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PSYX 551.01: Advanced Personality

Duncan G. Campbell
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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
email: duncan.campbell@umontana.edu
Office: Skaggs Bldg, Room 312
Office Hours: M: 11-12; T: 9-10
Phone: 243-4731

Required Readings:
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](http://life.umt.edu/dss) for more information.

6. **Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15 pts</td>
<td>(15%)</td>
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<tr>
<td>Discussion Questions</td>
<td>50 pts</td>
<td>(50%)</td>
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<td>Discussion Leader</td>
<td>10 pts</td>
<td>(10%)</td>
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<td>Abstract/Paper</td>
<td>25 pts</td>
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<td><strong>TOTAL</strong></td>
<td>100 pts</td>
<td>(100%)</td>
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Grades are assigned as follows:

- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 70-79 = C
- <70 = F
### Tentative Course Schedule & Reading List

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>M Aug 26</td>
<td><strong>Course Orientation</strong></td>
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<tr>
<td></td>
<td>W Aug 28</td>
<td><strong>Overview</strong>*</td>
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<td></td>
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<td>Readings:</td>
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<tr>
<td>2</td>
<td>M Sept 2</td>
<td><strong>NO CLASS: Labor Day Holiday</strong></td>
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<tr>
<td></td>
<td>W Sept 4</td>
<td><strong>Psychodynamics overview / Psychoanalysis</strong>*</td>
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<td>Readings:</td>
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<td>3</td>
<td>M Sept 9</td>
<td><strong>Ego mechanisms of defense (historical perspectives)</strong>*</td>
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<td>Readings:</td>
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<tr>
<td></td>
<td>W Sept 11</td>
<td><strong>Defense: Contemporary perspectives and empirical analyses</strong></td>
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<tr>
<td>4</td>
<td>M Sept 16</td>
<td><strong>Adler’s Individual Psychology</strong>*</td>
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<td>Readings:</td>
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W Sept 18	Horney: Social Psychoanalysis*

Readings:


W Sept 25	Attachment*

Readings:


6 M Sept 30  Freudian legacy & contemporary psychodynamic theory*

Readings:

W Oct 2  Carl Rogers & Humanism*

Readings:

7 M Oct 7  Early Trait Theory and Critique*

Readings:

W Oct 9  Contemporary Trait Approaches*

Readings:

8 M Oct 14  Behaviorism*

Readings:


W Oct 16 Early Cognitive Theory*

Readings:


9 M Oct 21 Bandura’s Social Cognitive Theory*

Readings:


**W Oct 23 Contemporary Interactionism**

Readings: **Abstract due**


10 M Oct 28 Narrative Approaches*

Readings:


Evolutionary Theory, Genetics & Biological Models*

Readings:

Emotion*

Readings:

Motivational processes*

Readings:

VETERANS DAY HOLIDAY

Culture*

Readings:

Health*

Readings:

Psychopathology*

Readings:

14 M Nov 25  **Gender***

**Readings:**

W Nov 27  **Positive Psychology***

**Readings:**

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

**Readings:**

W Dec 4  **Summation and future directions**

**Readings:**

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