PSYC-305–004 | Tues/Thurs 11:00 – 12:20 in HENN-202

Personality Psychology

UBC Vancouver Campus, Winter Term (Jan. – Apr., 2025)

UBC is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

This course is an introduction to the theory and research in the scientific study of **human personality** and human nature broadly. Topics include traits and trait taxonomies; person-situation interaction; personality stability and change; genetic and evolutionary perspectives; psychoanalytic, motivational, and humanistic perspectives; cognition, emotion, and the self; narcissism and authenticity; gender and sex differences; society and culture; stress and coping; personality disorders; and positive psychology. 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/contrast theoretical perspectives on personality, discuss associations between personality and life outcomes, and apply theory and research to their daily lives. **This course will run for 14 weeks, with 2 hours and 40 minutes of contact time per week on most weeks. This section of the course will be delivered in-person and CANNOT be completed remotely.**

Course Prerequisites: It is **strongly** recommended that you have taken an intro psychology course and/or have some knowledge of research methods!

YOUR INSTRUCTOR

David King, MSc, PhD (he/him/his)
Please call me either David or Dr. King.

Email: dbking11@psych.ubc.ca
Please email me directly, not via Canvas!

Office: Room 2406, 2136 West Mall

Dr. King's Office Hours on Zoom: Wednesdays 10:00 AM – 12:00 PM (Jan. 15 — Apr. 16), or by appointment. *Drop in any time during these hours for **one-on-one** meetings, or email me to schedule a meeting. (See Appendix A.)*

NOTE: Office hour drop-ins/meetings may have to be limited to 10 to 15 minutes per student when others are waiting. *Please be respectful of everyone's time!* I am NOT available on Saturdays, Sundays, or holidays, or after 5 PM (PST) on any day.

For my website & blog, visit www.davidbking.net. *Or follow me on Bluesky (@drdavidking) for random musings, more psych stuff, and cute dog pics.*

YOUR TEACHING ASSISTANT

Cindy Zhang (she/her/hers)   **Email**: czhang61@student.ubc.ca

Please email your TA directly to schedule a meeting. Remember to treat your TA with respect during all interactions and communications!

NOTE: Your TA should be your first point of contact for grading-related inquires.

EMAIL ETIQUETTE   *When emailing us for any reason…*

PLEASE DO:
- Include a subject line, starting with the course code AND section number.
- Include prev. relevant correspondence.
- Include your FULL name & student #.
- Be specific in your request (e.g., number of days needed for an extension).
- Give us at least 48 hours to respond!

PLEASE DON'T:
- Email us through Canvas.
- Email us multiple times about the same issue in a 48-hour period.
- Leave out important information.
- Provide unnecessary details about an illness (e.g., bodily fluids).
- Assume we can read your mind!

COURSE FORMAT

This course will be structured around textbook readings and lecture content, which is intended to summarize and expand upon textbook readings. All lectures will be delivered live/in-person and will NOT be recorded or live-streamed. 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 and summaries only; you should take your own notes using the slides as a guide. Textbook readings and lecture topics are indicated in the course schedule in this syllabus (p. 9).

Course Website: This course uses *Canvas* (http://canvas.ubc.ca) to make important announcements, post lecture outlines, administer practice quizzes, publish grades, and provide other materials. Please ensure that this course appears in your Canvas account and that you are set up to receive notifications. **You are responsible for reading all class announcements.**

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

Recommended Discussions & Links: External links and discussions recommended in Canvas are for your interest only and are NOT testable.

General Discussion Board: This should be used for general and **non-urgent** questions and discussions related to the course.

COURSE EVALUATION   *You are required to complete 3 exams and have the option of submitting 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.

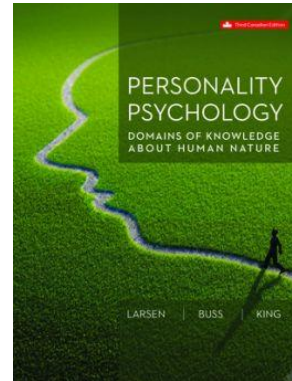*+ up to 3 points from HSP (optional; see section on '**Extra Credit**')*

YOUR TEXTBOOK (REQUIRED READING)

Personality Psychology: Domains of Knowledge about Human Nature

by Randy Larsen, David Buss, & David King (3rd Canadian Edition, 2023, McGraw Hill Canada)

NOTE: You will NOT be responsible for reading Chapters 7, 15, or 20.

There are multiple format options to choose from…

1. Printed Edition (Book Only) (ISBN 9781264869381)

2. Printed Edition + Electronic Edition with **McGraw Hill Connect with SmartBook**[†] (ISBN 9781265051549)

3. Electronic Edition with **McGraw Hill Connect with SmartBook**[†] (ISBN 9781264921744)

4. Electronic Edition (E-Book Only, Lifetime Purchase) (ISBN 9781264918850)

5. Electronic Edition (E-Book Only, 180-Day Rental) (ISBN 9781264924066)

Due to significant updates and revisions to this edition, it is recommended that you not use any other edition of the book (American, international, or older).

[†]**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. Those who think they will require additional support should consider it. **The unique class URL needed for Connect is:** https://connect.mheducation.com/class/d-king-winter-2025

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 can be purchased at any time.

Link to Publisher's Website: https://www.mheducation.ca/personality-psychology-domains-of-knowledge-about-human-nature-9781264869381-can-group (*All format/purchasing options are available through the publisher's website.*)

*NOTE: Any royalties earned by the third author from this class specifically will be donated to the following charitable organizations: The **Center for International Environmental Law** and **Canadian Roots Exchange**.*

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, 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 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 lectures is to explain and expand upon the textbook and additional 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 covered in readings. Furthermore, there may be 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 provided). 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. **The use of ANY electronic device (phone, smart watch, etc.) during an exam will result in an immediate "0" on the exam.** If you arrive more than 30 minutes late to an exam, you may be refused admittance to the exam and 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 under any circumstances. You are STRICTLY PROHIBITED from writing an exam in a section of the course in which you are not enrolled.**

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, you should seek support from your Academic Advising Office.

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 by the instructor on a case-by-case basis), students may be offered one of the following accommodations for in-term concessions: (1) a make-up exam scheduled at a later time, or (2) re-weighting of missed marks to another exam or course assignment.

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 **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 must email me requesting a re-grade 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, though you are welcome to review your midterm exams at any point.** 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 apply course content in an insightful way to a person of your choosing. Specifically, you will use theories, models, and/or research in personality psychology (e.g., Big 5, change/stability over time, psychoanalytic theory, attachment, motivation, gender, adjustment, *or* components of theories/domains depending on breadth and focus) to describe, analyze, and interpret the personality of any single person (**with the exception of the main case studies reviewed in class**). Though multiple concepts or theories may be applied, you should aim to produce a fairly focused paper presenting ideas and conclusions that are clearly related or mutually relevant. You may choose any individual, including yourself, a family member or friend (in which case a pseudonym or first name only may be used), a public figure (e.g., a celebrity, a politician, a scientist, an "influencer") or a fictional character (e.g., from a movie, TV show, novel or short story, comic book, or video game). 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 a disorder is discussed, you should avoid attempting to "diagnose" the individual.** (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, including important background information. In the case of a fictional character, also briefly describe the source. The introduction should end with a thesis statement outlining the goals or purpose of the paper. [Approx. 1 page for intro.]

You will then analyze the person's personality, applying theories and/or 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 if you desire. [Approx. 6-8 pages for body of paper.]

You should end by making some concrete conclusions, in which you integrate and connect your analyses and insights, compare and contrast theories and models, discuss limitations of theories and models (within the context of your analysis), and/or formulate broader conclusions about the subject of your analysis. [Approx. 1-1.5 pages for discussion/conclusions.]

Sample papers will be made available on the course website, but should not be used as strict templates. Please confirm your topic with me if you are unsure of its suitability.

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.** Headings are optional but should be used somewhat sparingly. Extra spacing should not be included between paragraphs or after headings. First-person perspective and direct-quoting are acceptable but should be used appropriately, while 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., peer-reviewed studies, books). All sources of information that are referred to in your paper should be referenced accordingly.

The paper must adhere to APA formatting guidelines as outlined in the Publication Manual of the American Psychological Association, 7th Edition (APA, 2019). You can find information on APA here: https://guides.library.ubc.ca/apacitationstyle; or see this link: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

When citing the textbook, please use standard APA citing. When citing **lecture content**, please use the following formatting:

Example of in-text citation: As was noted in class (King, 2025a), Freud's theory ….

Example of reference section: King, D. (2025a). Lecture 5 [PowerPoint slides]. Retrieved from http://canvas.ubc.ca.

You should use lower case letters to distinguish among different lectures in both the in-text citation and reference section.

Paper Grading: **Your paper should be at an advanced level and reflect a high degree of critical thinking.** The paper will be graded for *content*—that is, how effectively you analyzed the subject's personality or experiences. For example, did you provide a focused analysis of your subject? Did you apply course content that was relevant to the focus of your analysis? Did you accurately interpret the theories, models, and/or research findings in your analysis of the subject? 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 subject or course content? Did you connect conclusions and insights, providing an integrative analysis of the subject's personality?

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 the formatting requirements? Were all sources of information referenced according to APA guidelines? *A detailed grading rubric/feedback sheet that will be used for grading is 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.

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 the deadline will not be graded and will receive a grade of "0."

Turnitin Submission: Please submit your paper in the exact same form as the hardcopy submission (i.e., do not remove your title page or reference section, if applicable). **Originality reports of 30–40% or higher should be of concern**. If you are worried about potential plagiarism in an assignment, it is strongly advised that you submit your paper early to TurnItIn and, in the case that an assignment demonstrates significant overlap, make appropriate changes before the final submission. Students will be able to view their originality reports and resubmit before the respective deadlines.

Turnitin Information: Please visit www.turnitin.com and use the following Turnitin information to submit your paper: **Class ID: 46661086**; **Enrolment Key: person2025**.

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 in the heading of your paper when you upload it to Canvas or note your alias in the assignment comments in Canvas.

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 (learningcommons.ubc.ca/improve-your-writing). The UBC Library (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? You can have a consultant review your written work here: writing.library.ubc.ca/undergraduates/writing-consultations/

Remember, feedback on your written work is always beneficial, even if it's hard to take at first! Please try to approach all critical feedback with HUMILITY, and do not take it personally!

EXTRA CREDIT (HSP)

You can earn bonus credits in this course by participating in the Psychology Department's **Human Subject Pool (HSP)**.

HSP allows you to 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, to **a maximum of 3 'bonus' credits** in this course. Each credit is added to your final grade in the course as a bonus percentage point. Note that currently, there is no limit on the number of credits that can be earned from online studies.

Create an account and sign up for studies here: https://hsp.psych.ubc.ca. Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. Or, if you prefer, you can earn the same credits by completing a library-writing project. Find more information at the above link or in the Canvas announcement regarding the HSP system, which includes further details.

IMPORTANT: As instructors, we do not have direct access to the HSP system. Any issues with HSP should be resolved directly with HSP Admin (hspadmin@psych.ubc.ca).

Please also keep in mind that the HSP system is NOT connected to Canvas. At the end of the term, we will receive a spreadsheet from HSP Admin containing a list of participating students and the credits assigned to them. At that time, we will enter HSP credits in to Canvas so that you can check that they are accurate. The only thing you need to ensure is that you have assigned your HSP credits to the class(es) of your choice, in your HSP account, before the system closes on the last day of classes. (Note that submissions for the alternative library option must be submitted no later than 10 days before the last day of classes.) Once the system closes, you will no longer have access to your HSP account!

NOTE: This will be the only way to earn bonus points in this course. It is highly recommended that you take advantage of this option!

DEPARTMENTAL POLICY ON GRADE DISTRIBUTIONS

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections.
For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; **B (72-75%) in Intermediate 300-level courses**; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on your academic record. You will receive both a percent and a letter grade for this course. At UBC, letter grades convert according to the key below:

A+	90–100%	B+	76–79%	C+	64–67%	D	50–59%
A	85–89%	B	72–75%	C	60–63%	F	0–49%
A-	80–84%	B-	68–71%	C-	55–59%		

ACADEMIC INTEGRITY

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 to detect cheating and plagiarism. In cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent as dictated by the guidelines of the University. 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 / Misconduct** here: www.calendar.ubc.ca/vancouver (see Campus-Wide Policies). What does academic integrity mean for this class? Here are some tips:

1. 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. Generative A.I. tools like ChatGPT are **not permitted** in this class. Importantly, any submitted written work must consist of your own writing. **Generative A.I. programs are not a replacement for human creativity, originality, and critical thinking. Using these tools to complete work in this class will be considered an act of academic misconduct and reported to the university. A grade of '0' will be assigned to any work completed using A.I. or ChatGPT; if that work includes the optional paper assignment, the resulting grade of '0' will count in the calculation of your final grade**.

2. Avoid unintentional plagiarism.

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

3. DO NOT share course materials.

All course materials, including PowerPoint files and exam questions, are the **copyrighted intellectual property of David King**. You may not share these materials outside of this course (e.g., on CourseHero).

We appreciate your attention to these matters and trust that you will uphold these expectations at all times!

PARTICIPATION & ATTENDANCE

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. 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. In extenuating circumstances or cases of ongoing illness or absence, I may be able to offer some additional assistance. **Nevertheless, it is expected that you treat this course as a normal, in-person, lecture-based course.**

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 am dedicated to fostering a learning atmosphere that is receptive to and welcoming of 2SLGBTQIA+ people and issues (see 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 happen 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 to be more polite or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. **Students should familiarize themselves with UBC's policy on maintaining a Respectful Environment on campus and in the classroom:** https://hr.ubc.ca/sites/default/files/documents/UBC-Statement-on-Respectful-Environment.pdf

Unsure of What It Means to Be Respectful?
Here are some basic tips on how to communicate respectfully:
www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub.
Remember to treat your Instructor and TA(s) with the same respect!

SUPPORTING STUDENT SUCCESS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises do arise, and so there are additional resources available should you need them, including those for survivors of violence. UBC values the safety of all individuals and respects the ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC also provides appropriate accommodation for students with disabilities and for religious and cultural observances. Details of these policies and how to access these services are available here: senate.ubc.ca/policiesresources-support-student-success. You can find further details below:

ACADEMIC ACCOMMODATIONS

UBC accommodates students with disabilities who have registered with the Centre for Accessibility (students.ubc.ca/about/access). Please let me know within the first 2 weeks of class if you require any accommodations.

ACADEMIC CONCESSIONS

If you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me as you may be eligible for a concession. For more information, please consult Policies and Regulations in the UBC Calendar (www.calendar.ubc.ca/vancouver/index.cfm).

LEARNING RESOURCES

Learning Commons (learningcommons.ubc.ca) is an online resource designed to provide students with learning and study support.

HEALTH & WELLNESS RESOURCES

You may at some point find yourself struggling to manage your well-being. Below is a list of health-related resources on and off campus that you may wish to utilize. If concerns about your well-being arise during the term, we may also submit an **Early Alert** on your behalf in order to get you help. **Early Alert** allows faculty, staff, and TAs to identify their concerns about students sooner and in a more coordinated way. It is a confidential system in which your unique challenges can be reported to Student Services, who will refer you to appropriate resources. As an instructor, it is my responsibility to submit an Early Alert for you if concerns arise about your health or safety.

On Campus Services…

Centre for Accessibility: The CfA provides accommodations for UBC students with physical or mental disabilities. Website: students.ubc.ca/about-student-services/centre-for-accessibility | Phone: 604-822-5844

Counselling Services at UBC: Counselling offers a variety of resources to help you maintain your mental health while in school. Visit their website here: students.ubc.ca/health/counselling-services | Phone: 604-822-3811

Wellness Centre at UBC: Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. Website: students.ubc.ca/health/wellness-centre

Off Campus Services…

BC Bereavement Helpline: Non-profit, free, and confidential service that connects the public to grief support services within the province of BC. Website: www.bcbh.ca | Phone: 1-877-779-2223

Crisis Line: 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.

Mental Health Lifeline: For mental health support across Canada, call or text **988** 24 hours a day or visit http://www.crisisservicescanada.ca

SEE THE COURSE WEBSITE (CANVAS) FOR ADDITIONAL RESOURCES.

COURSE SCHEDULE & ASSIGNED READINGS

Start Date:	Module/Lecture & Topics:	Readings:
UNIT 1 →	**THE FOUNDATION: Basic Principles in Personality**	
Jan. 7	**1. Introduction to Personality Psychology**	Chs. 1*, 2*
	Syllabus Review; Defining Personality	
Jan. 9	**2. Getting Organized & Classified**	Ch. 3
	Traits & Trait Taxonomies; Leading Models	
Jan. 16	**3. Are We Stuck? Personality Across Space & Time**	Chs. 4, 5
	Person-Situation Interaction; Stability & Change	
Jan. 28	**4. Determining Nature, Nurture, & Necessity**	Chs. 6, 8
	Genetic & Evolutionary Perspectives	
Feb. 4	**UNIT 1 EXAM — *80 mins; to be held during regular class time.***	
	Don't forget to try the <u>practice quiz</u> *in Canvas!*	

Start Date:	Module/Lecture & Topics:	Readings:
UNIT 2 →	**THE ABSTRACT: Exploring Psyche, Self, and Mind**	
Feb. 6	**5. Probing the Psyche: The Work of Freud & Jung**	Ch. 9
	Psychoanalytic & Analytical Theories of Personality	
Feb. 11	**6. Expanding Perspectives: Beyond Freud & Jung**	Ch. 10
	Neo-Analytic & Motivational Perspectives; Narcissism	
Feb. 17–21	*University Midterm Break – No classes on these days!*	
Feb. 25	*Lecture 6 continued.*	Ch. 11
Feb. 27	**7. Navigating Self, from Awareness to Authenticity**	Chs. 12, 14
	Cognitive Psychology; Approaches to the Self	
Mar. 11	**UNIT 2 EXAM — *80 mins; to be held during regular class time.***	
	Don't forget to try the <u>practice quiz</u> *in Canvas!*	

Start Date:	Module/Lecture & Topics:	Readings:
UNIT 3 →	**THE APPLICATION: Society, Culture, & Health**	
Mar. 13	**8. Socialized & Systemized: Personality in Context**	Chs. 16, 17
	Sex & Gender; Sex Differences; Culture & Personality	
Mar. 25	**9. Health, Adjustment, & Resilience**	Chs. 18, 13
	Stress, Coping, & Health; Emotional Life	
Apr. 1	**10. To Suffer or to Thrive: Personality in Extremes**	Ch. 19
	Personality Disorders; Positive Psychology	
Apr. 8	**11. Course Wrap-Up: Reflections on Self & Society**	
	Our last class!	
Apr. 11	**Optional Paper Due — *Upload to Canvas & Turnitin by 11:59 PM!***	
Apr. 12–27	**UNIT 3 EXAM — *To be scheduled by UBC. (Keep your schedule open!)***	
	Don't forget to try the <u>practice quiz</u> *in Canvas!*	

Although it is recommended that you read Chapters 1 and 2, you will not be tested directly on their content. Any content from these chapters that DOES appear in lecture, however, is testable, as all lecture content is testable unless otherwise noted.

TIPS FOR NAVIGATING CANVAS:

In addition to the **Modules** tab, which will help you stay organized throughout the term, the **Course Summary** located at the bottom of the homepage will help you keep track of important dates and deadlines.

Also be sure to refer to the Study Guide in Canvas for more tips on how to study the textbook and lectures and better prepare for the exams.

Remember, recommended discussions and external links posted in Canvas are for your interest only and do not constitute testable content.

Zoom Meeting Invitation Details for Office Hours

Please use the following Zoom meeting link and details for drop-in office hours as well as all other scheduled Zoom meetings:

David King is inviting you to a scheduled Zoom meeting.

Topic: Dr. King's Virtual Office

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting
https://ubc.zoom.us/j/64610599232?pwd=NDJqTXJFdnFmTitnQURHbIR3THQvUT09

Meeting ID: 646 1059 9232

Passcode: 11

One tap mobile
+17789072071,,64610599232#,,,,,,0#,,11#

Dial by your location
+1 778 907 2071 (Vancouver)
+1 647 374 4685 (Toronto)
+1 647 375 2970 (Toronto)
+1 647 375 2971 (Toronto)
+1 204 272 7920 (Manitoba)
+1 438 809 7799 (Montreal)
+1 587 328 1099 (Alberta)
+1 613 209 3054 (Ottawa)

Meeting ID: 646 1059 9232
Passcode: 11

Join from a videoconferencing system
IP: 65.39.152.160
Meeting ID: 646 1059 9232
Passcode: 11

SIP: 64610599232@vn.zmca.us
Passcode: 11

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-eductaion 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.

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 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. In these follow-up requests, students ask me a second time if I can help, often pleading and begging me to accommodate the request. Unfortunately, I do not have unlimited amounts of time, 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 cam 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…***