamics in collaborative therapeutic assessment: translating basic theory and research into clinical applications. *Journal of Personality*. Doi: 10.1111/jopy.12015.

10 M Oct 28 **Narrative Approaches***

Readings:

1. McAdams, D.P. (2008). Personal narratives and the life story. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 8: pp. 242-262).
2. McAdams, D.P. (2006). The role of narrative in personality psychology today. *Narrative Inquiry*, 16, 11-18.
3. Lilgendahl, J.P. & McAdams, D.P. (2011). Constructing stories of self-growth: How Individual differences in patterns of autobiographical reasoning relate to well-being in midlife. *Journal of Personality*, 79, 391-428.

W Oct 30 **Evolutionary Theory, Genetics & Biological Models***

Readings:

1. Buss, D.M. (2008). Human nature and individual differences: Evolution of human personality. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 2: pp. 29-60).
2. DeYoung, C.G. (2010). Personality neuroscience and the biology of traits. *Social and Personality Psychology Compass, 4*, 1165-1180.
3. Bouchard, T. J. Jr. (2004). Genetic influence on human psychological traits: A survey. *Current Directions in Psychological Science, 13*, 148-151.
4. Corr, P.J. & Perkins, A.M. (2006). The role of theory in the psychophysiology of personality: From Ivan Pavlov to Jeffrey Gray. *International Journal of Psychophysiology, 62*, 267-276.

11 M Nov 4 **Emotion***

Readings:

1. Gross, J.J. (2008). Emotion and emotion regulation: Personality processes and individual differences. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 28: pp. 701-724).
2. Gross, J.J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology, 39*, 281-291.
3. Keltner, D. & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion, 13*, 505-521.

W Nov 6 **Motivational processes***

Readings:

1. Baumeister, R.F. & Leary, M.R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*, 497-529.
2. Horowitz, L.M., Wilson, K.R., Turan, B., Zolotsev, P., Constantino, M.J. & Henderson, L. (2006). How interpersonal motives clarify the meaning of interpersonal behavior: A revised circumplex model. *Personality and Social Psychology Review, 10*, 67-86.
3. Deci, E.L. & Ryan, R. M. (2000). The "What" and "Why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227-268.

12 M Nov 11 **VETERANS DAY HOLIDAY**

W Nov 13 **Culture***

Readings:

1. Benet-Martínez, V. & Oishi, S. (2008). Culture and personality. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 21: pp. 542-567).

13 M Nov 18 **Health***

Readings:

1. Hampson, S.E. & Friedman, H.S. (2008). Personality and health: A lifespan perspective. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 31: pp. 770-794).

W Nov 20 **Psychopathology***

Readings:

1. Widiger, T.A. & Smith, G.T. (2008). Personality and psychopathology. *Handbook of Personality: Theory and Research, 3rd Ed.* (Chapter 30: pp. 743-769).

14 M Nov 25 **Gender***

Readings:

1. Hyde, J.S. (2007). New directions in the study of gender similarities and differences. *Current Directions in Psychological Science, 16*, 259-263.

W Nov 27 **Positive Psychology***

Readings:

1. Maddux, J.E. (2002). Stopping the “madness”: Positive psychology and the deconstruction of the illness ideology and the DSM. In C.R. Snyder & S.J. Lopez (Eds.). *Handbook of Positive Psychology* (pp. 13-25). New York: Oxford University Press.

15 M Dec 2 **Self-regulation & Stress***

Readings:

1. Carver, C.S., Scheier, M.F. & Fulford, D. (2008). Self-regulatory processes, stress, and coping. *Handbook of Personality: Theory and Research, 3rd Ed.* (pp. 725-742).

W Dec 4 **Summation and future directions**

Readings:

1. Pervin, L.A. (2001). Epilogue: Constancy and change in personality theory and research. In L.A. Pervin and O.P. John (Eds.), *Handbook of Personality: Theory and Research, 2nd Ed* (pp. 689-704). New York: The Guilford Press.
2. Pervin, L.A. (2001). What units shall we use? Traits, motives, or cognition. In L.A. Pervin, *Current Controversies and Issues in Personality, 3rd Ed.* (pp. 25-54). New York: John Wiley & Sons.

16 W Dec 11 **FINAL: Paper Due, 12:00pm**