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Spring 1-2016

### PSYX 385.01: Psychology of Personality

Duncan G. Campbell

*University of Montana, Missoula*, [Duncan.Campbell@mso.umt.edu](mailto:Duncan.Campbell@mso.umt.edu)

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# **Psyx 385 – Psychology of Personality: Methodology, Theories, & Application**

## **Spring 2016, Section 1**

### **Course Location and Time**

CHEM 123

Tuesday and Thursday, 11:10 am – 12:30 pm

### **Instructor Information**

Instructor: Duncan G. Campbell, Ph.D.

Email: [duncan.campbell@umontana.edu](mailto:duncan.campbell@umontana.edu)

Office: Skaggs Bldg., Room 312

Office hours: Monday 9:00 - 10:30 am; Wednesday 10:30 – 12:00 pm

Phone: 406.243-4731

### **Required Text**

Friedman, H.S. & Schustack, M.W. (2012). *Personality: Classic Theories and Modern Research, 5th Edition*. Boston, MA: Allyn & Bacon.

Additional required and supplemental readings will be announced and made available via Moodle.

### **Course Objectives**

This course provides an introduction to historical and modern conceptualizations of personality. The course includes the following three divisions: background/methodology, theoretical perspectives/aspects, and applications. We begin with background and methodology in order to set the stage for the work to follow. In the second division, we examine the major theoretical perspectives or aspects of personality psychology. Within each aspect, we will study the work of influential/representative theorists. In the course's final weeks, we will apply our new knowledge to investigation of issues of everyday interest. At the close of the semester, I expect you to be well-informed about the field of personality psychology. You will be able to articulate key features of the major theoretical perspectives/aspects in the field, and you will be knowledgeable about the contributions major theorists made to each aspect. Knowledge in these areas will increase your understanding of the human experience and will serve as a foundation for development of knowledge regarding counseling and psychotherapeutic interventions.

### **Learning Outcomes**

Over the course of the semester, students will:

1. Demonstrate knowledge and understanding of commonly used research methodologies in personality psychology and will understand how different types of personality data inform the science of personality.
2. Demonstrate knowledge and understanding of the historical and contemporary theoretical models of personality.
3. Demonstrate knowledge and understanding of the application of personality theory to health (physical and mental) and gender.

## Course Requirements and Policies

### 1. Exams

**Exams:** Four exams will assess your understanding of the course material. The tentative dates of the first three exams are listed on the attached course schedule. Please note that the dates of the first three exams might change depending on the pace of the class. The date and time of the final examination is determined by the University Registrar's office. ***Neither the date nor the time (Friday, May 13<sup>th</sup>, 8:00a-10:00a) of the final examination will change.*** Arrange your schedules accordingly.

Each exam is worth 50 points and includes short answer and multiple choice questions. Exams will assess your understanding of the material presented in the lectures and the assigned readings. Please note that the exams **will** assess knowledge of material from the assigned readings that is **not** discussed in class and material from lecture that will **not** find in the text. The final exam is cumulative and covers the material discussed over the entire semester.

#### **Make-up exams**

Make-up exams will be granted only if an absence is excused for one of the following situations: 1) participation in a university-sanctioned athletic event; 2) a prolonged or severe illness; and 3) death or serious illness in your family. In fairness to all students, reasons for missed exams ***must be documented in writing*** by an appropriate person or agency. Make-up exams will be administered immediately upon your return to class and may differ in format from the standard exam (e.g., essay questions only). Furthermore, I am unlikely to be available for questions before or during make-up exams. Please let me know right away if you're aware of an exam scheduling problem.

### 2. Expectations

You are expected to read all assignments ***prior to class meetings***. I also expect you to be present for each class meeting and to be an active class participant. Your classmates and I will appreciate your discretion with respect to cell phone conversations, text messaging, and personal conversations. Finally, although I'm happy to correspond with students via email, University policy prohibits e-mail correspondence to and from a non-University email account. ***Please send all email correspondence from your University account.***

#### **Academic integrity**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Specifically, cheating will result in a "0" for the assignment in question and may result in a failing course grade and dismissal from the university. Please enlist my help if you are having difficulty with the course content. Plagiarism is an example of academic dishonesty and will be handled accordingly. If you have questions about what might constitute plagiarism, please let me know. Finally, all students need to be familiar with the [Student Conduct Code](#).

### 3. Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

#### 4. Drop date

You may drop the course or change your grading option via CyberBear through the 15<sup>th</sup> instructional day. You may drop the course or change grading options via Drop form through the 45<sup>th</sup> instructional day (Fee applies; instructor & advisor signatures required; a “W” will appear on transcript for drops). Beyond the 45<sup>th</sup> day of instruction, dropping courses and/or changing grading options require a Petition to Change Registration form (Fee applies; instructor, advisor and Dean of College signatures required; a “WP” or “WF” will appear on transcript for drops). ***The 45<sup>th</sup> day is the last day to drop classes or change grading options (e.g., from traditional to C/NC). After that date, I will not sign a Petition to Change Registration unless the student provides suitable documentation of justification (e.g., prolonged illness, family emergencies, etc.).*** Additionally, ‘incompletes’ will be assigned only in the event of documented urgent circumstances. It is your responsibility to contact the [Registrar’s Office](#) to confirm details and these dates.

#### 5. Grading

Course grading is based on a total of 200 points.

*Weighted final:* Because the final exam is cumulative, I use a ‘weighted’ final procedure for those students who do better on the final than the average of their performance on Exams 1-3. This weighted procedure makes the final exam ‘worth’ ½ of the final grade, while the average of Exams 1-3 composes the other ½. This procedure is only used if the student does better on the final and only when it improves the student’s point total.

*Standard final:* When a student’s final performance is equal to or less good than the average of Exams 1-3, I use a standard weight for the final. In this case, each exam is worth 50 points (i.e., 25% of the final point total).

There will be no grade curves in this course. Point totals are always ‘rounded up’ in the student’s favor.

Final grades are assigned using the following scale:

Points	Letter Grade
187-200	A
180-186	A-
173-179	B+
167-172	B
160-166	B-
153-159	C+
140-152	C
120-139	D
<120	F

## Tentative Course Schedule

Wk	Dates	Topics	Required Reading
1	T Jan 26	Course overview and introduction	Syllabus & Chapter 1
	Th Jan 28	Measurement	Chapter 2
2	T Feb 2	Measurement & Psychometrics	Chapter 2
	Th Feb 4	Psychoanalysis: Origins	Chapter 3
3	T Feb 9	Psychoanalysis: Models	Chapter 3 Freud (see Moodle)
	Th Feb 11	Psychoanalysis: Defense & development	Chapter 3
4	T Feb 16	Neoanalysts: Jung, Adler & Horney	Chapter 4
	Th Feb 18	Neoanalysts: Ego Psychology & Object Relations	Chapter 4
5	T Feb 23	<b>Exam 1</b>	<b>Chapters 1-4</b>
	Th Feb 25	Biological aspects: Temperament & Eysenck's Arousal/Activation theory	Chapter 5
6	T Mar 1*	Gray's reinforcement sensitivity; Evolutionary approaches	Chapter 5
	Th Mar 3	Behavioral and learning aspects: Pavlov, Watson & Skinner	Chapter 6
7	T Mar 8	Skinner's behaviorism; Dollard & Miller's social learning theory	Chapter 6
	Th Mar 10	Cognitive aspects: Roots and George Kelly	Chapter 7
8	T Mar 15	Bandura's Social Cognitive theory	Chapter 7
	Th Mar 17	Personality, cognition and depression (Beck)	Chapter 7
9	T Mar 22*	<b>Exam 2</b>	<b>Chapters 5-7</b>
	Th Mar 24	Trait Aspects: Allport, Factor analysis and Cattell	Chapter 8
10	T Mar 29	The Five Factor Model and Theory	Chapter 8
	Th Mar 31	Humanism: Carl Rogers, phenomenology, and the self-concept	Chapter 9
11	T Apr 5	<b>Spring Break</b>	
	Th Apr 7		
12	T Apr 12	Maslow's self-actualization	Chapter 9
	Th Apr 14	Person-situation Interactionism: HS Sullivan and Henry Murray	Chapter 10
13	T Apr 19	Walter Mischel's Cognitive Affective Personality System	Chapter 10
	Th Apr 21	<b>Exam 3</b>	<b>Chapters 8-10</b>
14	T Apr 26	Sex and Gender: Basic principles	Chapter 11
	Th Apr 28	The Gender Similarities Hypothesis	Chapter 11 Hyde (see Moodle)
15	T May 3	Personality and Health: Pathways & mechanisms	Chapter 12
	Th May 5	Appraisal and the Transactional Model of Stress	Chapter 12
16	Fr May 13	<b>FINAL EXAM: 8:00 AM – 10:00 AM</b>	<b>(Chapters 1-12)</b>