

## PSYC 225: Personality Psychology

T/Th 2:00-3:15 OR 3:30-4:45

Clough 114

Spring 2008

Professor: Julie Steel, Ph.D.

Office Phone: 843-3516

Office: Clough 125

Office Hours: Wed 9-11; OR by appointment

email: [steelj@rhodes.edu](mailto:steelj@rhodes.edu)

**Required Texts:** *The Personality Puzzle* (4<sup>th</sup> Edition) by Funder  
*Pieces of the Personality Puzzle* (4<sup>th</sup> Edition) by Funder and Ozer

### Course Objectives

- (1) To give students a broad overview of the major theoretical approaches in the field of personality psychology in order to facilitate understanding and critical analysis of theory, research, and assessment in the area of personality psychology.
- (2) To give students insight into the scientific processes underlying psychological research and to aid in the critical analysis of research in the field. Students will systematically evaluate research and will be exposed to methodological, ethical, and theoretical issues underlying scientific research conducted in the area of personality psychology
- (3) To give students practice in the application of their knowledge of personality theory by giving students the opportunity to research and analyze the personality of an individual of their choosing.
- (4) To encourage the development of oral communication and presentation skills by giving students an opportunity to present their own work to an interested and supportive audience.

### Course Structure

The format of this course consists of structured lectures, class discussions, application of theories to case studies, and occasional group work (most group work will be conducted outside of class). You will see on the final page of this document that some days are purely “lecture days” and others are will involve class discussion days. You are expected to come to class prepared each day and to get involved in class discussion (see section on discussion topics below). If you don’t participate in class, your grade will suffer (10% of your grade comes from class participation).

### Reading Assignments

The reading assignments are outlined on the final page of this document. You will read most chapters of the Funder text and several additional readings from the edited volume by Funder and Ozer (designated “F&O” in the syllabus). Some of the Funder text will overlap with my lecture material – but oftentimes my lectures will deviate from the text – I may give more detail on a theory covered in the text, or I may cover something that isn’t really discussed at all in the text. Also – much of the material in the text will NOT be discussed explicitly in class (this is why it is actually WORTH it to read the book – you will LEARN more when you combine the book reading with the class lectures!) The supplemental readings (the F&O material) are assigned in an effort to elicit discussion. As such, I require you to bring discussion points and/or questions to class for EVERY F&O reading. These will contribute to **your class contribution grade**.

## Discussion Points/Questions

As discussed above, you are required to bring discussion points or discussion questions to class **over EACH of the assigned F&O readings (there are 14 total)**. Here are the requirements:

- For EACH reading (some days you will be assigned several readings from F&O), you must bring at least **3 good discussion questions or discussion points** for the class to discuss.
- Any questions you ask must be open-ended (no “yes” or “no” questions).
- Points/Questions might deal with a theory, a controversy, an application, a theoretical criticism, a methodological criticism, a point of contention, an application to a DIFFERENT theory, etc.
- At least **one** must be a **CRITICISM/CRITIQUE** of theory, method, etc.
- At least **one** must involve an **APPLICATION** of the work (application to education, or Greek Life, or the military or Cognitive Dissonance Theory, or a philosophical viewpoint, etc.)
- These must be **TYPED**
- You will hand these in to me at the beginning of class and I might use it to spur discussion.
- You will receive “**quality points**” for your insights and questions. I will record these for each reading in my grade book and they will constitute a portion of your participation grade. So – if you are a student who doesn’t like talking IN class, you better make these REALLY good in an attempt to make up for the points you’ll lose by being quiet in class.

## Course Requirements (550 points possible)

- I. **Exams (200 pts):** There will be two in-class exams consisting of multiple-choice, matching, fill-in-the-blank, and short answer questions (no long essays).
- II. **Class Participation (75 pts):** Students are expected to attend class, participate in class discussions/exercises, and hand in thoughtful discussion points/questions for all F&O readings. Attendance will be taken daily – each student will be given **2 free absences** – three absences will result in a 50% deduction in class participation grade. More than three absences will result in a 0% participation grade.
- III. **Case Study Applications (50 pts):** In an effort to help you *apply* the various personality theories to specific personalities and behavioral tendencies, you will read 6 case studies outside of class. You will then complete a series of questions to help you apply each theory’s tenets to the case at hand. Each case study application is worth 10 points; you may drop your lowest score.
- IV. **Group Paper (100 pts):** You will write a group paper (but you will write a section of it by yourself – see below). A separate handout explaining the paper requirements will be provided. Late papers will carry a penalty of one letter grade for each day that they are late. Papers must be written according to APA style (5<sup>th</sup> ed.). All group members will receive the SAME grade on the group paper.
- V. **Draft of Individual Section of Group Paper (50 pts):** A draft of each student’s individual section of the paper will be due prior to the final paper and will be graded separately – so each student will receive an individual grade on their paper section. Papers must be written according to APA style (5<sup>th</sup> edition of the Publication Manual).
- VI. **Class Presentation (50 pts):** Formal paper presentations (30 minutes long) will be given by all students. Students will be graded on several criteria including: (1) organization/clarity, (2) application of theory, (3) presentation style, (4) quality of information presented within the allotted time, and (5) ability to answer questions. All members of the group will not necessarily receive the same presentation grade.
- VII. **Peer Group Evaluation (25 pts):** To assess each student’s contribution to the successful completion of group research project/paper, other group members will evaluate each student. All evaluations will be kept strictly confidential.

**Grades will be assigned according to the following "percentage of total point" cut-off:**

93% - 100%	-	A	73% - 76%	-	C
90% - 92%	-	A-	70% - 72%	-	C-
87% - 89%	-	B+	67% - 69%	-	D+
83% - 86%	-	B	63% - 66%	-	D
80% - 82%	-	B-	60% - 62%	-	D-
77% - 79%	-	C+	59% and Below	-	F

**Honor Code**

As in all courses at Rhodes, students are expected to act honorably in pursuit of our mutual educational objectives. All work in this class is covered by the honor code.

In regard to the writing assignments, you should be careful to **properly acknowledge ideas obtained from outside sources** (textbooks, lectures, journals, the web, ideas of other students, etc.).

**Special Notes:**

- If you **need assistance** and any time during the semester **DO NOT HESITATE TO CONTACT ME**. Many times students feel that making appointments with professors for out-of-class instruction or clarification is a "bother" to the instructor. This is my job...so, by all means, come and "bother" me.
- If you have a **documented disability** and wish to receive academic accommodations, please contact the Office of Student Disability Services as soon as possible (843-3994).
- I am a member of the **Rhodes College Safe Zone Program**. Safe Zones provide safe spaces that are highly visible and easily identifiable to gay, lesbian, bisexual and transgender (GLBT) persons, where support and understanding is the key and where bigotry and discrimination are not tolerated. Although this program was initiated to support the GLBT community specifically, my office is a safe zone to ALL individuals in the Rhodes Community regardless of age, race, sex, gender, social class, ethnicity, sexual orientation, creed, or disability. If you feel you have been discriminated against, if you have been assaulted, or if you are in need a faculty advocate for any other reason, please do not hesitate to call, email, or stop by.

Tentative Class Schedule and Assignments

Date	Day	Topic	Reading	Assignment Due
1/10	Thur	Introduction – Syllabus Review		
1/15	Tues	Intro to Theory and Research	Funder Ch 1-3	
1/17	Thur	Freud’s Psychoanalytic Theory	Funder Ch 10 F&O (Freud – Lect. XXXI)	<b>Discussion Points</b>
1/22	Tues	Freud Cont.	Funder Ch 11	
1/24	Thur	Freud Discussion	F&O (Freud – Lect. III) F&O (Baumeister, et al.) F&O (Steinem)	<b>Discussion Points (3 for each reading)</b>
1/29	Tues	Neo-Freudians: Jung	Funder Ch 12; F&O (Jung – Psyc Types)	<b>Discussion Points; Case Study 1 due</b>
1/31	Thur	Erik Erikson	F&O (Eight Stages of Man)	<b>Discussion Points</b>
2/5	Tues	Behavioral Genetics	Funder Ch 8-9	<b>Case Study 2 due; Groups Announced</b>
2/7	Thur	Discussion and controversy	F&O (Dabbs et al.); F&O (Eagly & Wood)	<b>Discussion Points; Case Study 3 due</b>
2/12	Tues	Catch up and Review		
<b>2/14</b>	<b>Thur</b>	<b>EXAM 1</b>		
2/19	Tues	Trait Theory: Person Situation Debate	Funder Ch 4	<b>Project Topic Due – start reading biographies!</b>
2/21	Thur	Trait Theory Cont.: Factor Analysis	Funder Ch 5	
2/26	Tues	The 5-Factor Model	Funder Ch 7	
2/28	Thur	Discussion of 5-Factor Model; Discuss Group Project Expectations	F&O (McCrae & Costa)	<b>Discussion Points</b>
<b>SPRING BREAK</b>				
3/11	Tues	Existentialism	Funder Ch 13;	<b>Case Study 4 due</b>
3/13	Thur	Terror Management Theory		
3/18	Tues	Humanism	F&O (Maslow) F&O (Rogers)	<b>Discussion Points</b>
<b>EASTER RECESS</b>				
3/25	Tues	Humanism Cont.	F&O (Csikszentmihalyi)	<b>Discussion Points</b>
3/27	Thur	Skinner’s Radical Behaviorism	Funder Ch 15, F&O (Skinner)	<b>Discussion Points Case Study 5 due</b>
4/1	Tues	Social-Learning/Social-Cognitive	F&O (Bandura)	<b>Discussion Points</b>
4/3	Thur	Personality Disorders	Funder Ch 18	<b>Case Study 6 due Paper/Pres Outline Due</b>
<b>4/8</b>	<b>Tues</b>	<b>EXAM 2</b>		
4/10	Thur	Groups 1 and 2 meet with me		<b>Individual Papers Due</b>
4/15	Tues	Groups 3, 4, and 5 meet with me		<b>Individual Papers Due</b>
4/17	Thur	Group 1 and 2 Present to Class		
4/22	Tues	Group 3 and 4 Present to Class		
4/24	Thur	Group 5 Presents to Class; Wrap-up		<b>Papers will be returned</b>
<b>Final Group Papers Due Thursday, May 1st at 1:00pm</b>				