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PSYX 385.01: Psychology of Personality - Methodology, Theories, & Application

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Psyx 385 – Psychology of Personality: Methodology, Theories, & Application

Fall 2022, Section 1

Course Location and Time

Liberal Arts 11 (Eck Hall)

Tuesday and Thursday, 9:30-10:50 am

Instructor Information

Instructor: Duncan G. Campbell, Ph.D.

Email: duncan.campbell@umontana.edu

Office: Skaggs Bldg., Room 312

Office hours: Wednesdays 9-10:30; Thursdays 2-3:30p

Phone: (406) 243-4731

Teaching Assistant: Savannah Goudreau, MA

savannah.goudreau@umconnect.umt.edu

Skaggs Bldg., Room 311

TBD

Coronavirus Precautions:

This course is offered in person. UM does not currently have a mask requirement for classroom spaces. Required or not, we respect those choosing to wear a mask to reduce the spread of respiratory viruses. It is important to note that the virus that causes COVID-19 is circulating and prevalent in Missoula. The university encourages COVID-19 vaccines and boosters, which are offered for students at the Health Services Pharmacy inside Curry Health Center. Some of us may become infected and experience sickness during the semester. COVID testing for students is available at Curry Health Center. *If you are feeling unwell or have tested positive for COVID-19, please do not come to class.* If you test positive, you need to [isolate](#) and avoid in-person classes for at least five days. If you're unable to attend lecture in-person due to sickness or a positive COVID-19 test, please contact Savannah or me; we will make a plan to ensure that you stay up to date with course requirements.

Course Objectives

This course introduces historical and modern conceptions of personality in three sections: background/methodology, major theoretical perspectives/aspects, and applications. We begin with background and methodology to set the stage for the work that follows. In the second division, we examine the major theoretical perspectives or 'aspects' of personality psychology. Within each aspect, we study the work of influential/representative theorists. As we examine these formative works, it is important to remember that these scientists were trained in the Western tradition and that there are more 'ways of knowing' than those that dominate Western psychological science. In addition, many early theorists were Europeans; their theoretical perspectives and contributions were undoubtedly influenced by their worldviews.

In the course's final weeks, we will apply our new knowledge to investigation of issues of everyday interest. At the close of the semester, I expect you to be well-informed about the field of personality psychology. You will be able to articulate key features of the major theoretical perspectives/aspects in the field, and you will be knowledgeable about major theorists' contributions to each aspect. Knowledge in these areas will increase your understanding of the human experience and will serve as a foundation for development of knowledge regarding counseling and psychotherapeutic interventions.

Learning Outcomes

Over the course of the semester, you will:

1. Demonstrate knowledge and understanding of commonly-used research methodologies in personality psychology and will understand how different types of personality data inform the science of personality.
2. Demonstrate knowledge and understanding of historical and contemporary theoretical models of personality.

3. Demonstrate knowledge and understanding of the application of personality theory to health, gender identity, and culture/ethnicity.

A Note on Inclusion

The Department of Psychology strives to create a climate that affirms people of diverse life experiences and cultures. As an academic community, we are committed to nurturing personal, intellectual, and aesthetic diversity. In all our activities, we welcome active participation by people from diverse groups and backgrounds, including, but not limited to those defined by the following: ethnicity; gender identity and expression; sexual orientation; age; country of origin; socioeconomic status; religious beliefs; political affiliation; health status and needs; neurodiversity; and Veteran status. By encouraging expression from multiple perspectives in our coursework, we help each other participate more fully in our increasingly diverse society.

This course affirms people of all gender identities and expressions. Please let me know if you use a different name than what is on the class roster. I use male pronouns (he, him, his). If you have any questions or concerns, please contact me.

The bottom line: This is an open and affirming classroom. Each of you belongs here. Though we will not always agree, we will respect each other, no matter what. Conflict and differences in belief are facts of life. When we disagree, we will communicate our opinions and disagreements with mutual respect.

I am hopeful that will abide by these tenets of my teaching philosophy and classroom environment. Please let me know if you have concerns or questions.

Required Text and Additional Readings

Friedman, H.S. & Schustack, M.W. (2016). *Personality: Classic Theories and Modern Research, 6th Edition*. Boston, MA: Pearson.

This text is available through commercial vendors (e.g., Amazon), or you can order electronic access on a monthly basis directly from the publisher (Pearson). The monthly cost is \$9.99.

The following link will take you directly to Pearson's monthly access page: [click here](#).

**Additional required and supplemental readings will be announced and made available via Moodle.

Course Requirements and Policies

1. **Exams: All exams will be administered in-person.** Three midterms (multiple choice and short answer questions) and a cumulative final (multiple choice) will assess your knowledge and understanding of the course material. Each midterm covers a course section (1. chapters 1-4; 2. chapters 5-7; 3. chapters 8-10); the cumulative final covers all previous sections and the section between Exam 3 and the semester's end. Each exam is worth 50 points and assesses your understanding of the material presented in the lectures and the assigned readings. Please note that the exams will cover material from the assigned readings that is not discussed in class and material from lecture that you will not find in the text.

Tentative midterm dates are listed on the course schedule. Please note that the midterm dates might change depending on the pace of the class. The date and time of the final examination is determined by the University Registrar's office. **Neither the date nor the time (Thursday, December 15th, 10:10a-12:10p) of the final examination will change.**

Make-up exams: Make-up exams will be granted only if an absence is excused for one of the following reasons: 1) participation in a university-sanctioned athletic or formal academic event; 2) illness or COVID exposure; 3) death or illness in your family; 4) participation in cultural events or religious observances.

- 2. Quizzes:** I will deploy four quizzes during the semester, with one quiz occurring during each section of the course (10 points each; 40 points total). Quizzes will be announced in class and submitted via Moodle. Quiz dates and details are determined by course pacing.
- 3. Reaction Papers:** The drive to understand personality, individual differences, and ‘what makes people tick’ is not restricted to personality scientists. Indeed, entertainment (movies, television, etc.) and popular media, the news media, and social media brim with references to personality. Some of these references are based in science, while others are clearly not. For each of two reaction papers, you will find and review an article, story, self-assessment tool, etc. that implicates personality psychology. After reading and reviewing each target story/article, you will draft and submit a reaction paper. Each paper is ‘worth’ a maximum of 5 points. You must complete two papers over the course of the semester. One must be submitted no later than **Thursday, October 27**, and the other must be submitted by **Tuesday, November 29**.

You are encouraged to find target articles, stories, etc. in the news media, entertainment media, and/or social media. Your papers should be brief (1 page, single-spaced maximum). They should do the following: 1. provide a concise summary of the target story/article; 2. describe its relevance to *any* of the specific topics we have discussed in the class; and, 3) describe your reaction or the thoughts the work brought to mind for you. For example, in describing your reaction, you might focus on a critique, the authors’ accurate or inaccurate assumptions, failures (or successes!) in the authors’ logic, the usefulness of the work or its implications for understanding people, things that surprised you, etc. More details will be presented in class once the semester gets underway.

4. Expectations

You are expected to read all assignments **prior to class meetings**. I also expect you to be present for each class meeting and to be an active class participant. Your classmates and I will appreciate your discretion with respect to cell phone conversations, text messaging, and personal conversations. Finally, I correspond with students regularly via email. Please note that UM policy requires all e-mail correspondence to use official University email accounts (e.g., name.name@umontana.edu; name.name@umconnect.umt.edu). **Please send all email correspondence from your University of Montana account.**

Academic integrity

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Specifically, cheating will result in a “0” for the assignment in question and may result in a failing course grade and dismissal from the University. Please enlist my help if you are having difficulty with the course content. Plagiarism is an example of academic dishonesty and will be addressed accordingly. If you have questions about plagiarism, please let me know. Finally, please review the [Student Conduct Code](#).

5. Disability modifications

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

6. Important dates

You may drop the course (with no “W”) or change your grading option via CyberBear through the 15th instructional day (September 19). You may drop the course or change grading options via Drop form through the 45th instructional day (October 31: Fee applies; instructor & advisor signatures required; a

“W” will appear on transcript for drops). Beyond the 45th day, dropping courses and/or changing grading options require a Petition to Change Registration form (Fee applies; instructor, advisor and Dean of College signatures required; a “WP” [Withdraw Passing] or “WF” [Withdraw Failing] will appear on transcript). I will assign an ‘incomplete’ only when urgent circumstances arise. These circumstances will require appropriate documentation (e.g., letter from a physician, etc.). Please contact the [Registrar’s Office](#) to confirm details about registration and the dates above.

7. Grading

Grades are assigned using a 200-point scale. You earn points on exams, quizzes, and reaction papers.

Exams: Each of the 4 exams is worth 50 points. **Your lowest midterm (Exams 1-3) is dropped.** In total, exams (your two highest midterms and the final) account for 150 points (75% of course total).

Quizzes: We’ll have four quizzes during the semester, one during each section of the course (10 points each; 40 points total). Quizzes will be announced in class and completed on Moodle.

Reaction Papers: Each reaction papers is ‘worth’ 5 points.

Exams: Midterm	50
Midterm	50
Midterm, Lowest (dropped)	0
Final	50
Quizzes (4 at 10 points each)	40
Papers (2 at 5 points each)	10

There will be no grade curves in this course. Point totals are always ‘rounded up’ in the student’s favor. Final grades will be assigned using the following scale:

Points	Letter Grade
187-200	A
180-186	A-
173-179	B+
167-172	B
160-166	B-
153-159	C+
140-152	C
120-139	D
<120	F

Tentative Course Schedule

Date	Topics	Required Reading
Tuesday, Aug. 30	Introduction: defining personality	Chapter 1
Thursday, Sept. 1	Course Overview and Personality Measurement	Chapter 2
Tuesday, Sept. 6	Measurement & Psychometrics	Chapter 2
Thursday, Sept. 8	Psychoanalysis: Origins	Chapter 3
Tuesday, Sept. 13	Psychoanalysis: Models	Chapter 3; Freud (Moodle)
Thursday, Sept. 15	Psychoanalysis: Defense & development	Chapter 3
Tuesday, Sept. 20	Neoanalysts: Adler	Chapter 4
Thursday, Sept. 22	Neoanalytic & relational perspectives: Horney; Object Relations	Chapter 4
Tuesday, Sept. 27	Exam 1	Chapters 1-4
Thursday, Sept. 29	Biological aspects: Evolutionary approaches Temperament & Eysenck's Arousal/Activation theory	Chapter 5
Tuesday, Oct. 4	Gray's reinforcement sensitivity	Chapter 5
Thursday, Oct. 6	Behavioral and learning aspects: Pavlov, Watson & Skinner	Chapter 6
Tuesday, Oct. 11	Skinner's radical behaviorism	Chapter 6
Thursday, Oct. 13	Cognitive aspects: Kelly and the origins of cognitive theory	Chapter 7
Tuesday, Oct. 18	Bandura's Social Cognitive theory	Chapter 7
Thursday, Oct. 20	Exam 2	Chapters 5-7
Tuesday, Oct. 25	Trait Aspects: Allport, Factor analysis and the Lexical Hypothesis	Chapter 8
Thursday, Oct. 27*	The Five Factor Model and Theory	Chapter 8
Tuesday, Nov. 1	Humanism: Carl Rogers, phenomenology, and the self-concept	Chapter 9
Thursday, Nov. 3	Rogers, Continued	Chapter 9
Tuesday, Nov. 8	Election Day: No Classes	
Thursday, Nov. 10	Maslow's self-actualization	Chapter 9
Tuesday, Nov. 15	Early Person-situation Interactionism: HS Sullivan and Henry Murray	Chapter 10
Thursday, Nov. 17	Contemporary Interactionism: Mischel and Shoda's Cognitive Affective Personality System	Chapter 10
Tuesday, Nov. 22	Exam 3	Chapters 8-10
Thursday, Nov. 24	Holiday: University offices closed.	
Tuesday, Nov. 29*	Personality, culture and ethnicity	Chapter 13
Thursday, Dec. 1	Personality and Health: Pathways & mechanisms	Chapter 12
Tuesday, Dec. 6	Appraisal and stress	Chapter 12
Thursday, Dec. 8	Sex and Gender: Basic principles and contemporary issues: Gender identity and personality	Chapter 11; Helgeson, 2015; Hyde, 2016
Thursday, Dec. 15:	FINAL EXAM: 10:10a-12:10p	All readings, inclusive

* Reaction paper due date