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Fall 9-1-2021

### PSYX 551.01: Advanced Personality

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Psychology 551  
Fall 2021  
Advanced Personality

### Course Information

Time/Day: Tuesday/Thursday 8:00 – 9:20

Location: SB 303

**\*\*\*Mask Requirement: Everyone is required to wear a mask in class. If you refuse to wear a mask in class, you will be asked to leave.**

### Class Notes:

- The diversity that all students bring to this class will be viewed as a resource and a strength. If you have suggestions to add to the course content and diversify perspectives, please let me know and I will do my best to integrate these suggestions.
- If you would like to use a different name or pronouns than those provided by the University, please let me know.

### Required Readings

1. Required readings are listed in the course schedule. These readings will be available via Moodle or through Mansfield Library's online access to psycBOOKS.

### Course Objectives

This course examines the many different attempts, past and present, at defining what it means to be a person, understanding how a person comes to be who they are, and determining what aspects of personality can/should be changed. As we venture through the history of personality psychology, noting the contextual influences on theory development and chuckling at the impassioned disagreements between scholars, you will (hopefully) gain an appreciation for how longstanding theoretical perspectives contribute to contemporary theory and inform psychotherapeutic interventions. Throughout our exploration of the seminal theories of personality, we will attend closely to the biases and limitations inherent in every perspective and the challenges of creating generalizable theories and sound methodologies within psychology. In addition to the history of personality psychology, we will review contemporary models of personality, including trait and social-cognitive approaches, as well as major issues/topics in the field at present (e.g., the affective bases of behavior, accounting for gender and cultural identities, and the interface of personality and physical and mental health).

### Learning Outcomes:

Students will:

1. Demonstrate discipline-specific knowledge regarding major historical and contemporary theoretical models of human personality. In particular, students will demonstrate discipline-specific knowledge regarding:
  - a. The cognitive bases of behavior
  - b. The affective bases of behavior
2. Demonstrate understanding of individual and cultural differences and their development and how they stem from and contribute to personality.
3. Demonstrate competencies regarding the integration of theoretical and scientific literature applicable to a range of issues. Students will demonstrate these competencies through intensive participation in class-based discussions and written work products submitted throughout the semester.

## Course Requirements

### Commentary/advance discussion questions

To facilitate engagement in the discussions that will be led by your peers, each of you will prepare and submit (via Moodle's Announcements forum) 3-4 discussion questions or comments for 5 of the 6 class periods on the reading schedule marked with an '\*\*\*' (9/28, 10/5, 10/12, 11/9, 12/2, 12/7). The specific content and format of the discussion posts are up to you, but, ideally, they will reflect issues that caught your interest in the reading material, and/or issues that you'd like to pose for discussion to your classmates. For example, your post may relate to: the relevance of the readings for clinical interventions; thoughts/ideas about research inquiries; and discussions and comments regarding relationships among other theoretical perspectives we've studied. You are required to submit these discussion points *before 5pm on the day prior to the scheduled discussion (e.g., for the discussion on Thursday, 9/28, your comments must be uploaded by Weds., 9/27, by 5PM)*. This will give everyone an opportunity to consider your discussion points before we come together as a group. Advance commentary is required for 5 class meetings; you will NOT submit discussion questions/comments for your discussion leader class period (see Discussion Leader assignment below). Each submission will earn between 0 and 3 points (the total points from this requirement compose 15% of your final grade).

### Discussion Papers (Due October 28 & November 18)

You will submit two 4-5 page discussion papers that synthesize your thoughts about the readings and classroom based discussions on two core elements of discipline-specific knowledge: the cognitive bases of behavior (Week 8/9: 10/21; 10/26; 10/28) and the affective bases of behavior (Week 12: 11/16; 11/18). These papers are due in class on 10/28 and 11/18. Each paper will be assigned a score ranging from 1-10, with a 1 indicating poor grasp of the material and/or ineffective communication of your thought processes/understanding of the material, and a 10 indicating outstanding grasp of the material and highly effective communication. Because these assignments assess your discipline-specific knowledge related to core competencies, you must earn a 7 or better on each of these papers in order to pass the class. (20% of your final grade)

### Discussion Leader and Research Critique

Student dyads will guide the discussion for a single class period. The topics have been outlined and are spread throughout the semester beginning in week 5 (9/28, 10/5, 10/12, 11/9, 12/2, 12/7). You and your partner will identify ~3 relevant readings, which will be assigned to the class. The discussion leader assignment (all components) will count for 45% of your final grade.

Discussion leader responsibilities include the following.

- 1) You will identify and deliver 3 readings in the content area; one or more of these readings must present findings from a contemporary research study. The other selections can include a seminal article, a chapter about theory, or any other particularly informative work from the research literature. Please consult with me about the readings at least 2 weeks before your assigned discussion leader date. *Without exception, you must identify and make available your selected readings at least 10 days prior to your discussion date. If you miss this deadline, you will not earn the points available for this component of the discussion leader activity.* (5 points)
- 2) As a team, you will draft and submit a written description of your aims for the class period. That is, you should write a brief description of the topic area and its relevance to the field of personality psychology and a brief description of the key messages you aim to convey during the discussion. This written description should not exceed 2 pages single-spaced. I expect that teams will collaborate on writing this paper and submit a single description for which everyone shared in the writing duties. This is due the day before your discussion leader activity (10 points)
- 3) Each team will lead the discussion for the full class period. Note that your team should achieve your stated aims for the class period by guiding the discussion, not by providing information via lecture or direct presentation. (10 points).

- 4) Each student of the dyad will draft independently and submit a written critique of a contemporary research article described in #1 above. Details regarding this critique will be provided and discussed in class. The written product should be ~ 8 pages, double-spaced and should follow APA formatting guidelines. Your critique is due *within 1-week of your discussion leader class period*. (20 points)

## Course Expectations, Guidelines and Policies

### Class Participation

We will meet twice a week to discuss the assigned readings. Because active discussion will be our primary emphasis, you are required to attend each class meeting fully prepared and familiar with the assigned readings (see Commentary/advance discussion points above). **Your thoughts and ideas are important, and we will all be very sad if you deny us these insights during each class meeting.** Class participation will constitute 20% of your final grade. *A choice not to participate actively in each class period will reduce your participation points.*

### Academic Integrity

Academic dishonesty is antithetical to the mission of the University of Montana; all students must practice academic honesty. Misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct –including plagiarism- will result in an “F” for the course and might result in dismissal from your academic program and the university. Please let me know if you have any questions about what might constitute plagiarism. Please review the [Student Conduct Code](#).

### Class Attendance and Punctuality

You are expected to attend every scheduled class period and to be on time. Some obvious exceptions include: your own illness, illness or health care needs of a family member, and travel for an academically-relevant event (e.g., conference attendance). Please let me know of class absences as soon as you can. If you choose to use a laptop or tablet to take notes, please restrict your use of these devices to course-related activities during our class meetings.

### Absences

Students who miss class *FOR ANY REASON* will write a brief ( $\approx$  1 page, single-spaced) reaction paper summarizing your reflections on the assigned readings. The paper must be submitted as soon as possible after the missed class period. *Failure to complete the paper before the next class period will result in a 2-point deduction of your class participation grade.*

### Policy on Incomplete Grades

An ‘Incomplete’ is assigned when student hardship precludes completion of the course during the semester. It is the student’s responsibility to discuss with me the possibility of an Incomplete prior to the end of the semester. Any student taking an Incomplete is required to finish the course requirements *as soon as possible after the semester’s close*. The student must communicate their/her/his plan for course completion to me as soon as they are able to do so. ***Per University policy, Incompletes become failing grades automatically after 12 months.***

### Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact them (Lommasson Center 154 or call 406.243.2243). I will work with you and Disability Services to provide reasonable and appropriate disability accommodations.

## Grading

Participation:	20 pts	Points	Letter Grade
Advance commentary:	15 pts	93 – 100	A
Discussion papers:	20 pts	90 – 92	A-
Discussion Leader:	25 pts	87 – 89	B+
Research Critique:	20 pts	83 – 86	B
TOTAL	100 pts	80 – 82	B-
		70 – 79	C
		< 70	F

### Tentative Course Schedule and Reading List

**\*\*Final readings will be posted on Moodle at least a week before their scheduled discussion date and may deviate from those listed below\*\***

Week	Date	Topics & Readings
1	Tues., Aug. 31	Syllabus and Course Overview Intersectionality: Hoodo Hersi (~3 min video) <a href="https://www.facebook.com/justforlaughs/videos/387270495870396/">https://www.facebook.com/justforlaughs/videos/387270495870396/</a>
1	Thurs. Sept. 2	Introduction and Personality Theory's Incomplete Prehistory <ol style="list-style-type: none"> <li>Barenbaum, N.B. &amp; Winter, D.G. (2008). History of modern personality theory and research. <i>Handbook of Personality: Theory and Research, 3rd Ed.</i> (Chapter 1: pp. 3-26).</li> <li>Dumont, F. (2010). Historical Precursors to Personality Theory. In <i>A History of Personality Psychology</i>. (Chapter 1: pp. 1-34). Cambridge, UK: Cambridge Univ. Press.</li> <li>Kim, U., Yang, K.S., &amp; Hwang, K.K. (2006). Contributions to Indigenous and Cultural Psychology. In <i>Indigenous and Cultural Psychology: Understanding People in Context</i>. Springer. (Chapter 1: pp. 3-27).</li> </ol>
2	Tues., Sept. 7	Psychodynamics overview / Psychoanalysis <ol style="list-style-type: none"> <li>Bornstein, R.F., Denckla, C.A. &amp; Chung, W. (2012). Psychodynamic models of personality. In I. Weiner, H.A. Tennen, &amp; J.M. Suls, (Eds.). <i>Handbook of Psychology, Personality and Social Psychology</i> (2nd Edition). Somerset, NJ: John Wiley &amp; Sons.</li> <li>Freud, S. (1933/1964). The dissection of the psychical personality. In J. Strachey (Ed. &amp; Trans.), <i>The Standard Edition of the Complete Psychological Works of Sigmund Freud</i> (pp. 57-80). London: The Hogarth Press.</li> <li>Beauvoir, S. de. (1949/2009). <i>The Second Sex</i>. Vintage Books. Chapter 2 (pp. 73-85).</li> </ol>
2	Thurs., Sept. 9	Ego mechanisms of defense: Historical and contemporary perspectives <ol style="list-style-type: none"> <li>Freud, A. (1936/1966). <i>The Ego and the Mechanisms of Defense, Revised Edition</i>. New York: International Universities Press. Chapters 1-3 (pp. 3-41). <b>**Optional Reading**</b></li> <li>Cramer, P. (2008). Seven pillars of defense mechanism theory. <i>Social and Personality Psychology Compass</i>, 2. 1963–1981, 10.1111/j.1751-9004.2008.00135.x</li> <li>Malone, J.C., Cohen, S., Liu, S.R., Vaillant, G.E. &amp; Waldinger, R.J. (2013). Adaptive midlife defense mechanisms and late-life health. <i>Personality and Individual Differences</i>, 55, 85-89.</li> </ol>

Week	Date	Topics & Readings
		<ol style="list-style-type: none"> <li>Abbass, A. A., &amp; Town, J. M. (2013). Key clinical processes in intensive short-term dynamic psychotherapy. <i>Psychotherapy</i>, 50(3), 433–437. <a href="https://doi.org/10.1037/a0032166">https://doi.org/10.1037/a0032166</a></li> <li>Abbass, A., Town, J., &amp; Driessen, E. (2012). Intensive short-term dynamic psychotherapy: a systematic review and meta-analysis of outcome research. <i>Harvard Review of Psychiatry</i>, 20(2), 97-108. DOI: 10.3109/10673229.2012.677347 <b>**Optional Reading**</b></li> </ol>
3	Tues., Sept. 14	<p>Neanalytic Theory: Adler’s Individual Psychology</p> <ol style="list-style-type: none"> <li>Adler, A. (1937/1979). The progress of mankind &amp; On the origin of the striving for superiority and of social interest. In H.L. Ansbacher &amp; R.R. Ansbacher (Eds.). <i>Superiority and Social Interest</i> (pp. 23-40). New York: W.W. Norton &amp; Company, Ltd.</li> <li>Dinkmeyer, D.C., Dinkmeyer, Jr., D.C. &amp; Sperry, L. (1987). Theoretical foundations of Adlerian counseling &amp; The development of personality and the life style. In <i>Adlerian Counseling and Psychotherapy, 2nd Edition</i> (pp. 8-41). Columbus, OH: Merrill Publishing Co.</li> <li>La Voy, S.K., Brand, M.J.L, McFadden, C.R. (2013). An important lesson from our past with significance for our future: Alfred Adler's Gemeinschaftsgefühl. <i>The Journal of Individual Psychology</i>, 69, 280-293.</li> </ol>
3	Thurs., Sept. 16	<p>Neanalytic Theory: Horney’s Social Psychoanalysis + TLDP</p> <ol style="list-style-type: none"> <li>Horney, K. (1937). The basic structure of neuroses. In <i>The Neurotic Personality of Our Time</i>. (pp. 79-101).New York: WW Norton &amp; Co.</li> <li>Ford, D.H., &amp; Urban, H.B. (1963). Karen Horney’s Character Analysis. In <i>Systems of Psychotherapy: A comparative study</i>. (pp. 481-517). Hoboken, NJ: John Wiley &amp; Sons.</li> <li>Pinto, D.G., Maltby, J., Wood, A.M. &amp; Day L. (2012). A behavioral test of Horney’s linkage between authenticity and aggression: People living authentically are less-likely to respond aggressively in unfair situations. <i>Personality and Individual Differences</i>, 52, 41-44.</li> <li>Levenson, H. (2003). Time-limited dynamic psychotherapy: An integrationist perspective. <i>Journal of Psychotherapy Integration</i>, 13(3-4), 300–333. <a href="https://doi.org/10.1037/1053-0479.13.3-4.300">https://doi.org/10.1037/1053-0479.13.3-4.300</a></li> </ol>
4	Tues., Sept. 21	<p>Interpersonal Theory &amp; Relational Perspectives</p> <ol style="list-style-type: none"> <li>Greenberg, J.R. &amp; Mitchell, S.A. (1983). Interpersonal Psychoanalysis. In <i>Object Relations in Psychoanalytic Theory</i> (pp. 79-115). Cambridge, MA: Harvard University Press.</li> <li>Horner, A.J. (1984). Organizing processes and the genesis of object relations. In <i>Object Relations and the Developing Ego in Therapy</i> (pp. 1-23). New York: Jason Aronson, Inc.</li> <li>Pincus, A.L. &amp; Ansell, E.B. (2012). Interpersonal Theory of Personality. In I. Weiner, H.A. Tennen, &amp; J.M. Suls, (Eds.). <i>Handbook of Psychology, Personality and Social Psychology</i> (2nd Edition). Somerset, NJ: John Wiley &amp; Sons.</li> </ol>
4	Thurs., Sept. 23	<p>Attachment: Historical and contemporary perspectives</p> <ol style="list-style-type: none"> <li>Ainsworth, M.D.S., Blehar, M.C., Waters, E., &amp; Wall, S. (1978). Theoretical background. In <i>Patterns of Attachment: A Psychological Study of the Strange Situation</i> (pp. 3-28). Hillsdale, NJ: Lawrence Erlbaum and Associates.</li> <li>Dykas, M.J. &amp; Cassidy, J. (2011). Attachment and the processing of social information across the lifespan: Theory and evidence. <i>Psychological Bulletin</i>, 137, 19-46.</li> <li>Fraley, R.C. &amp; Shaver, P.R. (2008). Attachment theory and its place in contemporary personality theory and research. <i>Handbook of Personality: Theory and Research, 3rd Ed.</i> (Chapter 20: 518-541).</li> </ol>

Week	Date	Topics & Readings
5	Tues., Sept. 28	Personality and Health*** Readings TBD
5	Thurs., Sept. 30	Humanism <ol style="list-style-type: none"> <li>1. Rogers, C.R. (1951). A theory of personality and behavior. In <i>Client-Centered Therapy</i> (pp. 481-532). Boston, MA: Houghton Mifflin Company.</li> <li>2. Rogers, C.R. (1961). "To be that self which one truly is": A therapist's view of personal goals. In <i>On Becoming a Person</i> (pp. 163-182). Boston, MA: Houghton Mifflin Company.</li> <li>3. Rogers, C.R. (1961). A therapist's view of the good life: The fully functioning person. In <i>On Becoming a Person</i> (pp. 183-196). Boston, MA: Houghton Mifflin Company.</li> </ol>

6	Tues., Oct. 5	Personality Strengths*** Readings TBD
6	Thurs., Oct. 7	Existentialism <ol style="list-style-type: none"> <li>1. Solomon, S., Greenberg, J., &amp; Pyszczynski, T. (2004). The Cultural Animal: Twenty Years of Terror Management Theory and Research. In J. Greenberg, S. L. Koole, &amp; T. Pyszczynski (Eds.), <i>Handbook of Experimental Existential Psychology</i> (pp. 13–34). Guilford Press.</li> <li>2. Yalom</li> </ol>
7	Tues., Oct. 12	Personality and Culture*** Readings TBD
7	Thurs., Oct. 14	Early Trait Theory and Mischel's Critique <ol style="list-style-type: none"> <li>1. Allport, G. W. (1931). What is a trait of personality? <i>Journal of Abnormal and Social Psychology</i>, 25, 368-372.</li> <li>2. Allport, G.W. (1937). The transformation of motives. In <i>Personality: A Psychological Interpretation</i>. (pp. 190-212). New York: Henry Holt and Company.</li> <li>3. Mischel, W. (1968). Consistency and specificity in behavior. In <i>Personality and Assessment</i>. (pp. 13-39). New York: John Wiley &amp; Sons.</li> </ol>
8	Tues., Oct. 19	Contemporary Trait Approaches <ol style="list-style-type: none"> <li>1. John, O.P., Naumann, L.P. &amp; Soto, C.J. (2008). Paradigm shift to the integrative Big Five trait taxonomy: History, measurement, and conceptual issues <i>Handbook of Personality: Theory and Research, 3rd Ed.</i> (Chapter 4: pp. 114-158).</li> <li>2. Saucier, G. &amp; Srivastava, S. (2015). What makes a good structural model of Personality? Evaluating the Big five and alternatives. In M. Mikulincer and P. R. Shaver (Eds.). <i>APA Handbook of Personality and Social Psychology: Vol. 4. Personality Processes and Individual Differences</i>. Washington, DC: APA.</li> <li>3. Soto, C.J. &amp; John, O.P. (2014). Traits in transition: the structure of parent-reported personality traits from early childhood to early adulthood. <i>Journal of Personality</i>, 81, 182-199. doi: 10.1111/jopy.12044.</li> </ol>
8	Thurs., Oct. 21	George Kelly, an early champion of contemporary cognitive theory <ol style="list-style-type: none"> <li>1. Kelly, G.A. (1955). Constructive alternativism. In <i>The Psychology of Personal Constructs, Volume 1: A Theory of Personality</i> (pp. 3-45). New York: WW Norton &amp; Company.</li> <li>2. Kelly, G.A. (1955). Basic Theory. In <i>The Psychology of Personal Constructs, Volume 1: A Theory of Personality</i> (pp. 46-104). New York: WW Norton &amp; Company.</li> </ol>

9	Tues., Oct. 26	<p>Bandura's Social Cognitive Theory</p> <ol style="list-style-type: none"> <li>Bandura, A. (2001). Social cognitive theory in personality. In L.A. Pervin and O.P. John (Eds.), <i>Handbook of Personality: Theory and Research</i>, 2<sup>nd</sup> Ed (Chapter 6: pp. 154-196). New York: The Guilford Press.</li> <li>Bandura, A. (2006). Toward a psychology of human agency. <i>Perspectives on Psychological science</i>, 1, 164-180.</li> </ol>
9	Thurs., Oct. 28	<p>Contemporary Interactionism: The Cognitive Affective Personality System</p> <ol style="list-style-type: none"> <li>Kammrath, L. K. *Scholer, A.A. (2012). The Cognitive-Affective Processing System. . In Tennen, Howard (Ed); Suls, Jerry (Ed); Weiner, Irving B. (Ed). <i>Handbook of psychology: Personality and social psychology</i> (Vol. 5, 2nd ed.). (pp. 197-222) Hoboken, NJ, US: John Wiley &amp; Sons Inc. (Chapter 8: 161-181).</li> <li>Mischel, W., &amp; Shoda, Y. (1998). Reconciling processing dynamics and personality dispositions. <i>Annual Review of Psychology</i>, 49, 229-258.</li> <li>Shoda, Y., Wilson, N.L., Chen, J., Gilmore, A.K. &amp; Smith, R.E. (2013). Cognitive-affective processing system analysis of intra-individual dynamics in collaborative therapeutic assessment: translating basic theory and research into clinical applications. <i>Journal of Personality</i>, 81, 554-568. Doi: 10.1111/jopy.12015.</li> </ol>
10	Tues., Nov. 2 <b>Disc. Paper #1 DUE</b>	<p>Behaviorism</p> <ol style="list-style-type: none"> <li>Skinner, B.F. (1987). Whatever happened to psychology as the science of behavior? <i>American Psychologist</i>, 42, 780-786.</li> <li>Delprato, D.J. &amp; Midgley, B.D. (1992). Some fundamentals of B.F. Skinner's behaviorism. <i>American Psychologist</i>, 47, 1507-1520.</li> <li>Baum, W.M &amp; Heath, J.L. (1992). Behavioral explanations and intentional explanations in Psychology. <i>American Psychologist</i>, 47, 1312-1317.</li> </ol>
10	Thurs., Nov. 4	<p>Genetics &amp; Biological Models</p> <ol style="list-style-type: none"> <li>Corr, P.J. &amp; Perkins, A.M. (2006). The role of theory in the psychophysiology of personality: From Ivan Pavlov to Jeffrey Gray. <i>International Journal of Psychophysiology</i>, 62, 267-276.</li> <li>DeYoung, C.G. (2010). Personality neuroscience and the biology of traits. <i>Social and Personality Psychology Compass</i>, 4, 1165-1180.</li> </ol>
11	Tues., Nov. 9	<p>Personality, Self-Regulation &amp; Stress*** Readings TBD</p>
11	Thurs., Nov. 11	<p style="text-align: center;"><b>Veterans Day (No Classes)</b></p>
12	Tues., Nov. 16	<p>Emotion, Behavior, Affect, and Emotion Regulation</p> <ol style="list-style-type: none"> <li>Corr, P.J. (2009). The reinforcement sensitivity theory of personality. In <i>The Cambridge Handbook of Personality</i>. P.J. Corr &amp; G. Matthews (Eds.). Cambridge, UK: Cambridge University Press.</li> <li>Carver, C.S. (2015). Behavioral approach, behavioral avoidance, and behavioral inhibition. In M. Mikulincer and P. R. Shaver (Eds.) <i>.APA Handbook of Personality and Social Psychology: Vol. 4. Personality Processes and Individual Differences</i>. (pp. 307-327). Washington, DC: APA.</li> <li>Gross, J.J. (2015). Emotion regulation: Current status and future prospects. <i>Psychological Inquiry</i>, 26, 1-26.</li> </ol>



		4. John, O. P., & Gross, J. J. (2004). Healthy and unhealthy emotion regulation: Personality processes, individual differences, and life span development. <i>Journal of personality, 72</i> , 1301-1334.
12	Thurs., Nov. 18	Emotion Regulation and Relational Considerations 1. Fitness, J. (2015). Emotions in relationships. M. Mikulincer and P. R. Shaver (Eds.) .APA Handbook of Personality and Social Psychology: Vol. 4. Personality Processes and Individual Differences. pp. 297-318. Washington, DC: APA. 2. Roth, G., Vansteenkiste, M. & Ryan, R.M. (2019). Integrative emotion regulation: Process and development from a self-determination theory perspective. <i>Development and Psychopathology, 31</i> , 945-956.
13	Tues., Nov. 23	Evolutionary Personality Theory 1. Buss, D.M. & Penke, L. (2015). Evolutionary personality psychology. In M. Mikulincer and P. R. Shaver (Eds.). <i>APA Handbook of Personality and Social Psychology: Vol. 4. Personality Processes and Individual Differences</i> . Washington, DC: APA.
13	Thurs., Nov. 25	<b>Thanksgiving Day (No Classes)</b>
14	Tues., Nov. 30  <b>Disc. Paper #2 DUE</b>	Motives 1. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin, 117</i> , 497–529. 2. Anderson, C., Hildreth, J.A.D. & Howland. L. (2015). Is the desire for status a fundamental human motive? A review of the empirical literature. <i>Psychological Bulletin, 141</i> , 574-601.
14	Thurs., Dec. 2	Sex, Gender Identity, and Personality*** Readings TBD

15	Tues., Dec. 7	Psychopathology*** Readings TBD
15	Thurs., Dec. 9	Summation 1. Campbell, J.B. (2008). Modern personality theories: What have we gained? What have we lost? In G.J. Boyle, G. Matthews & D.H. Saklofske, (Eds.). <i>Sage Handbook of Personality Theory and Assessment, Vol. 1</i> . Thousand Oaks, CA: Sage Publications. 2. Benet-Martinez, V. et al. (2015). Six visions for the future of personality psychology. In M. Mikulincer and P. R. Shaver (Eds.). <i>APA Handbook of Personality and Social Psychology: Vol. 4. Personality Processes and Individual Differences</i> . Washington, DC: APA.
16		Finals Week