Course Overview
This course will provide a broad overview of theory and research in the field of personality psychology. Personality psychology addresses some of the most central and interesting questions in psychology: Why do people think, feel, and act in the ways they do? What makes people different from each other? What are the essential components of an individual’s personality? Many of us already study personality in our everyday lives, from exploring our own personalities through introspection to understanding the behavior of other people and even animals. By the end of the course, students should (a) have a firm grasp of what personality psychology is and what methods it employs to ask and answer questions about personality, (b) be familiar with overarching theoretical approaches that have been used to study and develop knowledge about human personality, and (c) build up a knowledge base of classic and contemporary research findings and facts regarding personality. Long-term, the goal of the course is to enhance students’ ability to engage in critical thinking, to increase understanding of their own and others’ personalities, and to improve how students relate to themselves and others.

Required Reading:
2) Occasional articles and extra chapters posted to the course Moodle site

Evaluation:
There will be 4 non-cumulative exams and 3 writing assignments, for a total of 480 possible points in the course. There will also be weekly online open-book quizzes, which are optional extra credit. Quizzes will cover material from the reading assignments. There will be 17 quizzes in total, worth between 1-3 extra credit points each. These are easy extra points and will help you prepare for exams. As noted below, quizzes for each of the four course sections will close prior to each section’s exam.
**POINT BREAKDOWN AND SCHEDULE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Date</th>
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<tbody>
<tr>
<td>Personal Sketch</td>
<td>20</td>
<td>Monday, September 8</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>Thursday, September 25</td>
</tr>
<tr>
<td>Response Paper 1</td>
<td>30</td>
<td>Monday, October 13</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
<td>Thursday, October 23</td>
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<td>Exam 3</td>
<td>100</td>
<td>Thursday, November 13</td>
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<tr>
<td>Response Paper 2</td>
<td>30</td>
<td>Tuesday, November 25</td>
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<tr>
<td>Exam 4</td>
<td>100</td>
<td>Tuesday, December 9</td>
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480 points total (not including extra credit)

**Extra Credit**

- Quizzes 1-6: up to 9 points extra credit (DUE BEFORE EXAM 1)
- Quizzes 7-9.5: up to 7 points extra credit (DUE BEFORE EXAM 2)
- Quizzes 10-14: up to 8 points extra credit (DUE BEFORE EXAM 3)
- Quizzes 17-19: up to 8 points extra credit (DUE BEFORE EXAM 4)

32 possible total extra credit quiz points

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topic and Readings/Quizzes</th>
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<tbody>
<tr>
<td>Sept 2 (T)</td>
<td>Introduction and Overview</td>
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<tr>
<td></td>
<td>What is Personality?</td>
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<tr>
<td>Sept 4 (Th)</td>
<td><strong>Reading:</strong> Textbook, chapter 1; McAdams &amp; Pals, “A new big five”</td>
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<td></td>
<td><strong>Quiz:</strong> chapter 1 quiz</td>
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<td>**⇒⇒ Personal Sketch Due Monday, Sept. 8th, by email to <a href="mailto:psy3101@gmail.com">psy3101@gmail.com</a> **⇒⇒</td>
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<tr>
<td>Sept 9 (T)</td>
<td>Data and Methods: Introduction; Reliability &amp; Validity</td>
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<td></td>
<td><strong>Reading:</strong> Textbook, chapter 2</td>
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<td><strong>Quiz:</strong> chapter 2 quiz</td>
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<tr>
<td>Sept 11 (Th)</td>
<td>Data and Methods: Experimental and Correlational</td>
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<td><strong>Reading:</strong> Textbook, chapter 3</td>
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<td><strong>Quiz:</strong> chapter 3 quiz</td>
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<td>Sept 16 (T)</td>
<td>Introduction to Personality Traits</td>
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<td></td>
<td><strong>Reading:</strong> Textbook, chapter 4</td>
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<td></td>
<td><strong>Quiz:</strong> chapter 4 quiz</td>
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<td></td>
<td><strong>DUE:</strong> BFAS Personality Questionnaire, complete by Midnight on Feb 6nd</td>
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<td>Sept 18 (Th)</td>
<td>Personality Assessment I (Guest Lecture)</td>
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<td><strong>Reading:</strong> Textbook, chapter 5</td>
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<td><strong>Quiz:</strong> chapter 5</td>
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<tr>
<td>Sept 23 (T)</td>
<td>Personality Assessment II</td>
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<td></td>
<td><strong>Reading:</strong> Textbook, chapter 6</td>
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<td></td>
<td><strong>Quiz:</strong> chapter 6</td>
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<tr>
<td>Sept 25 (Th)</td>
<td><strong>Exam 1 (Quizzes 1-6 close at 10:00AM)</strong></td>
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Sept 29 (T)  Personality Traits & Behavior  
**Reading:** Textbook, chapter 7; DeYoung (2007) Between Facets and Domains  
**Quiz:** chapter 7 quiz

Oct 2  (Th)  The Biology of Personality Traits (Guest Lecture by Professor Colin DeYoung)  
**Reading:** Textbook, chapter 8, DeYoung 2010  
**Quiz:** chapter 8 quiz

Oct 6 (T)  The Biochemistry of Personality Traits  
**Reading:** Textbook, chapter 8

Oct 9  (Th)  Behavioral Genetics (Guest Lecture, Bridget Carey)  
**Reading:** Textbook, chapter 9, Nettle 2006  
**Quiz:** chapter 9 quiz

→→ **Response Paper #1 Due Monday, Oct. 13th, by email to psy3101@gmail.com ↔️

Oct 14 (T)  Evolutionary Theory (Guest lecture by Ethan Young)  
**Reading:** Textbook, chapter 9, Nettle 2006  
**Quiz:** chapter 9 quiz

Oct 16 (Th)  Evolution Continued; Personality Development: Stability and Change  
**Reading:** Textbook, chapter 7 (pages 236-240)  
**Quiz:** Quiz 9.5 (listed under topic 9)

Oct 21 (T)  Personality Development: Stability and Change, and Review for Exam 2  
**Reading:** Textbook, chapter 7

Oct 23 (Th)  **Exam 2 (Quizzes 7-9.5 close at 10:00AM)**

Oct 28 (T)  The Birth of Personality Psychology: Freud, Psychoanalysis, and the Unconscious  
**Reading:** Textbook, chapters 10 & 11  
**Quizzes:** Ch 10 & Ch 11 quizzes

Oct 30 (Th)  Neo-Freudian Thought & Attachment Theory  
**Reading:** Textbook, chapter 12  
**Quiz:** Chapter 12 quiz

Nov 4  (T)  Humanism & Positive Psychology  
**Reading:** Textbook, chapter 13  
**Quiz:** Chapter 13 quiz

Nov 6  (Th)  Personality & Culture  
**Reading:** Textbook, chapter 14  
**Quiz:** Chapter 14 quiz

Nov 11 (T)  Personality Processes  
**Reading:** Chapter 16  
No quiz

Nov 13 (Th)  **Exam 3 (Quizzes 10-14 close at 10:00AM)**

Nov 18 (T)  Social Desirability, Self-Esteem, and Self-Deception  
**Reading:** Textbook, chapter 17; Peterson et al., “Self-deception and failure to modulate responses…” (you may skip sections 2-3)
Nov 20 (Th) Intelligence and Creativity
Reading: TBD

Nov 25 (T) Intelligence and Creativity II
Reading: TBD

Response Paper #2 Due Tuesday, Nov. 25th, by email to psy3101@gmail.com

Nov 27 (Th) No Class – Thanksgiving Break

Dec 2 (T) Personality Disorders and Models of Mental Illness
Reading: Textbook, chapter 18

Dec 4 (Th) Conclusions & Exam 4 Review
Reading: Textbook, chapter 19

Dec 9 (T) Exam 4 (Quizzes 17,18,19 close at 10:00AM)

SYLLABUS CHANGES: I will make changes to this course syllabus as necessary, including changing readings or dates, since some topics may not take as long as scheduled, and some may take longer. My goal is to make sure all material is covered thoroughly; I will not sacrifice your learning in order to conform to a rigid schedule. I will announce all changes, and the syllabus will be updated and posted on the course moodle website.

LECTURES: You are strongly advised to attend all lectures. Some material presented in lecture will not be in the readings. Additionally, the lectures will give you a sense of what to focus on in the readings. PowerPoint slides will be available on the course website before each lecture; a version with notes will be available after each lecture. Cell phones must be turned off during lecture. You absolutely may not use your cell phone in class, even to text. iPods or any other devices with headphones are not allowed. If you choose to use a laptop to take notes, please do use it to browse the internet or play games—this is distracting and disrespectful to your fellow classmates and to me.

EXAMS: Exams will be primarily multiple-choice, and will cover material from lectures and readings. All four exams will be held in the classroom. Please bring two #2 pencils to each exam. Do not miss exams. Make-ups will be given only with official University-approved excuses (see the University and College of Liberal Arts Rules and Regulations). Make-up exams must be completed promptly after each exam date.

QUIZZES: There will be chapter quizzes online, all of which are OPTIONAL but worth EXTRA CREDIT (see point breakdown above).

STUDENT CONDUCT: Academic dishonesty is defined by the Committee on Student Academic Affairs as any act that violates the rights of other students with respect to academic work or that involves misrepresentations of a student’s own work. Students caught cheating on an exam or assignment will receive a score of 0 for that exam or assignment and may incur further penalties. Students are expected to abide by the College of Liberal Arts student conduct regulations. Students whose behavior is disruptive to the instruction of the course or to other students will be asked to leave the classroom.
**GRADING:** The total number of possible points in the course (excluding extra-credit) will be 480. Grade cut-offs are as follows:

- A = 447-480 points
- A- = 432-446 points
- B+ = 418-431 points
- B = 399-417 points
- B- = 384-398 points
- C+ = 370-383 points
- C = 351-369 points
- C- = 336-350 points
- D+ = 322-335 points
- D = 288-321 points
- F = below 288 points

When grades are posted at the end of the semester, they are **final** and will not be changed no matter how close a student is to the next higher grade.

**REP STUDY EXTRA CREDIT:** Students may earn up to 6 extra-credit points for participation in REP research projects in the Department of Psychology. For each half-hour of participation in these projects, students will earn 1 extra-credit point, which will be added to their final point total. You may volunteer to participate in any of the projects posted on the REP electronic bulletin board (see the Department of Psychology webpage, under “Research”). You may also sign up for REP projects announced in class. Please note, however, that only participation in approved projects will qualify for extra-credit. Thus, confirm that the project for which you are volunteering is an approved REP project. All extra-credit points will be added to your total point at the **end** of the course so they will not appear on your record until final grades are posted. You will not be penalized if you choose not to participate in this extra-credit opportunity.

When you agree to participate in a REP-approved study, you are forming a **contract** with the researcher to be punctually present at the place and time you have selected. Please be sure to write down the **date**, **time**, and **place** of each study. You and the researcher are the only ones who will know the time and place of your REP study. You should also write down the project number, the researcher's name, and the researcher's phone number. If you have to cancel an appointment, please inform the researcher as soon as possible. Although your extra-credit points for PSY 3101 will be automatically entered into the REP computer program by each experimenter, it is wise to keep a personal record your extra-credit on the record sheet as well.

**DISABILITIES:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office (612-626-1333) and speak with the instructor as soon as possible.
Personal Sketch
Due before midnight (by 11:59 PM) on Monday, September 8th.

Who are you?

Write 2 full pages describing yourself (*single-spaced*; 12-point font; preferably Times New Roman or similar). You can incorporate anything that seems relevant (for example, your life story, a discussion of your characteristics and what you’re like, etc.).

Do not use a cover page. Simply type your name and student ID # at the top.

Choose a pseudonym (fake name) for yourself. The pseudonym must be two words (for example, “John Doe,” “Jane Smith”), but feel free to be creative with it. Type your pseudonym below your real name, above your sketch.

You must submit your personal sketch as a Word document (or equivalent) by email to the course email address: psy3101@gmail.com. Both the title of your Word file and the subject line of your email should be just your pseudonym. *Keep a copy of your sketch.*

The reason for the pseudonym is that we will post the sketches on the course website, using the pseudonym so that you cannot be identified. *Your real name will not appear with the sketch on the website.* You will then be able to apply theories you learn in the course to these sketches in 2 response papers that will be due later in the term. Additionally, there will be an opportunity to take a personality test and to post the results with your sketch.

Because sketches will be posted, you may want to avoid including details that will obviously identify you (e.g., “I’m 7 feet tall”). If you do not want to have your sketch posted, please let us know in the email with your sketch attached. There is no penalty for not posting your sketch, but we encourage you to allow us to post it, as this will make the course more interesting for everyone. No one outside of the course will have access to the website. Even if you decide not to post your sketch, you must choose a pseudonym.

The sketch is worth 20 points. Additionally, **you MUST complete the sketch in order to get any of the points associated with the 2 response papers (30 points each).**

Possible grades on the sketch are:
0 = not submitted, or what you submitted is not a personal sketch.
10 = personal sketch submitted, but little effort was put into it (for example, the writing is sloppy, or the sketch is too short).
20 = personal sketch done with adequate care.

Any late sketch received by Sept. 15th can receive no more than 10 points. After that, sketches are worth 0 points, but must be submitted to receive points for the response papers. Email me or one of the TAs, if you have any questions.