

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Spring 2-1-2018

PSYX 385.01: Psychology of Personality

Jennifer Leigh Lippold

University of Montana, Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Lippold, Jennifer Leigh, "PSYX 385.01: Psychology of Personality" (2018). *University of Montana Course Syllabi*. 7918.

<https://scholarworks.umt.edu/syllabi/7918>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Psy 385 – Psychology of Personality: Methodology, Theories, & Application

Spring 2018, Section 1

Course Location and Time

Interdisciplinary Science Building (ISB) 110
Monday, Wednesday, & Friday, 8:00am – 8:50am

Instructor Information

Instructor: Jennifer L. Lippold
Email: jennifer.lippold@umontana.edu
Office: Skaggs Bldg., Room 368
Office hours: Tuesdays: 9:30am-11:00am; Thursdays: 9:30am-11:00am

Required Text

Friedman, H.S. & Schustack, M.W. (2016). *Personality: Classic Theories and Modern Research, 6th Edition*. Boston, MA: Pearson.

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

Course Objectives

This course introduces historical and modern conceptualizations of personality in three sections: background/methodology, major 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 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 major theorists' contributions 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 physical health, gender, and culture/ethnicity.

Course Requirements and Policies

1. Exam Information

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. 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 you will NOT find in the text.**

Final Exam: The date and time of the final examination is determined by the University Registrar's office. **Neither the date nor the time (Monday May 7th, 10:10a-12:10p) of the final examination will change.** Arrange your schedules accordingly. 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 reasons: 1) participation in a university-sanctioned athletic or formal academic 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

Reading: You are expected to complete all reading assignments (see Course Schedule) prior to each class meeting. Exams will cover material from the readings, even if the topic is not specifically discussed in lecture.

Technology: Please silence your cell phone before coming into class, and limit your use as much as possible to avoid distracting your classmates. Also, I highly encourage taking notes by hand for this course, but if you do wish to use a laptop, please be mindful that your screen is not creating a distraction for others. 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.**

Participation: While this is a lecture format course, I encourage discussion and questions throughout all of our meetings. I expect students to be mindful of their classmates' values and opinions when speaking in class. Please also note that I may on occasion ask you to save a comment for office hours for times' sake; know that I highly appreciate your interest and am always open to discussing topics more in depth outside of class.

Attendance: Please note that a large portion of the exams will cover material that has been presented in class and is NOT in your textbook. As such, I highly recommend attending every lecture. With this in mind, I understand that situations come up, and I do not require you to email me if you will be absent. If you know you will be missing several lectures however, I recommend setting up an appointment to meet with me in advance.

3. 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 addressed accordingly. If you have questions about what might constitute plagiarism, please let me know. Finally, please review the [Student Conduct Code](#).

4. 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 have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact them (Lommasson Center 154 or call 406.243.2243). I will work with you and Disability Services to provide appropriate accommodations.

5. Drop date

You may drop the course or change your grading option via [CyberBear](#) through the 15th instructional day (**Feb. 9th at 5pm**). You may drop the course or change grading options via [Drop form](#) through the 45th instructional day (**April 2nd at 5pm**) (Fee applies; instructor & advisor signatures required; a "W" will appear on transcript for drops). Beyond the 45th day (**April 3rd to May 4th**), 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" [Withdraw Passing] or "WF" [Withdraw

Failing] will appear on transcript). **April 2nd** is the last day to drop classes or change grading options. After that date, I will not sign a Petition to Change Registration unless you provide *suitable documentation of justification* (e.g., prolonged illness, family emergencies, etc.). Additionally, I will assign an 'incomplete' only when urgent circumstances arise. These circumstances will require appropriate documentation (e.g., letter from a physician, etc.). It is your responsibility to contact the [Registrar's Office](#) to confirm details about registration and the dates above.

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' $\frac{1}{2}$ of the final grade, while the average of Exams 1-3 composes the other $\frac{1}{2}$. 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 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 will be 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

| DATES | TOPICS | REQUIRED READING |
|--------------------|---|-------------------------|
| Monday, Jan. 22 | Course overview and introduction | Syllabus, Ch. 1 |
| Wednesday, Jan. 24 | Measurement | Ch. 2 |
| Friday, Jan. 26 | Measurement and psychometrics | Ch. 2 |
| Monday, Jan. 29 | Measurement and psychometrics continued | Ch. 2 |
| Wednesday, Jan. 31 | Psychoanalysis: Origins | Ch. 3 |
| Friday, Feb. 2 | Psychoanalysis: Origins & Models | Ch. 3 |
| Monday, Feb. 5 | Psychoanalysis: Models & Defense | Ch. 3 |
| Wednesday, Feb. 7 | Psychoanalysis: Defense & Development | Ch. 3 |
| Friday, Feb. 9 | Neoanalysis: Jung | Ch. 4 |
| Monday, Feb. 12 | Neoanalysis: Adler | Ch. 4 |
| Wednesday, Feb. 14 | Neoanalysis Horney, Object Relations | Ch. 4 |
| Friday, Feb. 16 | EXAM 1 | CHAPTERS 1-4 |
| Monday, Feb. 19 | PRESIDENT'S DAY-NO CLASS | |
| Wednesday, Feb. 21 | Biological aspects: Temperament & Eysenck's Arousal/Activation theory | Ch. 5 |
| Friday, Feb. 23 | Gray's reinforcement sensitivity | Ch. 5 |
| Monday, Feb. 26 | Evolutionary approaches | Ch. 5 |
| Wednesday, Feb. 28 | Behavioral and learning aspects: Pavlov, Watson & Skinner | Ch. 6 |
| Friday, Mar. 2 | Skinner's behaviorism | Ch. 6 |
| Monday, Mar. 5 | Dollard & Miller's social learning theory | Ch. 6 |
| Wednesday, Mar. 7 | Cognitive aspects: Kelly | Ch. 7 |
| Friday, Mar. 9 | Bandura's Social Cognitive theory | Ch. 7 |
| Monday, Mar. 12 | Bandura continued | Ch. 7 |
| Wednesday, Mar. 14 | EXAM 2 | CHAPTERS 5-7 |
| Friday, Mar. 16 | Trait Aspects: Allport & Cattell | Ch. 8 |
| Monday, Mar. 19 | Cattell and Factor Analysis | Ch. 8 |
| Wednesday, Mar. 21 | The Five Factor Model and Theory | Ch. 8 |
| Friday, Mar. 23 | Humanism: Carl Rogers and phenomenology | Ch. 9 |
| Monday, Mar. 26 | SPRING BREAK-NO CLASS | |
| Wednesday, Mar. 28 | SPRING BREAK-NO CLASS | |
| Friday, Mar. 30 | SPRING BREAK-NO CLASS | |
| Monday, Apr. 2 | Rogers and the self-concept | Ch. 9 |
| Wednesday, Apr. 4 | Rogers continued, Maslow | Ch. 9 |
| Friday, Apr. 6 | Maslow's self-actualization | Ch. 9 |
| Monday, Apr. 9 | Person-situation Interactionism: HS Sullivan and Henry Murray | Ch. 10 |

| DATES | TOPICS | REQUIRED READING |
|--------------------|---|-------------------------|
| Wednesday, Apr. 11 | Henry Murray and Walter Mischel | Ch. 10 |
| Friday, Apr. 13 | Walter Mischel's Cognitive Affective Personality System | Ch. 10 |
| Monday, Apr. 16 | EXAM 3 | CHAPTERS 8-10 |
| Wednesday, Apr. 18 | Sex and Gender: Basic principles | Ch. 11 |
| Friday, Apr. 20 | Contemporary issues: Gender and Personality | Ch. 11 |
| Monday, Apr. 23 | Gender and Personality continued | Ch. 11 |
| Wednesday, Apr. 25 | Personality and Health: Pathways & mechanisms | Ch. 12 |
| Friday, Apr. 27 | Personality and Health continued | Ch. 12 |
| Monday, Apr 30 | Appraisal, optimism and hardiness | Ch. 12 |
| Wednesday, May 2 | Personality, culture and ethnicity | Ch. 13 |
| Friday, May 4 | Culture and ethnicity cont., general wrap-up | Ch. 13 |
| Mon, May 7 | FINAL EXAM: 10:10a-12:10 PM | CHAPTERS 1-13 |