

PERSONALITY PSYCHOLOGY

PSYC 305A

Section 005: Tuesdays/Thursdays, 12:30-2:00PM, SWING 121

Section 006: Tuesdays/Thursdays, 2:00-3:30PM, SWING 121

Section 007: Tuesdays/Thursdays, 3:30-5:00PM, SWING 121

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. For millennia, the land on which UBC-V is situated has been a place of learning for the Musqueam people, who have passed their culture, history, and traditions from one generation to the next on this site.

ABOUT PERSONALITY PSYCHOLOGY

Personality is among the oldest areas of inquiry in psychology. Given our discipline's long history of interest in personality, many theories of personality have been proposed. In Personality Psychology, we will examine these theories. The theories that we will consider will be organized into distinct perspectives on personality: the trait, biological, psychoanalytic, neoanalytic, learning, cognitive, motivational, and humanistic perspectives. Across these perspectives, we will consider fundamental questions related to personality. For example, what is personality? How is personality measured? What factors influence personality development? What are the consequences of individual differences in personality? And, is it possible to change personality? Through our study of psychological inquiry related to these questions, you will develop an appreciation of diverse theoretical perspectives on personality in psychology and their applications to "real-world" outcomes.

GOALS

This course will enable you to:

- appreciate the goals of personality psychology.
- review research methods that are used in the psychological study of personality.
- discuss personality assessment techniques.

- compare and contrast distinct theoretical perspectives on personality.
- review classic and contemporary research findings related to personality.
- evaluate the strengths and weaknesses of distinct theoretical perspectives on personality.
- discuss the associations between personality and psychological and social functioning.
- describe psychotherapeutic methods that support personality development.
- engage in critical reflection on psychological theory and research related to personality.
- apply psychological theory and research on personality to yourself, your loved ones, and others.

PREREQUISITES

To enable a strong foundation for Personality Psychology, prior to registration, you are encouraged to complete PSYC 102 and one of PSYC 216, 217, or 277. Given that Personality Psychology is a 300-level course, first-year students are not eligible for registration.

TEACHING TEAM

Instructor: Dr. Sunaina Assanand (she/her/hers)

E-mail address: assanand@psych.ubc.ca

Student hours: Wednesdays, 1:30-3:30PM, by appointment, schedule via the Calendly link on our Canvas homepage

Please feel free to call me Dr. A or Sunaina (Sue-nay-nah)! I have a long history at UBC, having completed four degrees here. I completed two undergraduate degrees—in chemistry and psychology. Subsequently, I pursued an interdisciplinary master's degree, bridging behavioural neuroscience and social psychology. Finally, I completed a doctoral degree in social psychology, studying culture, gender, and development. I joined the Psychology Department as a faculty member in 2009 and, after a five-year term as an Associate Dean for the Faculty of Arts, am now a Professor of Teaching. As your instructor, I hope to create a learning environment in which you feel valued, are able to succeed, and are personally and socially empowered by our course content. Outside of my academic interests, I am a cooking enthusiast with a passion for classic rock. I am also the proud mother of a recent graduate of UBC's psychology program!



Teaching assistant, section 005: Elizabeth Jacob (she/her/hers)

E-mail address: el18012@student.ubc.ca

Student hours: By appointment, contact via e-mail

Hi all, feel free to call me Liz! I am originally from Kerala, India, and I bring

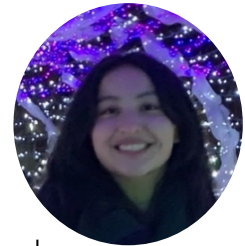


a diverse cultural perspective to both my academic work and everyday life. I am a fourth (and final) year student completing my BA in psychology and family studies. My major research interests lie at the intersection of personality and cultural psychology, in pursuit of which I am a research assistant in Dr. Bedi's Lab, where we explore how cultural values (such as karma in South Asian cultures) impact the efficacy and perception of psychotherapy. I plan on continuing my studies with a master's and PhD in counseling psychology, with the goal of practicing as a psychologist. Outside of academics, I love reading fiction, dancing with UBC Dance Horizons, and baking.

Teaching assistant, section 006: Carmen Migic (she/her/hers)

E-mail address: carmen.migic@ubc.ca

Student hours: By appointment, contact via e-mail



Hi everyone! I am a fourth-year psychology student and passionate about personality psychology, especially exploring how different cultures shape and influence personality traits. It is fascinating to see similarities and differences in how people think, behave, and interact across the world. I am also part of the Uplift Health Lab, where we look at how daily experiences affect long-term health and aging, and I am really interested in how mental and physical health are connected. I strongly believe in taking a holistic approach to university life—finding a balance between academics, extracurriculars, and personal downtime is key to thriving. Outside of school, I enjoy weightlifting, cooking, and working on jigsaw puzzles. I am looking forward to an exciting and fulfilling semester with you all!

Teaching assistant, section 007: Yangyilin Guo (she/her/hers)

E-mail address: yangyilin.guo@ubc.ca

Student hours: By appointment, contact via e-mail



Hi everyone! My name is Yilin (in short), and I am a second-year master's student in the Social/Personality area co-supervised by Dr. Friedrich Götz and Dr. Steven Heine. I am originally from the province of Henan in China and moved to Montreal at the age of 9, where I finished my bachelor's degree in psychology at McGill University. My research interests broadly lie in geographical, cultural, and personality psychology (e.g., exploring cultural and regional differences in personality between and within North American and East Asian countries and how these differences are related to people's behaviors and well-being). Outside of research, I love traveling and discovering different cultures, petting dogs/cats/any fluffy animals, and eating tasty foods. Feel free to drop by to talk about the course, my research, grad school, or anything else!

STRUCTURE AND MATERIALS

Delivery: Personality Psychology is designated an “in-person” course. Accordingly, class meetings will be held in person and on campus. Class meetings will involve lectures, activities, and discussion, making in-person participation essential to the dynamics of our class and your success in the course.

Website: As we progress through Personality Psychology, I will post course materials in Canvas, organized in modules by topic. Please work through the modules in the order in which they are presented.

I will share course-related reminders and updates at the start of class meetings and, in some instances, through announcements in Canvas. Please review the lecture slides for each class meeting and announcements in Canvas regularly to ensure that you are informed and up-to-date on the course. To facilitate timely review of announcements in Canvas, please set your notifications to be advised of announcements as they are posted: In Canvas, select “Account,” “Notifications,” “Announcement,” and “Notify immediately.” For detailed instructions, see Canvas' step-by-step guide (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434>).

I will enable the discussion board for Personality Psychology as a “message wall” for students to communicate with each other. You may use the message wall to pose questions to classmates, share ideas with classmates, and post links to resources (e.g., news stories, websites) that are relevant to the course and of potential interest to classmates. Please note that the teaching assistant and I will not monitor the message wall with regularity. Accordingly, if you prefer to communicate with us, please e-mail or speak with us directly.

Lecture slides: Prior to each class meeting, I will post “tentative” learning objectives to help you navigate the content and anticipated learning outcomes of the class meeting. After each class meeting, I will post the lecture slides that we discussed. The lecture slides will contain the finalized learning objectives. I will number the lecture slides to facilitate note taking; you may record notes by slide number during class. Although the lecture slides will review material from class, we will consider points in class that are not presented in the lecture slides. These include points that I will write on the document camera and points that I will share in class discussion.

Readings: I will post required and recommended readings to accompany the topics that we will discuss in our class meetings. The readings will be drawn from academic literature on or related to personality psychology and include journal articles and book chapters. The readings will be available to you at no cost through UBC's Library.

Given that the readings will include original scholarship, in some instances, they may be dense and contain significant scholarly jargon. The Introductory Module for our course will provide “tips” to guide and support you as you engage with the readings. Please ensure that you review the tips before you begin the readings.

Many of the readings will be discussed in our class meetings. Nevertheless, you are welcome and encouraged to discuss the readings with me, the teaching assistant, and your classmates.

Activities: In addition to lecture slides and readings, I will post required and recommended activities in the modules. The activities will provide you with additional and valuable insights into Personality Psychology and enable you to personalize our course content. The activities will include, for example, films and psychological surveys.

Case studies: To practice application of our course content, we will conduct three case studies. For each case study, I will post a biographical film of a public figure. The film will be available through LOCR in Canvas. In addition, I will post questions to facilitate analysis of the public figure’s personality; we will discuss the questions in class. Each case study will be conducted before a scheduled learning assessment (i.e., exam), providing you with the opportunity to review relevant course content prior to the learning assessment.

LEARNING ASSESSMENTS

Learning assessments will include three exams. The exams will be weighted equally, with each exam accounting for one-third of your grade in the course. The exams will be non-cumulative.

Each exam will consist of multiple choice and short answer questions related to the lecture slides, the required readings and activities, the case studies and, as noted above, points that we will consider in class that are not presented in the lecture slides. These include points that I will write on the document camera and points that I will share in class discussion. The exams will include questions that will require you to apply our course content to novel examples and situations.

You must write the exams in the section of the course in which you are registered. If you write an exam in another section, you will receive a grade of “0” on the exam, in which case I will ask that you contact your Advising Office to discuss options.

To ensure equity among students and effective exam administration and invigilation, please note that:

- if you arrive late to an exam, particularly after a classmate has completed the exam and left the exam room, you will not be permitted to complete the exam.
- if an invigilator asks you to move seats during an exam, they may do so without explanation. The invigilator may request that you move seats due to the suspected academic misconduct of a classmate in an adjacent seat.

EXTRA CREDIT

You may earn up to three extra percent toward your grade in Personality Psychology through participation in studies conducted by the Psychology Department and coordinated through the Human Subject Pool (HSP). For each hour of participation, you can earn one extra percent. If interested, please register through the UBC Psychology Research Participation System (<https://ubc-psych.sona-systems.com/Default.aspx?ReturnUrl=%2f>). As an alternative, you may earn extra credit by completing a library-writing project in which you will read and summarize a journal article. For more information, see the HSP website (<https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>). There, you will find a detailed guide on the HSP, "how-to" videos, and a list of answers to frequently asked questions. Please note that inquiries related to extra credit should be directed to the HSP's e-mail address: hspresearch@psych.ubc.ca.

POLICIES

Course policies are provided below. The policies reflect Senate Policy V-130 (<https://scs-senate-2021.sites.olt.ubc.ca/files/2021/08/Policy-20190207-V-130-Syllabus.pdf>), which contains the following statement regarding UBC's values:

"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 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."

Participation: As your instructor, my aim is to create an interactive environment in which we learn together. You are welcome and encouraged to make comments and ask questions during class meetings that stimulate thought, discussion, and debate among your classmates. In addition, you are welcome and encouraged to share your ideas and interests with me after class and during student hours.

To facilitate respectful participation, I will make every effort to create a learning environment in which diversity is embraced—including, but not limited to, diversity in age, ability/disability, body size, ethnicity, gender expression, gender identity, health, mental health, political identity, race, religious identity, sex, sexual orientation, and socioeconomic background.



To this end, in the context of our course, you will be expected to adhere to the UBC Statement on Respectful Environment for Students, Faculty, and Staff (<https://hr.ubc.ca/sites/default/files/documents/UBC-Statement-on-Respectful-Environment.pdf>):

“The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work, and study in a positive and supportive environment, free from harmful behaviours such as bullying and harassment.”

Accordingly, you should not make comments, ask questions, or engage in behaviour that may exclude or offend others. If you wish to discuss a matter that may exclude or offend others, please speak with me after class or during student hours.

E-mail correspondence: If you would like to discuss an aspect of our course, you may speak with me after class or during student hours. If these options are not feasible for you, you may e-mail me or the teaching assistant. Given that Canvas does not track e-mail threads in UBC inboxes, please avoid using the “inbox” communication tool in Canvas to correspond with us. Instead, please contact us directly via the e-mail addresses provided above. In general, we will respond to e-mails within 48 hours, Monday to Friday, during regular work hours. If you do not receive a response within 48 hours, feel free to send a follow-up e-mail. Please limit your e-mail to one question. If you have multiple questions, you may meet with me during student hours or schedule an appointment to meet with the teaching assistant. For a question related to our course content, please provide your understanding of the material in the e-mail. In response, we will affirm, expand, or clarify. Given unexpected circumstances, we may not be able to answer e-mails the day before an exam. Please plan accordingly.

Academic concession: During the term, you may experience circumstances (e.g., illness, death of a family member) that interfere with your ability to complete a learning assessment (i.e., exam) on the date indicated in our course schedule. If your circumstances meet UBC’s Grounds for Academic Concession (<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession#26573>), you may apply for academic concession. To receive academic concession, please e-mail me within 48 hours of the relevant exam date. After I review your circumstances, I will ask that you complete a Self-

Declaration Form (<https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf>) or apply for academic concession through your Advising Office.

If you are granted academic concession for a midterm exam (i.e., exam 1 or exam 2 in our course schedule), we will offer you one date for a “makeup” exam. The makeup exam will be scheduled within 14 days after the original exam, at a time determined by the teaching assistant. If you are not able to complete the makeup exam on this date, you will receive a grade of “0” on the exam, in which case I will ask that you contact your Advising Office to discuss options.

If you are granted academic concession for the final exam (i.e., exam 3 in our course schedule), you will receive a “standing deferred” in our course, in which case the Registrar’s Office will offer you one date for a makeup exam. The makeup exam will be scheduled in the summer, at a time determined by Enrolment Services.

Please note that the content and format of a makeup exam may differ from the exam that was administered in class.

Importantly, if you choose to write an exam on the date indicated in our course schedule despite circumstances that warrant academic concession, we will not be able to change the relative weight of the exam or modify your standing in the course at a later time. Accordingly, please consider your well-being with care and request academic concession if you believe that your circumstances meet UBC’s Grounds for Academic Concession.

Requests for grade adjustments: If you believe that an exam question has been graded inaccurately, you may request that it be regraded within 2 weeks of the grade being released to you. To request a regrade, please complete a Regrade Request Form, available from the teaching assistant. The teaching assistant will review your request and adjust your grade, if appropriate. If you believe that the teaching assistant has not responded to your request appropriately, you may contact me. Please note that your grade may increase, decrease, or remain the same as a consequence of the review.

Academic accommodation: I am committed to equal opportunity in education for all students, including students with documented disabilities and ongoing medical conditions. For academic accommodation on these grounds, please contact the Centre for Accessibility (<https://students.ubc.ca/about-student-services/centre-for-accessibility>). If your request for academic accommodation is accepted by the Centre for Accessibility, please notify me of the accommodation, preferably during the first 2 weeks of the term.

Academic integrity and misconduct: As a member of an academic community, in the context of our course, you will be expected to uphold UBC’s Academic Integrity Statement

(<https://academicintegrity.ubc.ca/about-academic-integrity/>). As noted in the preamble to the statement:

"Academic integrity is a commitment to upholding the values of respect, integrity, and accountability in academic work. For students, this means completing academic work honestly and for instructors this means supporting students to learn with integrity in their courses. It is an essential part of being a member of the university community since learning with integrity ensures that graduates are properly credentialed."

Accordingly, you should complete your own work and avoid tools and services (e.g., CourseHero) that undermine academic integrity. Please seek support from me or the teaching assistant if you are uncertain of actions that may compromise academic integrity and constitute academic misconduct.

Given the importance of academic integrity, the Psychology Department has taken steps to alleviate cheating, plagiarism, and other forms of academic misconduct. For example, the Psychology Department employs software that can reliably detect cheating on multiple choice questions by analyzing the patterns of students' responses. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by university guidelines. Evidence of academic misconduct may result in a "0" credit for the work in question. According to Section 61 of the University Act, the President of UBC has the right to impose harsher penalties including, but not limited to, a failing grade in the course, suspension from the University, cancellation of scholarships, and a notation added to the student's transcript.

UBC has created a number of resources on academic integrity and misconduct (<https://academicintegrity.ubc.ca/student-start/>). These include a series of modules on the foundations of academic integrity, cheating and collaboration, and writing and plagiarism. Please familiarize yourself with these resources to ensure that you do not inadvertently breach academic integrity within the context of our course or your degree.

Psychology Department's policy on grading: The Psychology Department employs department-wide grading standards to promote equitable alignment, supporting students and instructors as they learn and teach across many diverse courses and sections. For each course section, departmental policy requires that the instructor aim for a grade average in the following target ranges (before HSP credits are added, but including mandatory HSP credits if applicable): B- (68-71%) in introductory 100-level and 200-level courses; B (72-75%) in intermediate 300-level courses; and B+ (76-79%) in advanced 400-level courses and selective-entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). The target ranges are intended to provide some flexibility to the instructor 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 a course, the instructor may choose to adjust the difficulty of learning assessments and/or grades on learning assessments to align with the target range. At the end of the course, if the grade average falls outside of the target range (in either direction), the instructor will be expected to use a linear transformation to adjust grades in the course (i.e., add or subtract the same number of points to all grades, while ensuring that no student fails the course due to the transformation). If the grade average falls within one letter grade band above the target range (e.g., in the B+ range for an intermediate 300-level course), and the instructor believes that the higher grade average is 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. A course with a grade average that exceeds the upper range will be expected to provide justification as well as use a linear transformation to ensure that the grade average falls within the upper range.

A grade is not official until it appears on a student's academic record. Students will receive both a letter grade and percent grade in the course. At UBC, they convert as follows: A+ = 90-100%; A = 85-89%; A- = 80-84%; B+ = 76-79%; B = 72-75%; B- = 68-71%; C+ = 64-67%; C = 60-63%; C- = 55-59%; D = 50-54%; F = 0-49%.

Credit/D/Fail grading and withdrawal dates: If you wish to elect Credit/D/Fail grading in Personality Psychology, you must do so by January 17. If you wish to withdraw from Personality Psychology without a record on your transcript, you must do so by January 17. If you wish to withdraw from Personality Psychology with a withdrawal standing of "W" on your transcript, you must do so by March 7.

LEARNING, HEALTH, AND WELL-BEING RESOURCES

As noted by the UBC Wellness Centre (<https://students.ubc.ca/health/wellness-centre>):

"A healthy mind, body, and spirit are foundations for students to achieve their personal and academic goals."

In keeping with this statement, UBC has created a number of resources to support your learning, health, and well-being (<https://students.ubc.ca/support>). These include academic and learning resources (<https://students.ubc.ca/enrolment/academic-learning-resources>), health and well-being resources (<https://students.ubc.ca/health>), and crisis support resources (<https://students.ubc.ca/health/crisis-support>). If you experience challenges during the term that compromise your learning, health, or well-being, please access these resources to ensure that you are well supported by UBC, your Faculty, the Psychology Department, and your community.

EARLY ALERT

I participate in UBC's Early Alert program, which is designed to identify and support students who may need assistance due to a temporary setback or ongoing difficulty that could interfere with their education, well-being, or both. For more information, see the Early Alert website (<https://facultystaff.students.ubc.ca/systems-tools/early-alert>). There, you will find a description of the program and a list of answers to frequently asked questions.

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COURSE SCHEDULE

The schedule below provides a list of topics for our course, with relevant dates, readings, and activities. Any changes to the schedule will be announced in class meetings.

Class dates	Topics, readings, activities, exam dates
January 7	<u>Topic:</u> Welcome and Syllabus Review
January 9, 14	<u>Topic:</u> Introductory Concepts, Research Methods, and Personality Assessment <u>Required reading:</u> <ul style="list-style-type: none"> Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. <i>Perspectives on Psychological Science</i>, 2(4), 313-345. https://doi.org/10.1111/j.1745-6916.2007.00047.x
January 16, 21	<u>Topic:</u> Trait Theories <u>Required readings:</u> <ul style="list-style-type: none"> McCrae, R. R. (2020). The five-factor model of personality: Consensus and controversy. In P. J. Corr & G. Matthews (Eds.), <i>The Cambridge handbook of personality psychology</i> (2nd ed., pp. 129-141). Cambridge University Press. https://doi.org/10.1017/9781108264822.013 Roberts, B. W., Luo, J., Briley, D. A., Chow, P. I., Su, R., & Hill, P. L. (2017). A systematic review of personality trait change through intervention. <i>Psychological Bulletin</i>, 143(2), 117-141. https://doi.org/10.1037/bul0000088 <u>Recommended activity:</u> <ul style="list-style-type: none"> Big Five Test (psychological survey)
January 23	<u>Topic:</u> Case Study 1 <u>Required activities:</u> <ul style="list-style-type: none"> Jeffrey Dahmer: The Monster Within (film) Case Study Questions
January 28	Exam 1
January 30, February 4, 6	<u>Topic:</u> Biological Theories <u>Required readings:</u> <ul style="list-style-type: none"> Buss, D. M. (2009). The great struggles of life: Darwin and the emergence of evolutionary psychology. <i>American Psychologist</i>, 64(2), 140-148. https://doi.org/10.1037/a0013207

	<ul style="list-style-type: none"> DeYoung, C. G., Hirsh, J. B., Shane, M. S., Papademetris, X., Rajeevan, N., & Gray, J. R. (2010). Testing predictions from personality neuroscience: Brain structure and the big five. <i>Psychological Science</i>, 21(6), 820-828. https://doi.org/10.1177/0956797610370159 <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> Wood, W., & Eagly, A. H. (2000). A call to recognize the breadth of evolutionary perspectives: Sociocultural theories and evolutionary psychology. <i>Psychological Inquiry</i>, 11(1), 52-55. <p><u>Recommended activity:</u></p> <ul style="list-style-type: none"> EAS Temperament Scale (psychological survey)
February 11, 13, 25, 27	<p><u>Topic:</u> Psychoanalytic and Neoanalytic Theories</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. <i>American Psychologist</i>, 65(2), 98-109. https://doi.org/10.1037/a0018378 Mikulincer, M., & Shaver, P. (2012). Attachment theory. In P. A. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), <i>Handbook of theories of social psychology: Vol. 2</i> (pp. 160-179). Sage Publications. https://doi.org/10.4135/9781446249222 <p><u>Recommended activities:</u></p> <ul style="list-style-type: none"> Life Style Index (psychological survey) Century of the Self (film) Modified Erikson Psychosocial Stage Inventory (psychological survey) Wild Strawberries (film)/Erikson, E. H. (1976). Reflections on Dr. Borg's life cycle. <i>Daedalus</i>, 105(2), 1-28. https://www.jstor.org/stable/20024398
March 4	<p><u>Topic:</u> Case Study 2</p> <p><u>Required activities:</u></p> <ul style="list-style-type: none"> Adolf Hitler: The Private Man (film) Case Study Questions
March 6	Exam 2
March 11, 13	<p><u>Topic:</u> Learning Theories</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> Maddux, J. E., & Evan M. K. (2016). Self-efficacy: The power of believing you can. In C. R. Snyder, S. J. Lopez, L. M. Edwards, & S. C. Marques (Eds.), <i>The Oxford handbook of positive psychology</i> (3rd ed., pp. 443-452). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199396511.013.26 <p><u>Recommended reading:</u></p>

	<ul style="list-style-type: none"> Bandura, A. (1965). Influence of models' reinforcement contingencies on the acquisition of imitative responses. <i>Journal of Personality and Social Psychology</i>, 1(6), 589-595. https://doi.org/10.1037/h0022070
March 13, 18	<p><u>Topic:</u> Cognitive Theories</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> Smith, R. E., & Shoda, Y. (2009). Personality as a cognitive-affective processing system. In P. J. Corr & G. Matthews (Eds.), <i>The Cambridge handbook of personality psychology</i> (pp. 473-487). Cambridge University Press. <p><u>Recommended activity:</u></p> <ul style="list-style-type: none"> Need for Cognition Scale (psychological survey)
March 20, 25, 27, April 1	<p><u>Topic:</u> Motivational and Humanistic Theories</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55(1), 68-78. https://doi.org/10.1037/0003-066X.55.1.68 Pavot, W., & Diener, E. (2011). Personality and happiness: Predicting the experience of subjective well-being. In T. Chamorro-Premuzic, S. von Stumm, & A. Furnham (Eds.), <i>The Wiley-Blackwell handbook of individual differences</i> (pp. 699-717). Blackwell Publishing. https://doi.org/10.1002/9781444343120 Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. <i>American Psychologist</i>, 60(5), 410-421. https://doi.org/10.1037/0003-066X.60.5.410 <p><u>Recommended activities:</u></p> <ul style="list-style-type: none"> Self-Actualization Scale (psychological survey) Three Approaches to Psychotherapy, Part 1: Client-Centered Therapy with Carl Rogers (film)
April 3	<p><u>Topic:</u> Case Study 3</p> <p><u>Required activities:</u></p> <ul style="list-style-type: none"> Malcolm X: A Search for Identity (film) Case Study Questions
April 8	<u>Topic:</u> Integration and Conclusion
April 12-27	Exam 3 (date to be scheduled by the Registrar's Office)