

*“Who looks outside, dreams;  
who looks inside, awakes.”  
(Carl Gustav Jung)*

**PSYC-305A-004**

# Personality Psychology by David King

**Tuesdays and Thursdays 2:00 to 3:20 PM in IRC-1**

Personality Psychology provides an introduction to the theory and research in the scientific study of human personality. Six domains of personality functioning will be explored: dispositional, biological, intrapsychic, cognitive/experiential, sociocultural, and health/adjustment (including personality disorders). To facilitate a broader understanding of the field, the course has been organized into 3 units: **(1) The Foundation**, **(2) The Abstract**, and **(3) The Application**. Case studies will be examined over the term in order to illustrate and apply course concepts. Students who successfully complete this course will be able to discuss current research in personality psychology, compare theoretical perspectives on personality, discuss associations between personality and life outcomes, and apply theory and research in their daily lives. **Course format:** *This course consists of lectures accompanied by in-class discussions. Lectures will be delivered live (in the classroom) as scheduled by the university. No lecture recordings will be provided. All exams must be attended in person.*



**YOUR INSTRUCTOR** David King, MSc, PhD (he/him/his)

**Email:** [dbking11@psych.ubc.ca](mailto:dbking11@psych.ubc.ca) (please email me directly)

**Office:** Room 2011, Douglas Kenny (Psychology), 2136 West Mall

**Website:** [www.davidbking.net](http://www.davidbking.net) | **Blog:** [thestateofus.net](http://thestateofus.net)

**Virtual Office Hours:** Wednesdays 10:00 AM – 12:00 PM, or by appointment, **via Zoom**. Drop in any time during these hours, or email me to schedule a meeting. **See Canvas homepage for Zoom link/meeting ID.** *In-person meetings are available upon request, but please note that my on-campus time is limited this term.*

**TAs** Martin Smith ([martin.smith@psych.ubc.ca](mailto:martin.smith@psych.ubc.ca)) & Marta Kolbuszewska ([mkolbuszewska@psych.ubc.ca](mailto:mkolbuszewska@psych.ubc.ca))

To schedule a meeting (in-person or virtual) with your assigned TA\*, please email them directly.

\*See Canvas homepage for TA assignments.

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**REGARDING EMAIL:** Please email us directly (not through Canvas) and include the course code in your subject line (PSYC-305A-004). **Please allow 24 hours for a reply (48 hours on weekends & holidays)!**

## COURSE WEBSITE / CANVAS

This course uses **Canvas** (<http://canvas.ubc.ca>) to make important class **announcements**, post lecture slides/notes, publish grades, and supply other relevant class material to students. A preliminary set of lecture slides/outlines (excluding most images and answers to discussion questions) will be posted online prior to each lecture. Slide outlines are intended to be visual aids only; you should take your own notes using the slides as a guide. Please ensure that this course appears in your *Canvas* account.

**ANNOUNCEMENTS:** All class announcements will be made through Canvas. Please ensure you are set up to receive notifications by email and/or mobile device. (See **Canvas**—Settings. Note that push notifications are recommended so that you do not miss any important announcements.)

**STUDENT RESOURCES:** Many valuable resources can be found on the course homepage in Canvas, including the most recent version of the syllabus, the exam study guide, a sample optional paper assignment (and grading rubric), additional health and wellness resources, and important links.

**COURSE MODULES:** Course content will be presented in 11 modules, each corresponding to a different lecture (presented over multiple days/classes) and assigned readings. See the course schedule in the syllabus and the **Modules** tab in Canvas.

**DISCUSSIONS / EXTERNAL LINKS:** Discussions may be participated in or created at your discretion. External links and discussions posted in Canvas should be considered “bonus content” and are for your interest only.

**GENERAL DISCUSSION BOARD:** This should be used for general and **non-urgent** questions and discussions related to course requirements and/or course content (in place of Piazza). I will be monitoring it regularly.

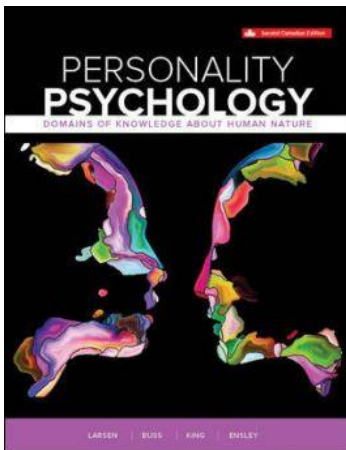
## REQUIRED READING – YOUR TEXTBOOK

### Personality Psychology: Domains of Knowledge about Human Nature

by Randy Larsen, David Buss, David King, & Carolyn Ensley (2nd Canadian Edition, 2020, McGraw Hill)

*There are multiple format options to choose from, depending on your preference and needs...*

1. Printed Edition (Book Only) (ISBN 9781260065770)
2. Printed Edition + Electronic Edition with **McGraw Hill Connect with SmartBook**<sup>†</sup> (ISBN 9781260333312)
3. Electronic Edition with **McGraw Hill Connect with SmartBook**<sup>†</sup> (ISBN 9781260332407)
4. Electronic Edition (E-Book Only, Lifetime Purchase) (ISBN 9781260332339)
5. Electronic Edition (E-Book Only, 180-Day Rental) (ISBN 9781260332315)



**NOTE: All purchasing options are available on the publisher's website:**

<https://www.mheducation.ca/personality-psychology-9781260065770-can-group>

<sup>†</sup>**McGraw Hill Connect with SmartBook** is an online homework and assessment platform provided by the publisher. It includes electronic access to the textbook as well as self-study resources. Also included is an adaptive version of the textbook called SmartBook and practice questions. This material is completely optional for students seeking additional learning support. **The unique class URL needed for Connect is:** <https://connect.mheducation.com/class/d-king-winter-2023>

Two weeks of free courtesy access to **McGraw Hill Connect** are provided to all students at the start of the term at the unique registration URL included above. Full access may be purchased at any time.

**Other/Older Editions:** Due to significant updates and revisions to this edition, no other edition should be used.

## COURSE EVALUATION

You are required to complete 3 exams and have the option of completing a final paper.

### Evaluation Route 1:

If you do not submit the optional paper, each exam will comprise 1/3 (33.33%) of your final grade.

### Evaluation Route 2:

If you submit the optional paper AND it improves your grade, each component (3 exams and 1 paper) will comprise 1/4 (25%) of your final grade. *Otherwise, you will be evaluated by Route 1.\**

*\*You do NOT need to notify me ahead of time of your choice. If you hand in a paper and it improves your grade, you will be evaluated according to Evaluation Route 2. If not, you will be evaluated by Evaluation Route 1.*

+ up to 3 bonus points for participating in HSP research (optional; see section on 'Extra Credit')

## EXAMINATIONS

There are 3 equally-weighted, non-cumulative exams in this course, each worth one third of your final grade. Each exam corresponds to one course unit and will test only material from that unit. See the course schedule at the end of this syllabus for the dates of Exams 1 and 2, both of which will be held during scheduled class time. Exam 3 will be scheduled by the university (it is up to you to ensure that you are available during this period; final exam dates are announced mid-term). Each exam will consist of a series of multiple choice and written questions (short answer; point form responses are acceptable). These questions will be based on both assigned readings and lecture material from the respective unit. The purpose of the lecture and video files is to explain and expand upon the textbook readings. Although there will be overlap between the lectures and readings, there will also be material that will be covered in lectures that is not specifically discussed in readings. Furthermore, there may be some material from assigned readings that will not be discussed in lecture. **More details on exam content can be found in the study guide.**

**ON EXAM DAY:** Please bring your own HB pencil and an eraser to each exam to allow for electronic scoring of the multiple-choice questions (scantron sheets will be used). All exams are closed-book and notes may not be referred to. **All exams will be closely supervised and monitored for cheating.** Invigilators may ask students to move or alter students' seating arrangements with no explanation provided. If you arrive more than 30 minutes late to an exam, you may be refused admittance to the exam and therefore be assigned a grade of "0" on the exam. **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.** This applies to all examinations, including midterm exams. Given restrictions on room capacity, **you are STRICTLY PROHIBITED from writing an exam in a section of the course in which you are not enrolled (if applicable).**

**MISSING AN EXAM:** Examinations will be given on published dates only. Exceptions will be made in cases of medical or health-related issues, certain conflicting responsibilities, and other emergency situations. For policies regarding in-term academic concessions, including a list of eligible circumstances, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

Note that for health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing health challenges during the term, you should seek support from your Academic Advising Office. **If you are experiencing ANY cold, flu, or COVID-19 symptoms on exam day, or if you have tested positive for COVID-19 or been asked to quarantine, PLEASE DO NOT ATTEND THE EXAM. If you are unable to write an exam due to unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam. If you do not contact me within 24 hours of the exam you will be assigned a grade of "0" on the exam.** Accommodations will also be made for religious obligations that conflict with an exam and for athletes with sporting events that are scheduled during an exam.

**CONCESSIONS:** Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered one of the following accommodations for in-term concessions: (1) a make-up exam (in-person or online) scheduled at a later time, or (2) re-weighting of missed marks to other exams or course assignments.

**MAKE-UP EXAMS:** In most cases, if you are unable to write an exam on the scheduled date, you will be expected to complete a make-up exam (in-person or online) **within the shortest time possible at the convenience of the TA. Depending on the TA's availability, you may be offered only one alternative time to write an in-person make-up exam.** The content and/or format of the make-up exam may differ from the original version. Once scheduled, make-up exams should be treated as originally scheduled exams and the same policies regarding exam concessions (as outlined above) must be followed. **In instances in which you are unable to accommodate the TA's schedule, or in cases where a make-up exam is also missed, you may be asked to contact your Academic Advising Office to mediate the situation.** In certain circumstances, including periods in which too many requests have been received, other arrangements may be made.

**EXAM GRADES:** Exam grades will be posted on the course website as soon as they are available. Please allow 2 weeks for grades to be posted. You may review your completed exams with your TA(s) at either scheduled review sessions or by appointment (to be announced). If you wish to have an exam re-graded, you should email me detailing why you think that your exam was unjustly graded within 2 weeks of the grades being posted and **only after** first reviewing the exam with your TA. Re-grades will not be considered after the 2-week mark, although you are welcome to review your midterm exams at any point during the term. Final examinations are typically reviewed directly with me at a scheduled review session or by appointment after the term is complete. Note that due to minor errors that may occur in grading and/or scoring, exam grades may be adjusted after their original posting. In such corrections, your exam grade may either increase or decrease in order to ensure that it reflects an accurate assessment of the material.

## OPTIONAL WRITTEN ASSIGNMENT

You have the **option** of submitting a final written assignment in this course (8 to 10 pages in length, double-spaced, NOT including the title page and references). The goal of the assignment is to conduct a **personality assessment** or "**psychobiography**" in which you will think more critically about course content and apply it in an insightful way to a person of your choosing.

Specifically, you will use theories, models, and/or perspectives in personality psychology (e.g., Big 5 or HEXACO model, change/stability over time, psychoanalytic theory, attachment, motivation, gender, culture, adjustment, personality disorders, **or** subcomponents of theories/perspectives depending on breadth and focus) to describe, analyze, and interpret the personality of any single person (**with the exception of the 4 case studies reviewed in class**). Though multiple concepts or theories may be considered in this paper, you should aim to produce a somewhat focused paper presenting ideas and conclusions that are clearly related or mutually relevant. You may choose any individual, including themselves (although this can prove to be the most challenging for some), a family member or friend (in which case a pseudonym or first name only may be used at your discretion), a public figure (e.g., a celebrity, a political leader, a scientist, an "influencer") or a fictional character (e.g., a character from a movie, a TV show, a novel or short story, a graphic novel or comic). You may choose to focus on the individual's personality, their personality development, and/or a specific aspect of the individual's life. **In cases where personality disorders are discussed or applied, you must avoid attempting to "diagnose" the individual, and instead simply come to conclusions about the extent to which various criteria or symptoms may be expressed.** (In cases where a person has a known diagnosis, it may be discussed only if it does not violate their privacy.) **The audience should be someone who has completed PSYC-305A.** Your written assignment will account for 25% of your final grade in the course IF it improves your final grade.

**PAPER ORGANIZATION:** *The paper should be organized as follows:* Start with a brief introduction to the person or character. Provide important background information, such as date and place of birth, date of death, residence, family characteristics, etc. In the case of a fictional character, also briefly describe the source. The introduction should end with a thesis statement describing the goals or purpose of the paper. [Approx. 3/4–1 page for introduction.] You will then analyze the person’s personality, applying theories and research (learned in class, presented in the textbook, and/or from other sources) but avoiding lengthy reiterations of course content. Ensure that your analysis is thoughtful and in-depth. You may include interpretations of scores (i.e., ratings of yourself or another) on personality questionnaires to support analyses. [Approx. 6–8 pages for body of paper.] You should then make some concrete conclusions, in which you integrate and connect your analyses, compare and contrast theories and models, discuss limitations of theories and models, and/or formulate broader conclusions about the subject of your analysis. [Approx. 1–1.5 pages for final discussion/conclusions.]

**PAPER REQUIREMENTS:** The written assignment must be typed, double-spaced, in 12-point Times New Roman or similar font, and between 8 and 10 pages in length (NOT including the title page and reference section), with 1-inch margins. Your paper must also include a title page and a reference section, but not an abstract. Given the length of this assignment, section headings are likely unnecessary and if used, should be used only sparingly. Extra spacing should not be included between paragraphs or after headings. First-person perspective and direct-quoting are acceptable but should be used minimally, as the tone should remain formal and non-colloquial (i.e., non-conversational). Although it is not necessary that you use sources of information beyond the lecture material and textbook, the use of additional resources generally strengthens a paper. Accordingly, you are encouraged to cite additional resources (e.g., books, peer-reviewed papers). All sources of information that are referred to in your paper should be referenced accordingly. The paper and all citations should adhere to APA formatting guidelines as outlined in the Publication Manual of the American Psychological Association, 7th Edition (APA, 2019), with the exception of an Abstract. The UBC Library has information on APA citations here: <https://guides.library.ubc.ca/apacitationstyle>. When citing lecture content, please use the following formatting:

*Example of in-text citation:* As was noted in class (King, 2020a), Freud’s theory ....

*Example of reference section:* King, D. (2020a). Lecture 5 [PowerPoint slides]. Retrieved from <http://canvas.ubc.ca>.  
(Use lower case letters to distinguish among different lectures in both the in-text citation and reference section.)

**PAPER GRADING:** The paper will be graded for content—that is, how effectively you analyzed the individual’s personality. For example, did you provide a sufficient and accurate review of 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 weaknesses 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 university-level 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 APA formatting? A detailed grading rubric/feedback sheet that will be used by graders will be available on the course website.

**PAPER SUBMISSION:** **(1) Papers must be uploaded directly to Canvas by 11:59 PM on the due date indicated (see course schedule).** In Canvas, go to **Assignments** and click on “Optional Paper” to upload your paper. Papers should be uploaded in PDF format. **(2) Papers must ALSO be uploaded to “TurnItIn” by 11:59 PM on the day of submission.** If you do not upload your paper to BOTH places by the deadline, you will receive a grade of ‘0’ for the assignment. In cases of medical emergencies or unforeseen circumstances, concessions may be offered (see UBC’s policy on in-term concessions), but you must contact me within 24 hours of the deadline. If your concession is approved, a late submission may be accepted or your paper grade may be re-weighted.

**TURNITIN:** 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 are forwarded to instructors and contain several measures of plagiarism. Papers that have not been scanned by TurnItIn by midnight on the due date will not be graded and will receive a grade of "0." Please submit your paper in the exact same form as the hardcopy submission (i.e., do not remove your title page or reference section). **Originality reports of 30–40% or higher should be of concern.** If you are worried about potential plagiarism in your paper, it is strongly advised that you submit your paper early to TurnItIn. Students will be able to view their originality reports and resubmit before the deadline.

**TurnItIn Information:** Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: Class ID: **37046356**, Password: **person2023**. Note that you must first set up an account if you do not already have one. If you are concerned about security issues involving the use of identifying information (e.g., being stored on U.S. servers), you have the option of creating an alias to use when uploading your paper. In such instances, please note your Turnitin alias on the hardcopy submission of your paper.

**PAPER GRADES:** Paper grades will be posted as percentage grades in Canvas as soon as they are available. Please allow 2 weeks for paper grades to be posted. Grading feedback will be made available directly in Canvas. Paper re-grades are possible within 2 weeks of paper grades being posted.

**WRITING SUPPORT:** UBC students may obtain assistance with writing through the UBC Centre for Writing and Scholarly Communication (<http://learningcommons.ubc.ca/improve-your-writing>). The UBC Library (<http://www.library.ubc.ca>) also provides online information to assist students in research and writing.

**Did you know you can receive FREE WRITING CONSULTATIONS through the UBC Library? Have a consultant review your written work here:** <https://writing.library.ubc.ca/undergraduates/writing-consultations/>

## EXTRA CREDIT (HSP)

You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade, **up to a maximum of 3 extra credits in this course.** You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article. You can find out more about how you can earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions.

***You should register in the HSP system AS SOON AS POSSIBLE.***

## DEPARTMENTAL POLICY ON GRADE DISTRIBUTION

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. The average grade in 300-level psychology classes will be 75 for an exceptionally strong class, 73 for an average class, and 71 for a weak class, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

**Grades are not official until they appear on a student's academic record.** You will receive both a percent and a letter grade for this course.

## ACADEMIC INTEGRITY, CHEATING, & ACADEMIC MISCONDUCT

The academic community is one that is founded on the exchange of ideas, information, and intellectual discourse. This requires that all individuals act with honesty and integrity at all times. **As you are now a part of the academic community, you are expected to act honestly and ethically in all of your academic activities (just like the rest of us).** Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them, including the use of software and online platforms (such as TurnItIn) to detect cheating and plagiarism. In cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero 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. If you have any questions as to whether or not what you are doing is a case of academic misconduct, please consult UBC's policies on [Academic Honesty and Standards](#) as well as [Academic Misconduct](#) here: <http://www.calendar.ubc.ca/vancouver> (click on Campus-Wide Policies and Regulations). *What does academic integrity look like in this course? Here are some tips:*

### Do your own work!

**All graded work in this course is to be original work done independently by you!** It is unacceptable to: buy/sell/share exam questions or answers on any platform; misrepresent your identity; use someone else to complete an assignment or exam; help someone else cheat; complete someone else's work.

### Avoid unintentional plagiarism.

The ideas of others should always be acknowledged! Visit this guide to preventing plagiarism in your writing: <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

### DO NOT share course materials.

All course materials, including PowerPoint files, lecture recordings (if applicable), uploaded videos, exam questions, discussions, and announcements are the **copyrighted intellectual property of David King**. It is unacceptable to share any of these materials outside of this course (e.g., CourseHero).

## ATTENDANCE & MISSING CLASS

Although attendance is not recorded, **you are responsible for all material covered during class**. Should you miss class for any reason, it is your responsibility to find a classmate who is willing to share their notes with you (and you may want to establish this early on in order to better prepare). If your absence is legitimate, then I will be happy to answer questions about the missed material once you have consulted with a fellow student. However, I will not be able to go through missed lecture content in detail (as if presenting missed lectures again), and will only be able to answer a *reasonable* number of questions about missed content. As recordings of lectures will not be made available, **it is expected that you treat this course as a normal, in-person, course.**

**PLEASE DO NOT COME TO CLASS** if you are sick (with a cold, the flu, or COVID-19), have COVID-19 symptoms, have recently tested positive for COVID-19, or are required to quarantine.

## CLASS ETIQUETTE

In consideration of your fellow students, **PLEASE TURN YOUR PHONE OFF DURING CLASS** and **keep noise to a minimum!** The use of laptops in class is an effective means 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 laptops in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom. Please also make an effort to type quietly, as background sounds can be very distracting to others. If you arrive at class late or need to leave early, do so with minimal disruption. **OPEN AND CLOSE DOORS QUIETLY** and **DO NOT ALLOW DESKTOPS TO SLAM DOWN LOUDLY (if applicable)!**

**COVID Safety:** Although non-medical masks are not required, masks may be worn during class meetings for your own protection as well as the safety of others. Please use your own discretion and consider others!

## RESPECT & DECENCY

I will only ever tolerate an inclusive, respectful, and safe learning environment (which includes all online discussions and interactions). **The opinions and perspectives of all individuals are valued and respected, no matter their age, sex, ability, ethnicity, culture, religion, sexual orientation, or gender identity.** To this end, and in support of UBC's Positive Space campaign, I further aim to foster a learning atmosphere that is receptive to and welcoming of LGBTQ+ people and issues (see <http://positivespace.ubc.ca>). All individuals in the classroom should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. As such, thoughts and opinions should only ever be shared in a **respectful** and **polite** manner.



### Yes, intellectual discourse and debate CAN occur politely and respectfully!

In regards to more sensitive issues, it is advisable that you “think before you speak.” If a statement or behaviour might offend someone or make an individual feel alienated or threatened, it should be reworded or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. Students should familiarize themselves with UBC's statement on maintaining a respectful environment on campus and in the classroom: <http://www.hr.ubc.ca/respectful-environment>

*The following excerpts from UBC's statement on maintaining a respectful environment are worth noting:*

**“The best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued. Everyone at the University of British Columbia is expected to conduct themselves in a manner that upholds these principles in all communications and interactions with fellow UBC community members...”**

**“Excellence in learning, research and work in the university community is fostered by promoting the freest possible exchange of information, ideas, beliefs and opinions in diverse forms, and it necessarily includes dissemination and discussion of controversial topics and unpopular points of view.”**

**STILL UNSURE OF WHAT IT MEANS TO BE RESPECTFUL?** Here are some basic tips on how to communicate respectfully: [https://www.wikihow.com/Be-Respectful#Communicating\\_Respectfully\\_sub](https://www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub). **And remember, treat your Instructor and TA(s) with the same respect! That includes being patient for e-mail replies.**



## [SUPPORTING STUDENT SUCCESS](#)

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policiesresources-support-student-success>. Further details follow...

## ACADEMIC ACCOMMODATION

The University accommodates students with disabilities who have registered with the Centre for Accessibility (<http://students.ubc.ca/about/access>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

## ACADEMIC CONCESSION

During your time in this course, if you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me. You may be able to obtain academic concession from the Dean of your Faculty. For further information on academic concession, please consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

## LEARNING RESOURCES

Learning Commons (<http://learningcommons.ubc.ca>) is an online resource designed to provide UBC students with learning and study support. It is an interactive website that provides access to information on exam preparation, tutoring, on-campus learning workshops, study groups, and technical tools. The University of Northern British Columbia (UNBC) also has a number of useful learning resources available for students online. They can be found at: <http://www.unbc.ca/lsc/index.html>.

## HEALTH & WELLNESS RESOURCES

There are a number of health and wellness resources available to you should you find yourself in need of additional support. **Student health services** can be found here: <https://students.ubc.ca/health/student-health-service>; and **counselling services** can be found here: <https://students.ubc.ca/health/counselling-services>. **The Wellness Centre at UBC** also allows you to connect with other UBC students on matters of mental health and wellness: [students.ubc.ca/health/wellness-centre](https://students.ubc.ca/health/wellness-centre).

**If you find yourself in distress or are worried about someone in distress who may hurt themselves, you should call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait.**

*Additional information on health and wellness resources can be found on the main page of the course website.*

## PSYC-305A Personality Psychology Schedule of Lectures, Readings, & Exams

	<b>Start Date:</b>	<b>Module / Lecture # and Topics:</b>	<i>Keep up with your readings! →</i>	<b>Readings:</b>
UNIT 1: The Foundation	<b>UNIT 1 →</b>	<b>The Foundation: <i>Basic Principles &amp; Considerations</i></b>		
	<b>Jan. 10</b>	<b>1. INTRODUCTION TO PERSONALITY PSYCHOLOGY</b> <i>Introduction to the Course; Syllabus Review; Defining Personality</i>		<b>Ch. 1*</b>
	<b>Jan. 12</b>	<b>2. GETTING ORGANIZED &amp; CLASSIFIED</b> <i>Personality Traits &amp; Trait Taxonomies; Leading Models of Personality</i>		<b>Ch. 3, 2*</b>
	<b>Jan. 19</b>	<b>3. ARE WE STUCK? PERSONALITY IN SPACE AND TIME</b> <i>Person-Situation Interaction; Stability across Situations; Stability over Time</i>		<b>Chs. 4, 5</b>
	<b>Jan. 31</b>	<b>4. DETERMINING NATURE, NURTURE, &amp; NECESSITY</b> <i>Behavioural Genetics, Genetic &amp; Evolutionary Perspectives on Personality</i>		<b>Chs. 6, 8</b>
	<b>Feb. 7</b>	<b>UNIT 1 EXAM – to be held during regular class time (in the classroom).</b>		
UNIT 2: The Abstract	<b>UNIT 2 →</b>	<b>The Abstract: <i>Exploring Psyche, Self, and Mind</i></b>		
	<b>Feb. 9</b>	<b>5. PROBING THE PSYCHE: THE WORK OF S. FREUD &amp; C.G. JUNG</b> <i>Psychoanalytic &amp; Analytical Theories of Personality &amp; Development</i>		<b>Ch. 9</b>
	<b>Feb. 16</b>	<b>6. EXPANDING PERSPECTIVES: BEYOND FREUD &amp; THE UNCONSCIOUS (P. 1)</b> <i>Neo-Analytic Contributions; Narcissism</i>		<b>Ch. 10</b>
	<b>Feb. 20–24</b>	<i>No classes this week due to midterm break.</i>		
	<b>Feb. 28</b>	<b>6. EXPANDING PERSPECTIVES: BEYOND FREUD &amp; THE UNCONSCIOUS (P. 2)</b> <i>Motivational &amp; Humanistic Perspectives</i>		<b>Ch. 11</b>
	<b>Mar. 2</b>	<b>7. NAVIGATING SELF, FROM COGNITION TO SELF-AWARENESS</b> <i>Cognitive Psychology; Approaches to the Self; The Notion of Authenticity</i>		<b>Chs. 12, 14</b>
<b>Mar. 14</b>	<b>UNIT 2 EXAM – to be held during regular class time (in the classroom).</b>			
UNIT 3: The Application	<b>UNIT 3 →</b>	<b>The Application: <i>Society, Culture, and Health</i></b>		
	<b>Mar. 16</b>	<b>8. SOCIALIZED &amp; SYSTEMIZED: PERSONALITY IN CONTEXT</b> <i>Sex, Gender, &amp; Sexual Orientation; Intersectionality; Culture &amp; Personality</i>		<b>Chs. 16, 17</b>
	<b>Mar. 28</b>	<b>9. MANAGING THE DAY-TO-DAY: ADJUSTMENT &amp; RESILIENCE</b> <i>Stress, Coping, &amp; Health; Emotion &amp; Personality; The Concept of Disorder</i>		<b>Chs. 18, 13</b>
	<b>Apr. 4</b>	<b>10. FROM SUFFERING TO THRIVING: THE GOOD &amp; THE TOUGH</b> <i>Personality Disorders; Positive Psychology and Personality</i>		<b>Ch. 19</b>
	<b>Apr. 13</b>	<b>11. COURSE WRAP-UP: REFLECTIONS ON SELF &amp; SOCIETY</b>		
	<b>Apr. 13</b>	<b>Optional Paper Due – to be submitted (to Canvas &amp; Turnitin) by 11:59 pm!</b>		
<b>Apr. 17–28</b>	<b>UNIT 3 EXAM – to be scheduled by the university. (Keep your schedule open!)</b>			

\*Although it is recommended that you read Chapters 1 and 2, you will not be tested directly on their content.

## NOTICE ABOUT REQUESTS FOR LETTERS OF REFERENCE

During your academic career, you may wish to request a letter of reference or recommendation (for admission into a graduate or diploma program, to apply for a research job, etc.). Unfortunately, due to the volume of requests I receive, I will not be able to accommodate all students. I will only be able to \*consider\* such a request under the following conditions:

**(1) You have had significant interaction with me such that I have gotten to know you as an individual.** I am not able to provide a reference based solely on you taking this course, and this does make the possibility less likely in a distance-education course (though not impossible). I will *not* provide a reference simply stating the grade that you receive in this course. (Your transcript will do that.) If I cannot confidently speak to your other qualities or traits, I cannot write a letter of reference for you. I will make \*no exceptions\* to this rule.

**(2) You have received a final grade in this course of at least 80%.** This means that I cannot consider such requests before the term has ended and grades are finalized. Please do not ask before that time.

**(3) Your GPA should also be at a level that reflects a high academic performance overall.** Note that my academic reputation would be compromised if I were to refer students who do not have the necessary qualifications for a program of study. Please be mindful of this.

**(4) You make the request at least one month before the letter(s) must be submitted.** Ideally, such a request should be made even earlier.

**(5) In your correspondence, you clearly state the schools/programs you are applying to and the deadline(s) for submission of said letter(s) of support, and also attach your C.V., an unofficial copy or screenshot of your transcript, and a brief explanation of your interest in the desired program(s) and why a letter of reference from me specifically would be relevant.**

**Note that even if these above conditions are met, it is still very possible that I will not be able to provide you with a letter of reference due to the sheer volume of requests I receive.** Writing such letters is a very time consuming process, and as such, it is necessary for me to set a limit on how many I can write per academic term/year. Please also note that I may not be able to get back to you in a timely manner if any of the above conditions are not satisfied.

*Please also note that in recent years, I have started to receive follow-up requests from students immediately after I inform them that I am unable to provide them with a letter of support. In these follow-up requests, students ask me a second time if I can help, often pleading and begging me to accommodate their request. Please note that I do not have unlimited amounts of time (or energy), and as such, it should not be presumed that I could just “make it work” if I wanted to. In the end, I would appreciate not receiving such follow-up requests. (And keep in mind that they come across as highly unprofessional, and as such, do not make me more inclined to provide the support requested.) I consider every request seriously, and if I can make it work (and the above requirements are satisfied), I will. If I cannot, I’m sorry, but this is sometimes how these things go...*