THE UNIVERSITY OF TOLEDO 1872

**College of Arts and Letters
Department of Psychology
PSY 6200-901/7200-901: Systems of Personality
(CRN: 25830/25831)
(Credit Hours: 3.00)
Syllabus**

"The function of education is to teach one to think intensively and to think critically." ~ Martin Luther King, Jr.

"The value of a college education is not the learning of many facts but the training of the mind to think." ~ Albert Einstein

"The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done." ~ Jean Piaget

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Instructor: Dr. M. Tiamiyu   **Class Location:** Remote = Synchronous Lecture
Email: mojisola.tiamiyu@utoledo.edu   **Class Day/Time:** TR 11:20 AM-12:40 PM
Office Hours: MW (Virtual) 12:40-1:40 PM and by appt.
Course Website: https://blackboard.utdl.edu
Office Location: UH 1063
Dept. Website: www.utoledo.edu/al/psychology/people/faculty.html
Office Phone: 419-530-2853
Term: Spring 2021 (January 19 – May 7)
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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, evaluate their works from a variety of perspectives, and discuss related theoretical and empirical research. Finally, we will examine the role of personality theories in a variety of contexts/settings. This course does not deal in depth with assessment and therapeutic techniques that stem from the systems/theories covered (PSY 6230 -- Personality Assessment does this).

Student Learning Outcomes (SLO) and Assessment:
Upon completion of this course, the student will be able to:
    a. Understand, reflect upon, articulate, and integrate the basic tenets, principles, and historical and cultural perspectives of the major personality systems.
    b. Understand, reflect upon, articulate, and integrate the development of healthy personality and pathological personality from different theoretical viewpoints.
    c. Understand, reflect upon, articulate, and integrate the major theories of personality for the practice of clinical and non-clinical psychology.
    d. Exhibit a receptiveness to think flexibly and inclusively, and to receive feedback.
    e. Demonstrate an ability to engage in class discussions and activities at an advanced level, and to efficiently complete all course requirements.
    f. Demonstrate ability to follow directions related to all course requirements/expectations.

All these outcomes will be assessed through attendance/in-class activities/discussions/participation, readings, reflection papers, and special projects.

TEACHING PHILOSOPHY
I (the course instructor) am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university 36 years ago (this is my 24th. year at UToledo), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work and family commitments build character and resilience. I expect students to take responsibility for their learning by reading the assigned/required readings and other readings related to the course, completing and submitting assignments by their due dates and times, and ready to participate actively in discussions and any course related activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The course experience should be an "AHA!" one (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a "spectator" sport. Students are encouraged to think about what they are learning, write about it, relate it to past-experiences, and apply it to their daily lives and real life problems/issues. In summary, my teaching philosophy guides my high expectations of students.
P.S. For more information, please read my *Professor Intro*. on our Blackboard (Bb) course website

TEACHING STRATEGIES
I (the course instructor) have designed this course to stimulate student learning through several types of learning experiences.

Readings: I have organized our Readings according to the course calendar provided towards the end of this syllabus, and I will announce any necessary changes ahead of time. Each student is responsible for completing the assigned readings.

PowerPoint Slides: I will use PowerPoint slides, as a mode of teaching, to highlight and/or amplify information relevant to the topics we will cover in the course as appropriate.

Texts and Readings:
<u>Required Textbooks</u>
N/A

Recommended Textbooks
Ryckman, R. (2013). *Theories of Personality* (10th. Ed.). Belmont, CA: Wadsworth Cengage Learning [ISBN-978-1-111-83066-3].
Schultz, D. P. and Schultz, S. E. (2017). *Theories of Personality* (11th. Ed.). Boston, MA: Cengage Learning [ISBN- 9781305652958].
(Each of the above is an advanced undergraduate level textbook, which is an overview of personality theories and research, and has received some good reviews. Students who believe they need some additional background knowledge about theories of personality beyond what I provide in class should review any one of the textbooks as needed).

Required Readings
I (the course instructor) will assign the 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 should be read and will be discussed in class and addressed in the three assigned reflection papers).
P.S. All readings to be completed prior to meeting in class

Course Expectations and Requirements:
Behavior in Remote Classroom/Online: In order to create a positive learning environment, I expect that students will treat other students and me with respect, particularly when there are differences in culture, beliefs, or traditions. Part of being respectful is using language that does not offend others and avoiding distractions during class. I expect all students to turn on their video and mute their microphone (except when speaking). I also expect all students to pay attention in class, and to participate in class discussions and/or in-class activities. Except under rare circumstances, discussed with me ahead of time, you should arrive on time to class, and remain until when I inform students that the class is over (typically about 5 minutes before the end of the scheduled class period). Students conduct during the lecture period, with me in office hours, and with your fellow students and me in discussions or emails, reflect your character and motivation to hone professional skills you will need to compete in the job market. Demonstrate your maturity and professionalism by your behavior. **Electronics:** Please, as a matter of courtesy turn off anything that may "beep" and put your cell phone on vibrate during class meetings.

Remote Class Attendance & In-class Activity/Participation (260 Points)
Class Attendance/Participation/Discussion:
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, the student's grade will be adversely affected.

Students will get a class participation grade for each class meeting. **These grades can range from 0 to 5 points.** Students will earn a 0 if they join class very late or miss class. Students will earn a 5 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 me (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 the student is not doing all the required readings for each class meeting.

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. Students can contribute according to their 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 I 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 I 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.

P.S. The system (Bb) will mark students as late after 5 minutes and absent after 20 minutes. Students must be present for at least 90% of the session running time or they will be marked as absent by the system.

In-class Activity:
Students will be engaging in in-class activities (IAs). I expect students to attend every class meeting for this remote/online course. I am assuming that all students will be attending all class meetings and thus begin the semester with the total points allotted for this course requirement. I will let students know when I expect them to respond/post in our Bb chat box to questions/activities that I pose/assign during class meetings. I will keep these responses for my records and they will be the basis of points I credit students with as their in-class activity points.

Whenever there is a graded IA, students' grades can range from 0 to 5 points.
An IA will be graded for content, clarity and creativity using the following scale:
0 point = Student makes no post.
Max. 1 point = Student's post bears no relation to the in-class activity. (This is rare)
Max. 2 points = Student's post demonstrates very little understanding of the in-class activity.
Max. 3 points = Student's post demonstrates little understanding of the in-class activity.
Max. 4 points = Student's post demonstrates much understanding of the in-class activity.
Max. 5 points = Student's post demonstrates very much understanding of the in-class activity.

Students should get back to me as quickly as possible if they have any questions about their IA scores, that is, before the scores for the following IA submissions are posted for the class. For example, when you receive an announcement that IA3 scores have been posted, please check your score as soon as possible on Bb (*My Grades*) and contact me, if need be. After IA4 scores have been posted, students cannot inquire about IA3 scores. So, the earlier you make your inquiry about an IA score the better.

Making up Class Participation and In-Class Activities

This is a Remote (Synchronous Lecture) course, and class attendance, participation/discussion and completion of in-class activities are major requirements. **If a student's academic/any other schedule will NOT permit the student to attend classes always, please consider taking this course at a more convenient time – missing classes will adversely affect your final grade.** Once in a while, however, students have good reasons for missing class. Making up a day's in-class activities will be allowed, **maximum three (3) times during the semester**, for legitimate health **or** personal reasons (**with acceptable excuse documentation**). Students who fall into either of these two categories should email me as soon as possible. In addition, to obtain a make-up assignment, students will need to email me a scanned copy of documentation (**as Microsoft Word/JPEG/PDF attachment**) that covers the day they miss class up to the day before they contact me. (Students will **lose 4 points for each day** that their excuse documentation does not cover.) I will contact the student as to whether documentation is acceptable and send the make-up assignment (e.g., ask you to respond in written form to some course topic-related questions). To earn any of the allotted points, an assignment must also be completed and emailed back to me as an attachment (**Microsoft Word document ONLY**) within 24 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 me, students will not earn any of the allotted points for the missed day. If submitting a doctor's note, please REMOVE the health condition stated therein.
P.P.S. Missed class attendance/participation/in-class activities with excuse documentation must be completed in a timely fashion (i.e., before the scores for a subsequent IA is posted on Bb.)
P.P.P.S.: Joining the class after the term has officially started is not an acceptable excuse to make up missed class attendance, participation and in-class activities.

Discussion Facilitation (30 Points)
I will be the class discussion facilitator at every class meeting (and lecture as needed). Each student will be assigned THREE different days that the student is expected to create and submit minimum TWO good discussion questions **for each of the assigned readings** to be included as part of the questions that I would use to facilitate our class discussions. **These questions will be due by noon (12:00 p.m.) the DAY BEFORE the class will meet to discuss the topic** via our Blackboard (Bb) course website (*Assignment* **tool; as Microsoft Word attachment ONLY;** do **not** copy and paste the paper in the text box). **PLEASE** submit via the appropriate *Assignment* tool (*My FIRST Set of Discussion Questions, My SECOND Set of Discussion Questions* **OR** *My THIRD Set of Discussion Questions*)

GUIDELINES FOR DISCUSSION QUESTIONS 1. Come up with interesting questions that can stimulate a scientific discussion in class. Avoid questions that you could answer yourself with some additional research. If you are raising an abstract idea or an objection to a reading, make sure to provide a concrete example so that I and other course mates can more easily understand your perspective. 2. Have clear questions in mind. If you are not sure of the point that you are trying to raise, then it is unlikely that anyone else will get it. 3. Questions submitted should be in the order that I have assigned the readings/articles (i.e. the order we will be discussing them in class). First state the author(s) and year, and below state your questions related to the particular reading. 4. Finally, be guided by this view espoused by Kimble (1994): "…the business of psychology is to understand behavior. The values that govern the endeavor are scientific values…. How you feel about a finding has no bearing on its truth." (p. 257). Kimble, G. A. (1994). A new formula for behaviorism. *Psychological Review, 101*, 254-258.
P.S. Remember to write your name and the week and date for the assigned readings at the beginning of each of your submissions.

In as much as students will NOT be submitting questions for every time the class meets, we all bear the onus of actively participating in discussions, and with respect, responsiveness, and responsibility.

Whenever there is a graded Discussion Question (DQ) submission, students' grades can range from 0 to 10 points.
A DQ submission will be graded based on criteria (1-4) above using the following scale:
0 point = Student makes no submission.
Max. 1 point   = Student's questions bear no relation to the readings. (This is rare)
Max. 4 points = Student's questions demonstrate very little understanding of the readings.
Max. 6 points = Student's questions demonstrate little understanding of the readings.
Max. 8 points = Student's questions demonstrate much understanding of the readings.
Max. 10 points = Student's questions demonstrate very much understanding of the readings.

Reflection Papers (120 Points)
Each student will turn in **a total of THREE reflection papers.** Reflection papers (RPs) are to be submitted for *Week 4 (Thurs., Feb. 11), Week 9 (Thurs., Mar. 18), and Week 13 (Thurs., Apr. 15) readings* (the specific dates of the **relevant class meetings** are 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 6200-901/7200-901); Week #, assignment date and topic; and a creative title for your paper towards the top of page 1 (**MAX. 3 lines**). Each student's submission is due **by noon (12:00 p.m.) the DAY BEFORE the class will meet to discuss the topic** via our Blackboard (Bb) course website (*Assignment* **tool; as Microsoft Word attachment ONLY;** 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 4 RP/Week 9 RP/Week 13 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 assigned for the particular day of the relevant week. Keep in mind that at the minimum I am trying to judge whether students truly understand the readings and how they express their thoughts. More importantly, I will be 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. I expect 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 I 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 date/week. **To be fair to all students, I will not be grading late papers or papers sent by email.**

Each paper will be graded for content, clarity and creativity using the following scale:
0 point = Student makes no submission.
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 the student read in some ways.

Max. 40 points = Student understood the readings, made original comments, applied what the student 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., 2019. *Lifespan Development*, Publisher: Pearson.)

Special Project 1/Affective Aspects of Behavior Paper (60 Points)
Each student will write a paper reacting/critiquing/responding/evaluating the assigned journal article below:
Leikas, S., & Ilmarinen, V.-J. (2017). Happy now, tired later? Extraverted and conscientious behavior are related to immediate mood gains, but to later fatigue. *Journal of Personality, 85*(5), 603–615. [Available on Course Website]

Be honest and elaborate on key ideas as appropriate. Please include the following (and in this order, along with clear demarcation of each topic section in your paper with these headings) -- Criteria/Headings: 1) SUMMARY: Summarize the main content of the journal article; 2) TWO KEY IDEAS: Highlight two most important ideas, explaining their relevance and importance for you as a potential personality psychologist; 3) AGREEMENT/DISAGREEMENT: Consider and articulate points of strong agreement or disagreement and/or concern with what the authors are expressing. You should be reacting to significant points the authors are trying to convey; 4) AUTHORS' EFFECTIVENESS: Evaluate how effectively the authors make their points. Anticipate how readers may be impacted by what they read in the article **AND more importantly, integrate what you read in this article in some way with what has been covered (or not covered) during the semester that is relevant to affect/mood/emotion as it relates to personality theory**.

The paper shall be 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)**. You shall submit a paper written using grammar/written expression reflective of graduate level work. I will not specify a paper length, however, I cannot imagine, how an acceptable submission could be done in less than **four (4) pages** of text (excluding the separate, beginning title page).

GRADING "RUBRIC" for Special Project 1. The criteria (1-4) for the project as listed above will be evaluated accordingly:
Max. 45 points: Poor; incomplete; key issues left unaddressed; needed level of understanding not clearly demonstrated. (This is rare).
Max. 50 points: Some omission of important and needed detail; understanding of what is discussed is evident though may lack some sophistication/depth.
Max. 55 points: Good, accurate understanding of concepts under consideration; no major omissions; ideas less well articulated but still predominantly presented.
Max. 60 points: Very well-articulated; most relevant ideas clearly identified and addressed, concise, cogent presentation; high level of understanding demonstrated.
Additionally, grammar, word-choice, sentence structure and written expression will be factored in your grade as: i) Highly developed ii) Good iii) Average iv) Poor
Finally, adherence to SP directions will be factored in your grade as; i) very well ii) well iii) not so well.

The Special Project 1 paper is due as Microsoft Word attachment via our Blackboard course website *Assignments* **tool by 5:00 p.m. on Tuesday, March 23. Students can begin to submit papers as of 5 p.m. on Tuesday, March 9.**
P.S.: I will **deduct 4 points for each day** students make their submissions after the due date (**March 23**) with no acceptable reason (e.g., illness, death in the family, professional conference, internship interview). Documentation shall cover the period of **March 9** up to the day before you make your submission; documentation shall be scanned and emailed to me as 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 the student's research interests. ONCE A STUDENT HAS SELECTED AN ISSUE/TOPIC, CHECK WITH ME FOR FINAL APPROVAL BEFORE GETTING TOO FAR ALONG! All students shall run their tentative titles/topics by me no later than **5:00 p.m. Thursday, March 25th.** Email a tentative title/topic to me 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 ONLY (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 issue/topic.

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 I expect students to seek out and read other relevant articles not covered in class. I will not specify a paper length as this will be governed by your topic. I cannot imagine, however, how an acceptable paper could be done in less than ten (10) pages of text (excluding the separate title page and reference section).

GRADING "RUBRIC" for Special Project 2. The criteria (content, clarity and creativity) for the project will be evaluated accordingly:
Maximum 130 points: Poor; incomplete; key issues left unaddressed; needed level of understanding not clearly demonstrated. (This is rare)
Maximum 140 points: Some omission of important and needed detail; understanding of what is discussed is evident though may lack some sophistication/depth.
Max. 150 points: Good, accurate understanding of concepts under consideration; no major omissions; ideas less well articulated but still predominantly presented.
Max. 160 points: Very well-articulated; most relevant ideas related to your chosen issue/topic are clearly identified and addressed, concise, cogent presentation; high level of understanding demonstrated.
Additionally, grammar, word-choice, sentence structure and written expression will be factored in as: i) Highly developed, ii) Good iii) Average iv) Poor.
Finally, adherence to SP directions; i) very well ii) well iii) not so well.

Student's Special Project 2 paper is due as Microsoft Word attachment via our Blackboard course

website *Assignments* **tool by 5:00 p.m. on Tuesday, April 27.** I will **deduct 4 points 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 of 5:00 p.m. on Tuesday, April 20.** Documentation (a scanned copy, emailed as Microsoft Word / JPEG / PDF **ATTACHMENT**) for **not** making a submission by **April 27** shall cover the period of **April 20** 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 Attendance/Participation and In-class Activity (10 Points/Class Meeting): 260 Points ($\approx 41\%$)
- Discussion Questions (10 points x 3 submissions): 30 Points ($\approx 5\%$)
- Reflection Papers (40 Points x 3 submissions): 120 Points ($\approx 19\%$)
- Special Project 1/Affective Aspects of Behavior Paper: 60 Points ($\approx 10\%$)
- Special Project 2/History and Systems Paper: 160 Points ($\approx 25\%$)
- **Total: 630 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 by the student 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% = 598	A- 90% = 567	
B+ 85% = 535	B 80% = 504	B- 75% = 472
C+ 70% = 441	C 65% = 409	C- 60% = 378
D+ 55% = 346	D 50% = 315	D- 45% = 283
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. I reserve 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.

Assurance Statement:
I advise you (the student) to drop the course if you do **NOT** agree to the following….

Work Integrity: I as a student will complete all required assignments using only my own work. I will not engage in any activities that would dishonestly improve my scores/grades, or improve or hurt the scores/grades of other learners.

Assignment Sharing: I as a student will not share the Reflection Papers, Special Projects or other submissions on any website, via email, photocopying, or by any other means.

Course News/Announcements:
Email:
Students are expected to check our Blackboard course website frequently for important course information. When I post *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 website, **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 me via my UT email account ([mojisola.tiamiyu@utoledo.edu)](mailto:mojisola.tiamiyu@utoledo.edu) ... I am here to help YOU SUCCEED, and will do my best to respond to you within 24 hours, Monday through Friday (response might be delayed over the weekend). **Please, if emailing about ANY course-related matter, always include "PSY 6200/PSY 7200: [INSERT SUBJECT MATTER HERE]" in the subject line as I would not want your email to get lost among the hundreds I receive via my UT email account.** *P.S. Please before sending me your FIRST email, read the additional expectations regarding correspondence with me by e-mail on our Blackboard course website by clicking on the link, "Email Correspondence."*

UNIVERSITY POLICIES
Policy Statement on Non-Discrimination on the basis of Disability (ADA)
The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](.)

Academic Accommodations
The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office].

Resources Related to Sexual or Gender-based Violence and Harassment
The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If a student has experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and wants a confidential place to obtain support and information the student should please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. The student can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The student can also access The YWCA H.O.P.E. Center as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, faculty or teaching assistants, or other university employees must forward any disclosures of sexual or gender-based violence or harassment on or off campus made to the Title IX Coordinator. The Title IX Office will then contact the student regarding the student's rights, the student's option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Student's participation in the process is voluntary. A student may call 419.530.3152 to file a complaint or visit the following website for more information and resources: http://www.utoledo.edu/title-ix/. Policies relating to Title IX is at this website: http://www.utoledo.edu/title-ix/policies.html.

ACADEMIC POLICIES
As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution's academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read Undergraduate Academic Policies: http://www.utoledo.edu/policies/academic/undergraduate/

<u>Academic Dishonesty:</u>
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 2021
(Subject to modification)
Readings are to be completed prior to meeting remotely/online

DISCLAIMER Personality psychology is a large and diverse field with many controversies. This makes selecting readings for a Systems of Personality course a daunting task and my syllabus reflects my own biases and interests. There is more to a Systems of Personality course than the topics I have decided to cover! Moreover, there is a limited amount of class time.

Please note that the list of readings -- book chapters and journal articles (theoretical and empirical) -- below is not exhaustive. Additional readings may be assigned depending on students' interests and need in gaining further knowledge.
* Readings for Reflection Papers

Week 1:
Tues., Jan. 19 – Orientation to the Course
First Day of the Course: NO CLASS MEETING – *Complete Assignments Below.*
-- Review Blackboard course website
-- Carefully read and understand our Syllabus
-- Complete a Student-Intro Form [i.e., name, telephone number, career goal, passion, hobbies, research interests, etc.] – **upload saved completed form (PDF/Microsoft Word format) via our Blackboard course website (*Student-Intro* link/area, toward the left side of site). Please do not email me your form. Submit via the course website – thanks.**
Student-Intro Form: Available for completion **via our Blackboard course website (*Student-Intro* Link, toward the left side of site)** as from **11:20 AM today (01/19/2021)**. My preference is that you complete the form before class on 1/21/21 so I can review it before we meet.

Student-Intro Form: Due before 11:59 PM (01/24/21).

Thurs., Jan. 21 – Orientation to the Course (continued)
-- Syllabus: Q & A
-- What Is A System?
-- Does Personality Matter? Should Personality Psychology Exist?

Week 2:
Tues., Jan. 26 – History of Personality Psychology
Lecture on Topic and Then Discussion of Assigned Readings Below:
Ellis, A., Abrams, M., & Abrams, L. (2009). *Personality theories: Critical perspectives* (pp. 25-51). Los
        Angeles, CA: SAGE Publications, Inc. [Available on Course Website]

Thurs., Jan. 28 – History of Personality Psychology (continued)
Dumont, F (2010). *A history of personality psychology: Theory, science, and research from Hellenism to
        the twenty-first century*. (pp. 1-34). Cambridge, UK: Cambridge University Press. [Available on
        Course Website]

Week 3:
Tues., Feb. 2 – Personality Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Vazire, S. & Mehl, M.R. (2008). Knowing Me, Knowing You: The Accuracy and Unique Predictive
    Validity of Self- Rating and Other-Rating of Daily Behavior, Journal of Personality and Social
    Psychology, 95, 1202-1216. [Available on Course Website]

Shadur, J. M., Hussong, A. M., & Haroon, M. (2015). Negative affect variability and adolescent
    self-medication: The role of the peer context. *Drug and Alcohol Review*, *34*(6), 571–580.
    https://doi.org/10.1111/dar.12260. [Available on Course Website]

Thurs., Feb. 4 – Personality Research (continued)
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 and Social Psychology, 80, 655-668. [Available on Course Website]

Bleidorn, W, Hopwood, C.J. & Write, A. (2017). Using Big Data to Advance Personality Theory. *Current
    Opinion in Behavioral Sciences, 18*, 79-82. [Available on Course Website]

PSYCHOANALYTIC AND NEOANALYTIC PERSPECTIVES
Week 4:
Tues., Feb. 9 – Freud's Psychoanalytic Theory and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Cramer, P. (2015). Defense mechanisms: 40 years of empirical research. *Journal of Personality
    Assessment*, *97*(2), 114–122. https://doi.org/10.1080/00223891.2014.947997. [Available on
    Course Website]

Fenech, G., & Thomson, G. (2015). Defence against trauma: Women's use of defence mechanisms
    following childbirth-related trauma. *Journal of Reproductive and Infant Psychology, 33*(3), 268–
    281. [Available on Course Website]

*Thurs., Feb. 11 – Freud's Psychoanalytic Theory and Related Research (continued)
Lecture on Topic and Then Discussion of Assigned Readings Below:
Shill, M. (2011). Intersubjectivity and the ego. *Psychoanalytical Social Work*, *18*(1), 1–22.
    https://doi.org/10.1080/15228878.2011.561702. [Available on Course Website]

Thompson, Clara. 2014. "Transference as a Therapeutic Instrument." *Psychiatry: Interpersonal and
    Biological Processes* 77 (1): 1–7. doi:10.1521/psyc.2014.77.1.1. [Available on Course Website]

Week 5:
Tues., Feb. 16 – NO CLASS (INSTITUTIONAL BREAK)

Thurs., Feb. 18 – Jung's Analytical Psychology and Related Research
Lecture on Topic and Then Discussion of Assigned Reading Below:

Abu-Raiya, H. (2014). Western psychology and Muslim psychology in dialogue: Comparisons between a Qura'nic theory of personality and Freud's and Jung's ideas. *Journal of Religion and Health, 53*(2), 326–338. [Available on Course Website]

Week 6:
Tues., Feb. 23 – Horney's Social and Cultural Psychoanalysis and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Coolidge, F. L., Segal, D. L., Estey, A. J., & Neuzil, P. J. (2011). Preliminary psychometric properties of a measure of Karen Horney's Tridimensional Theory in children and adolescents. *Journal of Clinical Psychology, 67*(4), 383–390. [Available on Course Website]

Thurs., Feb. 25 – Horney's Social and Cultural Psychoanalysis and Related Research (continued)
Danielian, J. (2010). Meta-realization in Horney and the teaching of psychoanalysis. *The American Journal of Psychoanalysis*, *70*(1), 10–22. https://doi.org/10.1057/ajp.2009.30. [Available on Course Website]

Rosowsky, E., King, K. D., Coolidge, F. L., Rhoades, C. S., & Segal, D. L. (2012). Marital satisfaction and personality traits in long-term marriages: An exploratory study. *Clinical Gerontologist: The Journal of Aging and Mental Health, 35*(2), 77–87. [Available on Course Website]

Week 7:
Tues., Mar. 2 – Erik Erikson's Psychosocial Theory and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Knight, Z. G. (2017). A proposed model of psychodynamic psychotherapy linked to Erik Erikson's eight stages of psychosocial development. *Clinical Psychology & Psychotherapy*, *24*(5), 1047–1058. https://doi.org/10.1002/cpp.2066. [Available on Course Website]

Thurs., Mar. 4 – Adler's Individual Psychology and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Flood, J. P., Lawther, J. W., & Montandon, K. A. (2015). Examining early influences of sports and outdoor recreation on individuals through the lens of Adlerian psychology. *The Journal of Individual Psychology, 71*(3), 311–326. [Available on Course Website]

TRAIT PERSPECTIVES
Week 8:
Tues., Mar. 9 – Allport's Trait Theory and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Oishi, S. (2004). Personality in culture: A neo-Allportian view. *Journal of Research in Personality, 38*(1), 68-74. [Available on Course Website]

Van Hoye, G., & Turban, D. B. (2015). Applicant–employee fit in personality: Testing predictions from similarity-attraction theory and trait activation theory. *International Journal of Selection and Assessment, 23*(3), 210–223. https://doi.org/10.1111/ijsa.12109. [Available on Course Website]

-- **You can begin to submit your Special Project 1 paper as Microsoft Word attachment via our Blackboard course website** *Assignments* **tool as from 5:00 p.m., TUESDAY, MARCH 9.**

Thurs., Mar. 11 – Cattell's Structure-Based Systems Theory and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Yu, K., Zhang, Y., Li, C., Wang, Q., Tan, Y., & Shao, Y. (2012). An analysis of personality traits of Chinese military medical peacekeepers in Lebanon. *Social Behavior and Personality: An International Journal*, *40*(1), 169–174. https://doi.org/10.2224/sbp.2012.40.1.169. [Available on Course Website]

Isaksen, S. G., Kaufmann, A. H., & Bakken, B. T. (2016). An examination of the personality constructs underlying dimensions of creative problem-solving style. *The Journal of Creative Behavior, 50*(4), 268–281. [Available on Course Website]

SOCIAL-BEHAVIORISTIC PERSPECTIVES
Week 9:
Tues., Mar. 16 – Skinner's Operant Analysis and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Saad, S., Dandashi, A., Aljaam, J. M., & Saleh, M. (2015). The multimedia-based learning system improved cognitive skills and motivation of disabled children with a very high rate. *Journal of Educational Technology & Society, 18*(2), 366–379. [Available on Course Website]

Fryling, M. J., & Hayes, L. J. (2015). Similarities and differences among alternatives to Skinner's analysis of private events. *The Psychological Record, 65*(3), 579–587. [Available on Course Website]

*Thurs., Mar. 18 – Bandura's Social-Cognitive Theory and Related Research
 Lecture on Topic and Then Discussion of Assigned Readings Below:
Hamilton, R., Scott, D., LaChapelle, D., & O'Sullivan, L. (2016). Applying social cognitive theory to predict hazing perpetration in university athletics. *Journal of Sport Behavior, 39*(3), 255–277. [Available on Course Website]

Kozina, K., Grabovari, N., De Stefano, J., & Drapeau, M. (2010). Measuring changes in counselor self-efficacy: Further validation and implications for training and supervision. *The Clinical Supervisor*, *29*(2), 117–127. https://doi.org/10.1080/07325223.2010.517483. [Available on Course Website]

HUMANISTIC/EXISTENTIAL PERSPECTIVES
Week 10:
Tues., Mar. 23 – Maslow's Self-Actualization Position and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist, 54*(10), 821. [Available on Course Website]

Harrigan, W. J., & Commons, M. L. (2015). Replacing Maslow's needs hierarchy with an account based

on stage and value. *Behavioral Development Bulletin, 20*(1), 24–31. [Available on Course Website]

-- Special Project 1 Paper due as Microsoft Word attachment via our Blackboard course website *Assignments* **tool by 5:00 p.m., TUESDAY, MARCH 23.**

Thurs., Mar. 25 – Rogers's Person-Centered Theory and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Castro, D. R., Kluger, A. N., & Itzchakov, G. (2016). Does avoidance-attachment style attenuate the benefits of being listened to? *European Journal of Social Psychology, 46*(6), 762–775. [Available on Course Website]

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. [Available on Course Website]

-- Last day (March25) to email me your Special Project 2 tentative title/topic (i.e., by 5:00 p.m.)

COGNITIVE PERSPECTIVES
Week 11:
Tues., Mar. 30 – Kelly's Theory of Personal Constructs and Related Research
Lecture on Topic and Then Discussion of Assigned Readings Below:
Winter, D. A., & Tschudi, F. (2015). Construing a "perfect knight": A personal construct investigation of mass murder. *Journal of Constructivist Psychology, 28*(2), 139–151. [Available on Course Web site]

Thurs., Apr. 1 – Kelly's Theory of Personal Constructs and Related Research (continued)
Paris, M. E., & Epting, F. R. (2015). Dewey between the lines: George Kelly and the pragmatist tradition. *Journal of Constructivist Psychology, 28*(2), 181–189. [Available on Course Web site]

Schroder, H. S., Dawood, S., Yalch, M. M., Donnellan, M. B., & Moser, J. S. (2015). 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. [Available on Course Web site]

BIOLOGY, GENETICS, AND THE EVOLUTION OF PERSONALITY
Week 12:
Tues., Apr. 6
Discussion of Assigned Readings Below:
Eagly, A.H. & Wood, W. (1999). The Origins of Sex Differences in Human Behavior. *American Psychologist, 54*(6), 408-423. [Available on Course Website]

Sanchez-Roige, S., Gray, J. C., MacKillop, J., Chen, C. H., & Palmer, A. A. (2018). The genetics of human personality. *Genes, Brain & Behavior*, *17*(3), 1-13. https://doi.org/10.1111/gbb.12439. [Available on Course Website]

Diekhof, E. K., Wittmer, S., & Reimers, L. (2014). Does competition really bring out the worst? Testosterone, social distance and inter-male competition shape parochial altruism in human males. *PLoS ONE, 9*(7), 1-11. https://doi.org/10.1371/journal.pone.0098977. [Available on Course Website]

Thurs., Apr. 8
Discussion of Assigned Readings Below:
Moya, C., Boyd, R., & Henrich, J. (2015). Reasoning about cultural and genetic transmission: Developmental and cross-cultural evidence from Peru, Fiji, and the United States on how people make inferences about trait transmission. *Topics in Cognitive Science, 7*(4), 595–610. [Available on Course Website]

Baldus, B. (2015). Contingency, novelty and choice. Cultural evolution as internal selection. *Journal for the Theory of Social Behaviour, 45*(2), 214–237 [Available on Course Website]

HEALTHY PERSONALITY AND PATHOLOGICAL PERSONALITY
Week 13:
Tues., Apr. 13
Discussion of Assigned Readings Below:
Schmid, Y., & Liechti, M. E. (2018). Long-lasting subjective effects of LSD in normal subjects. *Psychopharmacology*, *235*(2), 535–545. https://doi.org/10.1007/s00213-017-4733-3. [Available on Course Website]

Müller, K. W., Beutel, M. E., Egloff, B., & Wölfling, K. (2014). Investigating risk factors for internet gaming disorder: A comparison of patients with addictive gaming, pathological gamblers and healthy controls regarding the Big Five personality traits. *European Addiction Research*, *20*(3), 129–136. [Available on Course Website]

Sinko, K., Jagsch, R., Drog, C., Mosgoeller, W., Wutzl, A., Millesi, G., & Klug, C. (2018). Facial esthetics and the assignment of personality traits before and after orthognathic surgery rated on video clips. *PLoS ONE*, *13*(2), 1-13. https://doi.org/10.1371/journal.pone.0191718. [Available on Course Website]

*Thurs., Apr. 15
Discussion of Assigned Readings Below:
Krueger, R. F., Caspi, A., & Moffitt, T. E. (2000). Epidemiological personology: The unifying role of personality in population-based research on problem behaviors. *Journal of Personality, 68,* 967-998. [Available on Course Website]

Eley, D. S., Leung, J., Hong, B. A., Cloninger, K. M., & Cloninger, C. R. (2016). Identifying the dominant personality profiles in medical students: Implications for their well-being and resilience. *PLoS ONE*, *11*(8), 1-16. [Available on Course Website]

CROSS-CULTURAL APPROACHES TO PERSONALITY

Week 14:
Tues., Apr. 20
Discussion of Assigned Readings Below:
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. [Available on Course Website]

Ion, A., Iliescu, D., Aldhafri, S., Rana, N., Ratanadilok, K., Widyanti, A., & Nedelcea, C. (2017). A cross-cultural analysis of personality structure through the lens of the HEXACO model. *Journal of Personality Assessment*, *99*(1), 25–34. [Available on Course Website]

Vazsonyi, A. T., Machackova, H., Sevcikova, A., Smahel, D., & Cerna, A. (2012). Cyberbullying in context: Direct and indirect effects by low self-control across 25 European countries. *European Journal of Developmental Psychology*, *9*(2), 210–227. [Available on Course Website]

-- **You can begin to submit your Special Project 2 paper as Microsoft Word attachment via our Blackboard course website** *Assignments* **tool as from 5:00 p.m. today, Tuesday, April 20.**

Thurs., Apr. 22
Larocco, S. (2014). Ideology, affect, semiotics: Towards a non-personal theory of personality. *Integrative Psychological & Behavioral Science, 48*(2), 129-142. [Available on Course Website]

Caligiuri, P., & Tarique, I. (2016). Cultural agility and international assignees' effectiveness in cross-cultural interactions. *International Journal of Training and Development*, *20*(4), 280–289. https://doi.org/10.1111/ijtd.12085. [Available on Course Website]

Lee, H. E., & Park, H. (2017). Cross-cultural testing of face threats to predict apology and thanks intentions. *Social Behavior and Personality: An International Journal*, *45*(10), 1643–1654. https://doi.org/10.2224/sbp.6468. [Available on Course Website]

-- **Course Wrap-up, and BREATHE!**

Week 15: Tues., Apr., 27, 2021 – NO CLASS: Finalize Special Project 2 Paper
-- **Special Project 2 Paper due as Microsoft Word attachment via our Blackboard course website** *Assignments* **tool by 5:00 p.m. Tuesday, April 27.**

Course Evaluation: **The Provost Office/its representative will administer all course evaluations for the term. PLEASE, evaluate this course when you receive an invitation to do so. Thanks in advance.**

FINALLY, I will be sending students' final grades to the Registrar's office the week after Finals Week **(Week of May 10)**.

To a Productive Semester! :-)