

Psychology 305A: Personality Psychology

Winter Session, 2012-2013
Section 001
Tuesday/Thursday, 9:30-11:00AM
Room A101, Buchanan Building

Instructor

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Teaching Assistants

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Course Description: This course will provide students with a broad introduction to theory and research in the area of personality psychology. Students will examine topics of concern to personality psychologists and the methods they use to investigate these topics. We will consider a number of distinct theoretical perspectives on personality in this course. Among the theoretical perspectives that we will consider are the trait, motive, biological, psychoanalytic, psychosocial, learning, cognitive, self-regulation, and organismic perspectives.

Course Objectives: Students who successfully complete this course will be able to:

- *identify* the goals of personality psychology.
- *describe* research methods in personality psychology.
- *review* personality assessment techniques.
- *compare and contrast* diverse theoretical perspectives on personality.
- *discuss* contemporary research findings related to personality.
- *evaluate* the strengths and weaknesses of distinct theoretical perspectives on personality.
- *recognize* the associations between personality and psychological and social functioning.
- *discuss* psychotherapeutic methods related to distinct theoretical perspectives on personality.
- *apply* theory and research from personality psychology to themselves and other people.

Prerequisites: The prerequisites for this course are either: (a) Psychology 100, (b) Psychology 101 and 102, or (c) 6 credits of 200-level psychology courses (not including Psychology 205 or 263). First year students are not eligible to take this course.

Course Format: Students will be expected to attend lectures and participate in active, in-class discussion. In addition, students must complete assigned readings from the textbook. In order to maximally benefit from class time, students are strongly encouraged to complete assigned readings before the readings are discussed in class.

At two points in the course, we will conduct case studies during class. The case studies will involve watching a biography of an individual and then analyzing her or his personality according to distinct theoretical perspectives on personality. Students will be given questions to discuss in small groups; the groups will then share their ideas and opinions with the class. Each of the case studies will be conducted before a scheduled exam date, giving students the opportunity to review and apply course content before the exam.

Course Website: The website for this course is <http://www.psych.ubc.ca/~assanand>. In order to access materials on the website, you will require the following password: _____ . Lecture slides will be posted on the course website after each class period. Although the slides will provide a relatively comprehensive review of the lecture material, you may be examined on points that are discussed in class that are not presented in the slides. Grades will be posted on the course website by student number. I will notify the class via e-mail when I have posted grades on the course website.

Textbook: Carver, S. C., & Scheier, M. F. (2012). Perspectives on Personality (7th edition). New York: Pearson.

The publisher has packaged the textbook with MySearchLab at no additional charge to students. MySearchLab provides students with chapter-specific quizzes and flashcards for the textbook, as well as research tools, writing tools, and other resources that may assist students in the study of personality psychology. The textbook packaged with MySearchLab is available at the UBC Bookstore.

Evaluation: Students will be given three exams and the option of writing one paper. For those students who do not write the paper, each exam will comprise one-third of their final grade. For those students who write the paper, each exam will comprise one-quarter of their final grade and the paper will comprise one-quarter of their final grade. Note that the grade on the paper will be included in the computation of a student's final grade only if it increases the student's standing in the course; a paper grade that does not increase the student's final grade will be discounted.

Exams: The exams will consist of multiple choice questions and open-ended extended response questions. Responses to multiple choice questions must be recorded on a scantron

form in order to be graded. Accordingly, please bring an HB pencil and an eraser to each exam to allow for completion of the scantron form. Details about each exam (i.e., the number and types of questions) will be presented at the start of the class prior to the exam. The exams will not be cumulative.

The exams will cover both lecture and textbook material. The purpose of the lectures is to amplify, explain, and expand upon material presented in the textbook. Although there will be overlap between the lectures and the textbook, unique material will be presented in the lectures. Furthermore, some material from the textbook will not be discussed in class. Students are responsible for both the material presented in the lectures and the material presented in the textbook.

Please arrive to the exams on time. Students who arrive to an exam after a classmate has completed the exam and left the exam room will not be permitted to write the exam.

Exam dates are indicated in the Schedule of Course Topics (p. 9). Note that exams will not be rescheduled for students to accommodate academic workload, employment-related commitments, or travel. Please do not request an alternative exam date for these reasons. Exams may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Exams may also be rescheduled for students who have religious obligations that conflict with an exam date. If you are unable to write an exam as a result of illness, please contact me before the exam or within 24 hours after the exam. Students who do not contact me within 24 hours after the exam will be assigned a grade of "0" on the exam. If you are unable to write an exam as a result of religious obligations, please notify me within the first 2 weeks of class. If you are permitted to write a makeup exam, you must contact the Teaching Assistant to schedule an exam date within the shortest time period possible. Note that the content and/or format of the makeup exam may differ from the exam that was administered in class.

Optional Paper: The purpose of the paper is to gain further experience in the application of personality psychology. For the paper, students will conduct a psychobiography. Specifically, students will use up to three theories of personality discussed in class or in the textbook (e.g., the five factor model of personality, psychoanalytic theory, attachment theory) to describe, analyze, and interpret the personality of a specific individual. Students may choose any individual, including themselves, a family member, a friend, a public figure (e.g., a celebrity, a political leader), or a fictional character (e.g., a character from a novel). Moreover, students may choose to focus on the individual's personality development across the lifespan, on the individual's current state, and/or on a specific aspect of the individual's character or behaviour. The case studies conducted in class and the sample papers on the course website are examples of psychobiographies.

The paper should be 10-15 pages in length (excluding the title page and reference section), typed, and double-spaced. A 12-point Times New Roman font and 1-inch margins must be used. A title page should be included that contains your name, your student number, and a title for your paper. Any sources of information that are referred to in your paper should be referenced according to the guidelines provided by the American Psychological Association

(APA). If you are not familiar with these guidelines, please refer to the APA Publication Manual or inquire at the University Library for further information. The library has a handout summarizing APA citation procedures available at <http://www.library.ubc.ca/pubs/apastyle.pdf>. A tutorial on APA style is available at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Lecture slides should be cited as follows:

In-text citation:

(Assanand, date).

Example: As was noted in class (Assanand, 2012), Freud's theory

Reference section:

Assanand, S. (date). Lecture number [PowerPoint slides]. Retrieved from <http://URL>.

Example: Assanand, S. (2012). Lecture 11 [PowerPoint slides]. Retrieved from <http://psychlab1.psych.ubc.ca/~assanand/wp-content/uploads/2012/12/Lecture11-PDF4.pdf>.

Different lectures should be distinguished with lower case letters in both the in-text citation and reference section:

Example: As was noted in class (Assanand, 2012a), Freud's theory In contrast, Erikson argued that ... (Assanand, 2012b).

Although it is not necessary for you to use resources beyond the lecture material and textbook, you are encouraged to cite additional resources to strengthen your paper. Please note that Wikipedia is not an appropriate source of information to cite in your paper.

The paper will be graded for content—that is, how effectively you analyzed the individual's personality. For example, did you sufficiently and accurately review the theories that you selected? Did you accurately interpret the theories in your analysis of the individual? Did you support your claims with appropriate and sufficient biographical evidence? Did you exhibit thoughtful, independent thinking in your analysis? Were you creative, demonstrating new ways to think about the theories? Did you note the strengths and limitations of the theories that you used? Did you compare and contrast the theories in your paper?

The paper will also be graded for style, mechanics, and formatting—that is, how well your paper was written. For example, did your paper contain a clear statement of its purpose or objectives (i.e., thesis statement)? Was your writing clear, concise, and easily understood, with appropriate word choice and academic tone? Was your paper well organized, characterized by effective transitions between ideas and a logical flow? Were there errors in punctuation, grammar, or spelling? Did your paper conform to the formatting requirements? Were all sources of information referenced according to APA guidelines?

All papers must be scanned by "TurnItIn" prior to submission. TurnItIn is a service designed to detect and deter plagiarism. Through this service, students' papers are scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of comparisons are compiled into customized "Originality Reports" that contain several measures of plagiarism. These reports are forwarded to instructors. Details regarding the use of TurnItIn will be provided in class the week prior to the due date. Papers that have not been scanned by TurnItIn prior to submission will not be graded and will not be included in the computation of the student's final grade in the course.

It is the responsibility of the student to ensure that his or her paper is submitted to TurnItIn by the due date. The electronic copy submitted to TurnItIn must be identical to the hard copy submitted in class; do not change the content or format of the document. The electronic copy submitted to TurnItIn will be compared to the hard copy submitted in class; discrepancies may constitute academic misconduct.

The due date for the paper is indicated in the Schedule of Course Topics (p. 9). Students are expected to submit a hard copy of their paper during class on the due date. Papers will not be accepted after the class period has ended on the due date. Note that the due date will not be rescheduled for students to accommodate academic workload, employment-related commitments, or travel. Please do not request an alternative due date for these reasons. Submission may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Submission may also be rescheduled for students who have religious obligations that conflict with the due date. If you are unable to submit the paper on the due date as a result of illness, please contact me before the due date or within 24 hours after the due date. Students who do not contact me within 24 hours after the due date will not be permitted to submit a paper. If you are unable to submit the paper on the due date as a result of religious obligations, please notify me within the first 2 weeks of class. If, for any other reason, you are unable to attend class on the day the paper is due, please have someone hand it in for you during class time. Papers submitted via e-mail, left in my mailbox or the Teaching Assistant's mailbox, or left under our office doors will not be accepted.

If you would like to discuss your paper with me or the Teaching Assistant, please feel free to meet with us during our office hours or by appointment.

Participation: I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class among your classmates or outside of class in discussion with me. I will make every effort to create a classroom environment in which students feel comfortable to discuss their ideas. If, however, you would prefer to share your ideas with me outside of class, you are welcome to see me during my office hours or by appointment.

In order to encourage and facilitate participation during class, I ask that all students respect their classmates' efforts to contribute to class discussion. Each member of the class should feel that she or he has the opportunity to participate; accordingly, please refrain from dominating opportunities for discussion. Courteous and considerate participation will foster a positive and informative classroom environment.

Students are expected to attend all class sessions, arrive to class on time, and remain in class until the session has ended.

Peer Learning Community: A peer learning community is an intentional and purposeful grouping of students who participate in a course together. The purposes of a peer learning

community are numerous: to create a network of students who mentor one another outside of class; to provide students with the opportunity to engage in peer instruction; to expose students to diverse ideas and individuals; and to foster friendships among students. If you are interested in participating in a peer learning community for this course, please e-mail Amir Sepehry (sepehryaa@alumni.ubc.ca) by September 18. Amir and I will create an e-mail list to introduce interested students to one another. Through the term, I will make announcements for the peer learning community in class.

The “?” Box: A box labeled with a “?” will be available at the front desk during each class period. Students may use this box to:

- ask questions (e.g., Which perspective on personality is most widely accepted among theorists today? What is the distinction between denial and repression?).
- make suggestions (e.g., When considering the case study questions, it would be helpful if you could speak at a slower pace).
- leave comments (e.g., In another class, we discussed an interesting study that suggests that the brains of psychopaths function differently from the brains of non-psychopaths. In the study).

The purpose of the “?” box is to provide an additional mode of communication between you and me. You may submit a question, suggestion, or comment anonymously. However, I encourage you to provide me with your name and e-mail address. If I am not able to address your question, suggestion, or comment in class, I will respond to you directly via e-mail.

Missed Classes and Student Contacts: If you are unable to attend a class session, you should obtain notes for the missed material from a classmate. In order to facilitate this process, you may want to acquaint yourself with classmates early in the course. Please take this opportunity to introduce yourself to two classmates in adjacent seats. If you are comfortable sharing contact information, you may write the information below.

Contact 1	Contact 2
Name:	Name:
Contact information:	Contact information:

E-Mail Correspondence: E-mail inquiries will be answered within 48 hours of receipt (not including weekends). E-mail inquiries should be limited to one question; students who have multiple questions should visit during office hours or schedule an appointment to meet with me or the Teaching Assistant. For questions related to course content, students should try to

explain their current understanding of the material in the e-mail (which will be affirmed or corrected). Note that e-mails may not be answered the day before an exam, so please plan accordingly.

Laptop Use: The use of laptops in class is an effective means by which to take notes and record comments related to course content. However, some students use laptops in class to “surf” the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can be very distracting to those who sit in adjacent seats and can interfere with their efforts to focus on course content. For this reason, all students who intend to use their laptop in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom.

Requests for Adjustments of Grades and Academic Concession: You may review your exams and/or paper with the Teaching Assistant. Requests for the adjustment of a grade must be made within 4 weeks of the posting of that grade. Most requests for adjustment can be settled directly with the Teaching Assistant. In cases of a dispute that cannot be satisfactorily resolved with the Teaching Assistant, please contact me.

During your time in this course, if you encounter medical, emotional, or personal problems that you believe may affect your performance on an exam or the paper, please notify me. You may be able to obtain academic concession from the Dean of your faculty. Please discuss any extenuating circumstances with me prior to exam dates or the paper due date. In order to ensure equity among the students in the class, accommodations will not be made after an exam has been written or the paper has been submitted. Furthermore, the relative weight of the exams and/or paper will not be changed for any given student. Accordingly, please do not e-mail me to request that I change the relative weight of the course requirements for you or add percentage points to a grade in order to increase your final standing in the course. For further information on academic concession, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

Psychology Department’s Policy on Distribution of Grades: Courses offered by the Psychology Department are required to meet a target grade distribution. This is done in order to ensure that all students are assessed fairly in relation to students in other sections of the same course and to students in other courses. The target grade distribution for 300-level psychology courses requires that the mean for the class fall between 66% and 70%, with a standard deviation of approximately 13%. Accordingly, students should note that the Psychology Department may adjust the final grades in this course up or down if the distribution of grades deviates substantially from the target. A student’s grade is not official until it appears on the student’s academic record.

Academic Misconduct: Cheating and other forms of academic misconduct are very serious concerns of the University, and the Psychology Department has taken steps to alleviate them. The Department employs software that can reliably detect cheating on multiple choice

exams by analyzing the patterns of students' responses. This software will be used to analyze students' responses to the multiple choice questions on the exams in this course. In addition, as noted above, the Department employs TurnItIn in order to detect and deter plagiarism. The UBC Calendar defines plagiarism as a form of academic misconduct in which an individual submits or presents the work of another person as his or her own. The Faculty of Arts has prepared a comprehensive guide on plagiarism and methods to avoid it. The guide is available at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>. Please note that students may not submit the same work, or largely the same work, in two or more courses. According to University policy, such action constitutes academic misconduct.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Evidence of academic misconduct may result in a "0" credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For further information on student conduct and discipline, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>) and the University Counsel's policy on student discipline (<http://universitycounsel.ubc.ca/discipline/>).

Please note that, during exams, invigilators may ask students to move or alter students' seating arrangements with no explanation provided. An invigilator may ask you to move due to the possible misconduct of a classmate in an adjacent seat.

Academic Accommodation: The University accommodates students with disabilities who have registered with Access and Diversity (<http://www.students.ubc.ca/access/index.cfm>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

Withdrawal Dates: If you wish to withdraw from this course without any record of the course on your transcript, you must do so by September 18, 2012. If you wish to withdraw from this course with a withdrawal standing of "W" on your transcript, you must do so by October 12, 2012.

Schedule of Course Topics: The schedule provided below may be changed to accommodate class interest and discussion. Any changes will be announced in class.

Week	Topic	Required Reading
September 3	Syllabus Review	
September 10	Introductory Concepts Research Methods	Chapter 1 Chapter 2 (p. 13-27, 31-32) and Chapter 3
September 17	Trait Perspective Motive Perspective	Chapter 4 Chapter 5
September 24	Motive Perspective <i>Midterm Exam 1: September 27</i>	
October 1	Biological Perspective	Chapter 6 and Chapter 7
October 8	Biological Perspective	
October 15	Psychoanalytic Perspective	Chapter 8
October 22	Psychosocial Perspective Case Study: Adolf Hitler (Film)	Chapter 9
October 29	Case Study: Adolf Hitler (Discussion) <i>Midterm Exam 2: November 1</i>	
November 5	Learning Perspective Cognitive Perspective	Chapter 10 Chapter 12 (p. 287-298, 304-314)
November 12	Cognitive Perspective Self-Regulation Perspective	Chapter 13
November 19	Self-Regulation Perspective Organismic Perspective	Chapter 11
November 26	Organismic Perspective Case Study: Malcolm X (Film, Discussion) Combining Perspectives <i>Optional Paper Due Date: November 29</i>	Chapter 14 (p. 354-357)
	<i>December Exam: Date to be scheduled by the Registrar's Office. Do not book travel during the examination period, December 5 to 19.</i>	