



College of Arts and Letters, Department of Psychology
PSY 6200-001/7200-001: Systems of Personality
(CRN: 13564/13565)
Syllabus
Spring Semester 2017

“The purpose of psychology is to give us a completely different idea of the things we know best.” ~ Paul Valery

“Discussion is an exchange of knowledge; an argument is an exchange of ignorance.” ~ Robert Quillen

“Rules are not necessarily sacred, principles are.” ~ President Franklin D. Roosevelt

“Take time to reflect on your story – the story of your life. If not, you may lose the thread of your life, your source of identity, and your purpose.” ~ Matthew Kelly

Course Instructor: Dr. M. Tiamiyu

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Office Hours: MW 10:00 AM – 12:00 PM & by apt.

Office Location: UH 1063

Personal Website: <http://homepages.utoledo.edu/mtiamiy/>

Class Location: UH 1610

Class Time: 4:15 PM – 6:45 PM Wednesdays

Course Website: <https://blackboard.utdl.edu>

Office Phone: 419-530-2853

Prerequisites:

None listed (graduate status or consent/permission of the course professor, a previous undergraduate course in personality would be helpful; students are typically in the Ph.D. Clinical/Experimental Psychology programs).

Course Catalog Description:

“Advanced historical overview of the main systems for understanding human beings: sources of motivation, coping, dysfunction, strengths/virtues. Emphasizes philosophical understandings of personality systems, analysis of major contributions and multi-perspective critiques.”

Course Overview

In this course, we will engage in an advanced analysis of major traditional and modern systems/theories of human personality and individual differences. It will include a study of the basic principles of personality structure, dynamics, and development. We will also get to review the philosophical orientations of personality theorists, analyze their major contributions, critique their works from a variety of perspectives, and discuss related empirical research. Applications are made about the role of personality in a variety of contexts. This course does not deal in depth with assessment and therapeutic techniques that stem from the systems covered (PSY 6230 -- Personality Assessment does this).

Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to ...

1. identify the principal proponents associated with the major personality systems
2. describe the basic tenets and principles of the major personality systems
3. elaborate on the concepts and language used by different personality theorists to describe the structure, dynamics, and development of personality
4. evaluate the historical and cultural perspectives of different personality theorists and resulting biases
5. understand the development of healthy personality and pathological personality from different theoretical viewpoints
6. recognize the importance of personality theory for the practice of clinical psychology in terms of therapy and assessment as well as its place in health service psychology
7. critically discuss empirical research related to major personality systems
8. exhibit a receptiveness to think flexibly and inclusively, and to receive feedback
9. demonstrate an ability to engage in class discussions and activities at an advanced level, and to efficiently complete all course requirements.

Texts and Readings:

Required Textbook:

Ryckman, R. (2013). *Theories of Personality* (10th. Ed.). Belmont, CA: Wadsworth Cengage Learning [ISBN-978-1-111-83066-3]

(This is an advance undergraduate level textbook, which is an overview of personality theories and research, and has received some good reviews.)

Required Additional Readings

The course instructor will assign the additional required readings (mostly original journal articles) on personality theories and research (see course calendar provided towards the end of this syllabus for details, including locations of such readings, and the order in which they will be discussed in class and in the three assigned reflection papers).

P.S. All readings to be completed prior to meeting in class

Electronics, etc.: Please, as a matter of courtesy students shall turn off anything that may "beep" and put their cell phones on vibrate during class. Laptops/iPads are allowed in class ONLY for course-related use; headphones and other such gadgets are however **not** allowed in class, but feel free to leave the classroom to use your cell phone. Students should also minimize noisy distractions including chatting with friends, or packing up while the course instructor is still speaking and other disruptive behaviors during class. Furthermore, no reading of newspapers and other non-course related materials once class begins. In addition, recording of classes is **not** permitted except if appropriate documentation (i.e., from the Students Disability Services Office) has been given in advance to the course instructor. Finally, please no sleeping in class. Thanks.:-)

Course Requirements:

Class Participation (Max. 140 Points)

This is a graduate level course. A significant part of the course is student participation in class discussions. Everyone in the class will be expected to participate actively, not to sit back passively and let others do the talking. Students need to do the readings prior to class, and be ready to discuss them creatively by engaging in "divergent" thinking that provides multiple solutions to problems that have no clear (obvious) answer. If a student is silent during class, arrives to class very late, or misses class altogether, his/her grade will be adversely affected.

Students will get a class participation grade for each class meeting. **These grades can range from 0 to 10 points.** Students will earn a 0 if they are very late or miss class. Students will earn a 10 if they participate fully in class discussion, making essential contributions to class that indicate that they read, understood and thought about the assigned readings.

It will help class discussions if students critically analyze what they read. Do not read the material in passive mode, akin to watching television with one's critical capabilities disengaged. Every time students read the assigned readings, they should be thinking about the following questions. What are the major themes of the chapters and/or articles? What are the key points and conclusions? How do these differ from the assertions of other theorists/researchers/authors? What data support the points? What ideas/data are inconsistent? What alternative explanations exist for the ideas/findings? How would one test these alternatives? How could this information be applied to one's research interests? How could this information be applied in clinical, community, educational and/or other real world settings? Also, keep in mind that it will be obvious to the course instructor and one's course mates when a student has not done the readings for the class – a student's grade will be adversely affected if it becomes clear that s/he is not doing all the required readings each week.

Finally, graduate level classes usually consist of students with varying degrees of prior knowledge and experience in the course area. The feeling of having little prior background in the area can be uncomfortable. Don't worry about this. Everyone can contribute according to his or her unique skills and knowledge. Everyone will be expected to *know the materials in the readings*, but all students will not be expected to have identical background knowledge in which to fit the material. Diversity in a course is strength, not weakness. Diverse prior experiences however do raise the dilemma of how much background and detail to provide when covering the readings in class. These are always judgment calls. There will be times when the course instructor will skip over material, unthinkingly assuming that everyone knows about (for instance) a particular theory, when this is not the case. Students should feel free to ask questions or indicate that they would like to spend some time going over the basics of a particular theory that we may have skimmed over. We can then either use class time to cover the material or the course instructor can refer the student to the appropriate materials for more in-depth coverage. One Greek philosopher's quote, "Some people will never ask questions, thinking it will make them look ignorant. But it's the ones who never question anything who show their true ignorance," is always worth considering. So, don't be shy to ask questions because someone else in the class may have the same or a similar question, too.

Making up class participation

This is a Web-assisted course (NOT a fully DL/Web-based course) hence class participation is a major requirement (approximately 29% of students' final grades). Once in a while, however, students have good reasons for missing class. Making up for a missed class will be allowed for legitimate health **or** personal reasons (with acceptable excuse documentation). Students who fall into either of these two categories should email the course instructor in a timely manner. In addition, for the records and to be fair to all other students, students will need to email the course instructor a scanned copy of their excuse documentation (**as a Microsoft Word/JPEG/PDF attachment**) that covers the day they missed class up to the day before they contact the course instructor for the make-up assignment. (Students will **lose 4 points for each day** that their excuse documentation does not cover.) The course instructor will contact the student as to whether documentation is acceptable, and send the make-up assignment (e.g., ask student to respond in written form to the issues/questions discussed in class the day of absence). To earn any of the allotted points, an assignment shall also be completed and emailed back to the course instructor as a **Microsoft Word attachment** within 48 hours that it is assigned.

P.S. With no acceptable excuse documentation (e.g., doctor's note; obituary announcement of death in the family; professional conference invitation; internship interview invitation) received by the

course instructor, students will not earn any of the allotted points for the missed day. :-)

Discussion Facilitation

The course instructor will be the class discussion facilitator every week; however, we all bear the onus of actively participating in discussions with respect, responsiveness, and responsibility. Every week starting from Week 2, students should feel free to give the course instructor feedback about any of our class meetings. Students can stop by UH 1063, or slide notes anonymously under the door. Students' honest feedback will assist the course instructor with preparing discussion questions/issues for future class meetings.

Reflection Papers (120 Points)

Each student will turn in a **total of THREE reflection papers**. Reflection papers (RPs) are to be submitted for **Week 3, Week 7 and Week 11 readings** (these weeks are also asterisked in our course calendar towards the end of the syllabus). The expected length of each paper is two FULL pages (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, page numbered bottom-center, and use black ink on 8" X 11" white background). Include "Last, First name" in this order; course code (PSY 6200-001/7200-001); Week # and Topic of assignment; and a creative title for your paper at the top of page 1 (MAX. 2 lines). Student's submission is due **by 5 PM the Monday before the class will meet to discuss that week's topics** via our Blackboard (Bb) course Web site (**Assignment tool; as a Microsoft Word attachment; do not** copy and paste the paper in the text box). There are a couple of methods for successfully submitting this assignment. One method is to click on the relevant link (Assignment: Week 3 RP/Week 7 RP/Week 11 RP) towards the top/beginning of the content area/page. To attach a saved paper/file, first access it by clicking on #2 (Browse My Computer); double click on the saved file, and then click on the submit button towards the bottom of the page.

Papers should contain the students' thoughts about some aspects of all the readings for the week. Keep in mind that at the minimum the course instructor is trying to judge whether students truly understand the readings and how they express their thoughts. More importantly, the course instructor is judging whether students can apply what they read and that they understand the ramifications of what they read.

Other issues regarding reflection papers:

Do not exceed two typed pages. Part of learning how to write is learning to write succinctly, using grammar/written expression reflective of graduate level work. The course instructor expects every paper to have a beginning, middle, and an ending. Think of these papers as short essays. Sometimes, it may be difficult to keep the paper to two pages, but students and the course instructor know it can be done. Also, do **NOT** include a cover page/reference page with the submission. Do your best to submit RPs on time; plan ahead; students can begin to work on their papers ahead of the due time or the relevant week. If students are having difficulty with their personal computers, please use another computer (e.g., one of those in our psychology department computer labs) by the due date and time. **Late papers, hard copies of papers, or papers sent by email will not be graded.**

Each paper will be graded for content, clarity and creativity using the following scale:

Max. 5 points = Student turned in something that bears no relation to the readings. (This is rare)

Max. 10 points = Student demonstrated some understanding of the readings.

Max. 20 points = Student understood the readings and made original comments.

Max. 30 points = Student understood the readings, made original comments and applied what s/he read in some ways.

Max. 40 points = Student understood the readings, made original comments, applied what s/he read in some ways, demonstrated the ramifications of what was read and followed all the instructions for the

paper.

P.S. Creativity is the ability to produce original, appropriate, and valuable ideas and/or solutions to problems (Boyd, D. & Bee, H., 2015. *Lifespan Development*, Publisher: Pearson.)

Special Project 1/Affective Aspects of Behavior Paper (60 Points)

Each student will write a paper critiquing both of the assigned journal articles below using the “Guide for Critique of Research Articles” available via this link: <http://web.csulb.edu/~arezaei/ETEC551/critique-guide.htm>, **AND more importantly, students will integrate what they read in these articles in some way with what has been covered during the semester that is relevant to affect/mood/emotion as it relates to personality theory:**

Schroder, H. S., Dawood, S., Yalch, M. M., Donnellan, M. B., & Moser, J. S. (2017). The role of implicit theories in mental health symptoms, emotion regulation, and hypothetical treatment choices in college students. *Cognitive Therapy and Research*, 39(2), 120-139. doi:10.1007/s10608-014-9652-6 [Available on Course Web site]

Madrid, H. P., Patterson, M. G., Birdi, K. S., Leiva, P. I., & Kausel, E. E. (2014). The role of weekly high-activated positive mood, context, and personality in innovative work behavior: A multilevel and interactional model. *Journal of Organizational Behavior*, 35(2), 234-256. doi:10.1002/job.1867 [Available on Course Web site]

The paper shall be a Microsoft Word document (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, pages numbered bottom-center and use black ink on 8" X 11" white background). Include your Last, First name; the course code and title; the semester and year; instructor's name (Dr. M. Tiamiyu); and a relevant creative title on a separate title page (**begin to number pages of submission on the next page and as page “1”**; for assistance, click on the **Special Project Papers: Page Numbering link on our Bb course Website**). Paper shall generally be in APA format (mainly with regard to citations), using grammar/written expression reflective of graduate level work. The course instructor will not specify a paper length, however, she cannot imagine, how an acceptable submission could be done in less than three pages of text (excluding the separate title page and reference section). Paper will be graded based on content, clarity and creativity. **The Special Project 1 paper is due as a Microsoft Word attachment via our Blackboard course Web site Assignments tool by 5 PM on Monday, April 10. Students can begin to submit papers as from 5 PM on Monday, April 3.**

P.S.: Students lose 4 points for each day they make their submissions after the due date (April 10) with no acceptable reason (e.g., illness, death in the family, professional conference, internship interview). Documentation shall cover the period of April 3 up to the day before you make your submission; documentation shall be scanned and emailed to the course instructor as a Microsoft Word/JPEG/PDF **ATTACHMENT** as soon as possible. **If submitting a doctor's note, please REMOVE the health condition stated therein).**

Special Project 2/History & Systems Paper (160 Points)

Each student will write a paper on one of the enduring issues in personality psychology (mind/body relation, genetic/environmental influences, person/situation integration, or others that we address in the course). This paper will include an anchoring in the historical issues and alternatives, and a link to the student's own thinking. A student's chosen project issue/topic could be related to one of his/her research interests. **ONCE A STUDENT HAS SELECTED AN ISSUE/TOPIC, CHECK WITH THE COURSE INSTRUCTOR FOR FINAL APPROVAL BEFORE GETTING TOO FAR ALONG!** All students shall run their tentative titles / topics by the course instructor no later than **4 PM Wednesday, March 22nd**. Email a tentative title/topic to the course instructor as soon as possible or before another student selects the topic or a similar topic (i.e., one topic per student).

A student's paper shall be a Microsoft Word document (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, pages numbered bottom-center and use black ink on 8" X 11" white background). Include Last, First name; the course code and title; the semester and year; instructor's name (Dr. M. Tiamiyu); and a relevant creative title on a separate title page (**begin to number pages of submission on the next page and as page "1"; for assistance, click on the Special Project Papers: Page Numbering link on our Bb course Website**). Paper shall be in APA format (mainly with regard to citations), using grammar/written expression reflective of graduate level work. This type of paper should provide a review of the background literature of the phenomenon/issue. Make sure to pay special attention to recent articles in *Psychological Bulletin* or *Psychological Review*. This is the style and format that is expected, so use those articles as a type of template.

In an important sense, the paper is for you the student; it is an opportunity to explore an area that interests and helps you in your own research, if possible. Note that the course instructor expects students to seek out and read other relevant articles not covered in class. The course instructor will not specify a paper length as this will be governed by your topic. She cannot imagine, however, how an acceptable paper could be done in less than eight pages of text (excluding the separate title page and reference section). Paper will be graded based on content, clarity and creativity. **Student's Special Project 2 paper is due as a Microsoft Word attachment via our Blackboard course Web site Assignments tool by 5 PM on Wednesday, April 26.** Four points will be deducted per day for any late submission with no acceptable excuse (e.g., illness, death in the family, professional conference, internship interview). **Students can begin to submit their papers as from 5 PM on Wednesday, April 19.** Documentation (a scanned copy, emailed as a Microsoft Word / JPEG / PDF ATTACHMENT) for not making a submission by April 26 shall cover the period of April 19 up till the day before paper is submitted. **If submitting a doctor's note, please REMOVE the health condition stated therein).**

Grading: The final course grade will be based on the following point values

- Class Participation (10 Points/Week; including Week 1): 140 Points ($\approx 29\%$)
- Reflection Papers (40 Points x 3): 120 Points ($\approx 25\%$)
- Special Project 1/Affective Aspects of Behavior Paper: 60 Points ($\approx 13\%$)
- Special Project 2/History & Systems Paper: 160 Points ($\approx 33\%$)
- **Total: 480 Points (100%)**

P.S.: There is no cumulative final exam; however, all the above course requirements shall be met in order to get a final grade other than an IN (incomplete)

P.P.S.: All products a student submits for grading shall be completed and written on his/her own and without input from others.

Ψ Final Grades: The grading system below will serve as a guide, and it lists category floors (grade, percentage, and actual points) ... note that final grades are determined by actual points earned, and there will be no rounding off of points:

A 95% = 456	A- 90% = 432	
B+ 85% = 408	B 80% = 384	B- 75% = 360
C+ 70% = 336	C 65% = 312	C- 60% = 288
D+ 55% = 264	D 50% = 240	D- 45% = 216
F 0% = 0		

Ψ The above percentages only serve as a guide for students who would like to compute their grades during the semester.

P.S. The course instructor reserves the right to discretionary grade adjustments.

FLEXIBILITY CLAUSE: The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

Course News/Announcements:

Email:

Students are expected to check our Blackboard Course Website frequently for important course information. When the course instructor posts *course news*/announcements on Blackboard, students will also receive these via their UT email accounts, OR might be prompted to log in to our Blackboard course Web site, **so also check your UT email account at least once a day**. This class is being taught for you the student, so if you are having trouble, please email the course instructor via her UT email account (mojisola.tiamiyu@utoledo.edu)... she is here to help YOU SUCCEED, and will do her best to respond to you within 24 hours. **Please, if emailing about ANY course-related matter, always include “PSY 6200/PSY 7200: [INSERT SUBJECT MATTER HERE]” in the subject line as the course instructor would not want your email to get lost among the hundreds received via her UT email account.** **P.S.** Please read the additional expectations regarding correspondence by e-mail on our Blackboard course Web site by clicking on the link, “Email Correspondence.”

General Academic Policies:

As a student taking this course and enrolled at The University of Toledo, you should be familiar with the policies that govern the institution's general academic policies. Please refer to this web site: http://www.utoledo.edu/catalog/2000catalog/education/general_academic.html

Academic Dishonesty:

The Policy Statement on Academic Dishonesty in the UT Catalog is detailed and explicit. Please consult the catalog for how academic dishonesty is described. Students involved in academic dishonesty should expect to receive a “0” on the specific assignment or an F for the course, depending on the severity of the violation

**PSY 6200-001/7200-001 -- SYSTEMS OF PERSONALITY
COURSE CALENDAR -- Spring Semester 2017
(Subject to modification)**

Readings to be completed prior to meeting in class

Please note that the list of readings below is not exhaustive. Additional readings may be assigned depending on students' interests and need in gaining additional knowledge.

Week 1: January 11, 2017 – Introduction

-- Each student to complete a Student Into. Form – information is for the course instructor ONLY [i.e., name; telephone number; a few things about you (e.g., interests, talents, hobbies, passion, etc.); information that may help the course instructor meet students' academic needs (e.g., career goals, research interests, course expectations, personal course goals, etc.)]

-- Review and discuss the Syllabus

Week 2: January 18, 2017 – History of Personality Psychology

Ellis, A., Abrams, M., & Abrams, L. (2009). Personality Theories: Critical perspectives (pp. 25-51). Los Angeles, CA.: SAGE Publications, Inc. [Available on Course Web site]

McAdams, D., & Pals, J. (2006). A new big five: Fundamental principles for an integrative science of personality. *American Psychologist*, 61(3), 204-217. [Available on Course Web site]

Braslow, M. D., Guerrettaz, J., Arkin, R. M., & Oleson, K. C. (2012). Self-doubt. *Social & Personality Psychology Compass*, 6(6), 470-482. doi:10.1111/j.1751-9004.2012.00441.x [Available on Course Web site]

***Week 3: January 25, 2017 – Personality Research**

Conner, T., Tennen, H., Fleeson, W., & Barrett, F. (2009). Experience sampling methods: A modern idiographic approach to personality research. *Social & Personality Psychology Compass*, 3, 1-22. [Available on Course Web site]

Vazire, S., & Mehl, M., (2008). Knowing me, knowing you: The accuracy and unique predictive validity of self-ratings and other-ratings of daily behavior. *Journal of Personality & Social Psychology*, 95, 1202-1216. [Available on Course Web site]

Vazire, S., & Carlson, E. N. (2011). Others sometimes know us better than we know ourselves. *Current Directions in Psychological Science*, 20, 104-108. [Available on Course Web site]

Jackson, J., Connolly, J., Garrison, S., Leveille, M., & Connolly, S. (2017). Your friends know how long you will live: A 75-year study of peer-rated personality traits. *Psychological Science OnlineFirst*, 1-6. doi:10.1177/0956797614561800 [Available on Course Web site]

PSYCHOANALYTIC AND NEOANALYTIC PERSPECTIVES

Week 4: February 1, 2017 – Freud's Psychoanalytic Theory and Related Research

Ryckman, R. (2013). Chapter 2

Erdelyi, M. H. (2001). Defense processes can be conscious or unconscious. *American Psychologist*, 56, 761-762. [Available on Course Web site]

Grunbaum, A. (2007). The reception of my Freud-critique in the psychoanalytic literature. *Psychoanalytic Psychology*, 24(3), 545-576. [Available on Course Web site]

Week 5: February 8, 2017 – Jung’s Analytical Psychology and Related Research, and Adler’s Individual Psychology and Related Research ...

Ryckman, R. (2013). Chapters 3 & 4

Burhn, A. R., & Last, J. (1982). Earliest childhood memories: Four theoretical perspectives. *Journal of Personality Assessment*, 46, 119-127. DOI: 10.1207/s15327752jpa4602_2. [Available on Course Web site]

Nachman, G. (2009). Clinical implications of synchronicity and related phenomena. *Psychiatric Annals*, 39, 5, 297-308. DOI: 10.3928/00485713-20090424-02 [Available on Course Web site]

Week 6: February 15, 2017 – Horney’s Social and Cultural Psychoanalysis and Related Research

Ryckman, R. (2013). Chapter 5

Smith, W. B. (2007). Karen Horney and psychotherapy in the 21st century. *Clinical Social Work Journal*, 35 (1), 57-66. DOI: 10.1007/s10615-006-0060-6. [Available on Course Web site]

Bintzler, J. (1978). Diagnosis and treatment of borderline personality organization. *Clinical Social Work Journal*, 6 (2), 100-107. [Available on Course Web site]

Cote, J., & Levine, C. (1988). On critiquing the identity status paradigm: A rejoinder to Waterman. *Developmental Review*, 8, 209-218. DOI: 10.3928/00485713-20090424-02. [Available on Course Web site]

TRAIT PERSPECTIVES

***Week 7: February 22, 2017 – Allport’s Trait Theory and Related Research**

Ryckman, R. (2013). Chapter 8

Person-Situation Debate

Lucas, R. E., & Donnellan, M. B. (2009). Editorial: If the person–situation debate is really over, why does it still generate so much negative affect? *Journal of Research in Personality*, 43, 146-149. [Available on Course Web site]

Person and Situation Integration

Zettler, I., & Hilbig, B. E. (2010). Honesty-humility and a person-situation interaction at work. *European Journal of Personality*, 24(7), 569-582. [Available on Course Web site]

Jayawickreme, E., & Di Stefano, P. (2012). How Can We Study Heroism? Integrating Persons, Situations and Communities. *Political Psychology*, 33(1), 165-178. doi:10.1111/j.1467-9221.2011.00861.x. [Available on Course Web site]

SOCIAL-BEHAVIORISTIC PERSPECTIVES

Week 8: March 1, 2017 – Bandura’s Social-Cognitive Theory and Related Research

Ryckman, R. (2013). Chapter 17

Upfront: Was ‘Little Albert’ ill during the famed conditioning study. *APA Monitor* (March 2012; pp. 12

and 13). www.apa.org/monitor/digital/littlealbert.aspx

2014 Update: Little Albert

<http://psychology.about.com/od/classicalconditioning/a/sad-tale-of-little-albert.htm>

Watson, J. B. (1994). Psychology as the behaviorist views it. *Psychological Review*, 101, 248-253.
[Available on Course Web site]

Skinner, B. F. (1987). Whatever happened to psychology as the science of behavior? *American Psychologist*, 42, 780-786. [Available on Course Web site]

Week 9: March 8, 2017 – Spring Break (NO CLASS)

HUMANISTIC/EXISTENTIAL PERSPECTIVES

Week 10: March 15, 2017 – Rogers's Person-Centered Theory and Related Research

Ryckman, R. (2013). Chapter 13

Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14. [Available on Course Web site]

Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist*, 54, 821-827.
[Available on Course Web site]

McNulty, J. K., & Fincham, F. D. (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. *American Psychologist*, 67(2), 101-110.
doi:10.1037/a0024572 [Available on Course Web site]

COGNITIVE PERSPECTIVES

***Week 11: March 22, 2017 – Kelly's Theory of Personal Constructs and Related Research**

Ryckman, R. (2013). Chapter 11

Cantor, N. (1990). From thought to behavior: "Having" and "doing" in the study of personality and cognition. *American Psychologist*, 45, 735-750. doi: 10.1037/0003-066X.45.6.735. [Available on Course Web site]

Mischel, W. & Shoda, Y. (1995). A cognitive-affective system theory of personality: Reconceptualizing situations, dispositions, dynamics, and invariance in personality structure. *Psychological Review*, 102, 246-268. doi:10.1037/0033-295X.102.2.246. [Available on Course Web site]

-- Last day to email me your Special Project 2 tentative title/topic (i.e., by 4 PM)

BIOLOGY, GENETICS, AND THE EVOLUTION OF PERSONALITY

Week 12: March 29, 2017

Borkenau, P., Riemann, R., Angleitner, A., & Spinath, F. M. (2001). Genetic and environmental influences on observed personality: Evidence from the German observational study of adult twins. *Journal of Personality & Social Psychology*, 80(4), 655-668. doi: 10.1037/0022-3514.80.4.655.
[Available on Course Web site]

DeYoung, C. G. (2010). Personality neuroscience and the biology of traits. *Social & Personality Psychology Compass*, 4(12), 1165-1180. doi:10.1111/j.1751-9004.2010.00327.x [Available on Course Web site]

Nettle, D. (2006). The evolution of personality variation in humans and other animals. *American Psychologist*, 61(6), 622-631. doi:10.1037/0003-066X.61.6.622 [Available on Course Web site]

Buss, D. M. (2009). How can evolutionary psychology successfully explain personality and individual differences? *Perspectives on Psychological Science*, 4(4), 359-366. doi:10.1111/j.1745-6924.2009.01138.x [Available on Course Web site]

HEALTHY PERSONALITY AND PATHOLOGICAL PERSONALITY

Week 13: April 5, 2017

Livesley, W., & Jang, K. L. (2005). Differentiating normal, abnormal, and disordered personality. *European Journal of Personality*, 19(4), 257-268. doi:10.1002/per.559. [Available on Course Web site]

Clark, L. A. (2005). Temperament as a unifying basis for personality and psychopathology. *Journal of Abnormal Psychology*, 114(4), 505-521. DOI: 10.1037/0021-843X.114.4.505 [Available on Course Web site]

Oltmanns, T. F., & Turkheimer, E. (2009). Person perception and personality pathology. *Current Directions in Psychological Science*, 18(1), 32-36. doi:10.1111/j.1467-8721.2009.01601.x [Available on Course Web site]

Krueger, R. F., Schmutte, P. S., Caspi, A., Moffitt, T. E., Campbell, K., & Silva, P. A. (1994). Personality traits are linked to crime among men and women: Evidence from a birth cohort. *Journal of Abnormal Psychology*, 103(2), 328-338. [Available on Course Web site]

Welch, S., Klassen, C., Borisova, O., & Clothier, H. (2013). The DSM-5 controversies: How should psychologists respond? *Canadian Psychology*, 54(3), 166-175. doi: 10.1037/a0033841. [Available on Course Web site]

-- You can begin to submit your Special Project 1 paper as a Microsoft Word attachment via our Blackboard course Web site Assignments tool as from 5 PM, MONDAY, APRIL 3.

CROSS-CULTURAL APPROACHES TO PERSONALITY

Week 14: April 12, 2017

Ziegler, A., Fidelman, M., Reutlinger, M., Vialle, W., & Stoeger, H. (2010). Implicit personality theories on the modifiability and stability of the action repertoire as a meaningful framework for individual motivation: A cross-cultural study. *High Ability Studies*, 21(2), 147-163. doi:10.1080/13598139.2010.528924. [Available on Course Web site]

Matsumoto, D., Yoo, S., & Fontaine, J. (2009). Hypocrisy or maturity? Culture and context differentiation. *European Journal of Personality*, 23(3), 251-264. doi:10.1002/per.716. [Available on Course Web site]

Carlo, G., Knight, G. P., Roesch, S. C., Opal, D., & Davis, A. (2014). Personality across cultures: A critical analysis of Big Five research and current directions. In F. L. Leong, L. Comas-Díaz, G. C.

Nagayama Hall, V. C. McLoyd, J. E. Trimble (Eds.) , *APA handbook of multicultural psychology, Vol. 1: Theory and research* (pp. 285-298). Washington, DC US: American Psychological Association. doi:10.1037/14189-015. [Available on Course Web site]

Larocco, S. (2014). Ideology, affect, semiotics: Towards a non-personal theory of personality. *Integrative Psychological & Behavioral Science*, 48(2), 129-142. doi:10.1007/s12124-014-9260-8. [Available on Course Web site]

-- Special Project 1 Paper due as a Microsoft Word attachment via our Blackboard course Web site Assignments tool by 5pm, MONDAY, APRIL 10.

NON-WESTERN/EASTERN APPROACHES TO PERSONALITY

Week 15: April 19, 2017

Fadiman, J., & Frager, R. (2013). Yoga and Hindu Tradition. *Personality and personal growth* (pp. 328 – 352). Upper Saddle River, N.J.: Prentice Hall. [Available on Course Web site]

Fadiman, J., & Frager, R. (2013). Zen and the Buddhist Tradition. *Personality and personal growth* (pp. 353– 381). Upper Saddle River, N.J.: Prentice Hall. [Available on Course Web site]

-- You can begin to submit your Special Project 2 paper as a Microsoft Word attachment via our Blackboard course Web site Assignments tool as from 5 PM today, Wednesday, April 19.

-- Course Evaluation: Department of Psychology Teaching Evaluation form will be available for completion by students on our Blackboard course Web site as from **5:00 PM today, Wednesday, April 19 to 5:00 PM, Wednesday, April 26**. Kindly let the course instructor know what worked for you and suggestions for improvement – thanks in advance!

-- Course Wrap-up (And Potluck)

Week 16: April 26, 2017 – NO CLASS

-- Special Project 2 Paper due as a Microsoft Word attachment via our Blackboard course Web site Assignments tool by 5pm today, Wednesday, April 26.

-- Course Evaluation: Due for completion on our Blackboard course Web site by **5:00 PM today, Wednesday, April 26**.

FINALLY, the course instructor will be sending students' final grades to the Registrar's office by 5:00 PM on Friday, **May 5**.

To a Productive Semester! :-)