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

Duncan G. Campbell

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

## Spring 2022, Section 1

### Course Location and Time

Social Sciences 356

Tuesday and Thursday, 11:00-12:20 pm

### Instructor Information

Instructor: Duncan G. Campbell, Ph.D.

Email: [duncan.campbell@umontana.edu](mailto:duncan.campbell@umontana.edu)

Office: Skaggs Bldg., Room 143

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

Phone: (406) 243-4731

### Coronavirus Precautions:

UM requires masks in all indoor spaces, including our classroom. High quality masks are recommended. Given the prevalence of COVID infections, our lectures will stream live in ZOOM. Lectures will be recorded and available upon request to students who require them. Synchronous ZOOM streaming and lecture recording will continue unless or until the risk of COVID infection drops substantially. *If you are feeling unwell or have had an exposure, please do not come to class.* If you're unwell and unable to attend lecture (in-person or remotely), please contact me so we can plan for you to stay up to date.

Click [here](#) to access the lecture in ZOOM (Meeting ID: 941 3505 6332)

### Course Objectives

This course introduces historical and modern conceptualizations 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, I welcome active participation by people from diverse groups and backgrounds, including, but not limited to those defined by the following: ethnicity; gender identity; sexual orientation; age; country of origin; socioeconomic status; religious beliefs; political affiliation; health status and needs; neurodiversity; and Veteran status. By fostering multiple perspectives in our coursework, we can help each other participate more fully in the global community and 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

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

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

*The textbook is provided by the University of Montana Bookstore through Moodle at a discounted rate; the bookstore negotiated this rate on your behalf. Your discounted price is included with your course fee, but you have the option to **opt out of the program** to have that cost refunded to your student account. If for any reason you decide to purchase your materials elsewhere, you can opt out of this program by the add/drop deadline on **February 1st, 2022, 11:59PM MST** and you will receive the refund later in the term.*

### **We are using an eBook:**

- Click the RedShelf link in your course's module in Moodle.
- Click View Course Materials.
- Click Start Reading

### **To opt out:**

- Click the RedShelf link in your course's module in Moodle
- Click View Course Materials
- Scroll down to the gray opt-out button and follow the prompts

For any questions about billing, please contact Amanda Peterson at [amanda.peterson@mso.umt.edu](mailto:amanda.peterson@mso.umt.edu).

For any questions about using your eBook, please reference [RedShelf Solve](#).

## Course Requirements and Policies

1. **Exams:** 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 (chapters 1-4, chapters 5-7, chapters 8-10); the cumulative final assesses 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 (Friday, May 13 @ 8:00a) 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 to be determined.
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. You are encouraged to find these articles, stories, etc. in the news media, entertainment media, and/or social media. 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 March 17th, and the other must be submitted by April 22nd.

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 prohibits e-mail correspondence to and from a non-University email account (e.g, name@gmail.com). **Please send all email correspondence from your University 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 what might constitute 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 15<sup>th</sup> instructional day (February 7). You may drop the course or change grading options via Drop form through the 45<sup>th</sup> instructional day (March 29: Fee applies; instructor & advisor signatures required; a “W” will appear on transcript for drops). Beyond the 45<sup>th</sup> 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

Course grades are assigned using a 200-point scale. Points are earned through exams, quizzes, and brief reaction papers.

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

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.

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

Exams: Midterm	50
Midterm	50
Midterm (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:

<b>Points</b>	<b>Letter Grade</b>
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, Jan. 18	Course overview and introduction	Syllabus & Chapter 1
Thursday, Jan. 20	Measurement	Chapter 2
Tuesday, Jan. 25	Measurement & Psychometrics	Chapter 2
Thursday, Jan. 27	Psychoanalysis: Origins	Chapter 3
Tuesday, Feb. 1	Psychoanalysis: Models	Chapter 3; Freud (Moodle)
Thursday, Feb. 3	Psychoanalysis: Defense & development	Chapter 3
Tuesday, Feb. 8	Neoanalysts: Adler	Chapter 4
Thursday, Feb. 10	Neoanalytic & relational perspectives: Horney; Object Relations	Chapter 4
<b>Tuesday, Feb. 15</b>	<b>Exam 1</b>	<b>Chapters 1-4</b>
Thursday, Feb. 17	Biological aspects: Evolutionary approaches Temperament & Eysenck's Arousal/Activation theory	Chapter 5
Tuesday, Feb. 22	Gray's reinforcement sensitivity	Chapter 5
Thursday, Feb. 24	Behavioral and learning aspects: Pavlov, Watson & Skinner	Chapter 6
Tuesday, Mar. 1	Skinner's radical behaviorism	Chapter 6
Thursday, Mar. 3	Cognitive aspects: Kelly and the origins of cognitive theory	Chapter 7
Tuesday, Mar. 8	Bandura's Social Cognitive theory	Chapter 7
<b>Thursday, Mar. 10</b>	<b>Exam 2</b>	<b>Chapters 5-7</b>
Tuesday, Mar. 15	Trait Aspects: Allport, Factor analysis and the Lexical Hypothesis	Chapter 8
Thursday, Mar. 17	The Five Factor Model and Theory	Chapter 8
Tuesday, Mar. 22	Spring Break	
Thursday, Mar. 24	Spring Break	
Tuesday, Mar. 29	Humanism: Carl Rogers, phenomenology, and the self-concept	Chapter 9
Thursday, Mar. 31	Rogers, Continued	Chapter 9
Tuesday, Apr. 5	Maslow's self-actualization	Chapter 9
Thursday, Apr. 7	Early Person-situation Interactionism: HS Sullivan and Henry Murray	Chapter 10
Tuesday, Apr. 12	Contemporary Interactionism: Mischel and Shoda's Cognitive Affective Personality System	Chapter 10
Thursday, Apr 14	<b>Exam 3</b>	<b>Chapters 8-10</b>
Tuesday, Apr. 19	Personality, culture and ethnicity	Chapter 13
Thursday, Apr. 21	Personality, culture and ethnicity	Chapter 13
Tuesday, Apr. 26	Personality and Health: Pathways & mechanisms	Chapter 12
Thursday, Apr. 28	Appraisal, optimism and hardiness	Chapter 12
Tuesday, May 3	Sex and Gender: Basic principles	Chapter 11
Thursday, May 5	Contemporary issues: Gender identity and personality	Helgeson, 2015; Hyde, 2016
<b>Friday, May 13</b>	<b>FINAL EXAM: 8:00-10:00a</b>	<b>All readings, inclusive</b>