

PSYC35
ADVANCED
PERSONALITY PSYCHOLOGY
Prof. Marc A. Fournier

This course is intended to advance students' understanding of contemporary personality theory and research. Emerging challenges and controversies in the areas of personality structure, dynamics, and development will be discussed.

Lecture Times: Wednesdays from 15:00 to 17:00 in SW319

Office Hours: Thursdays from 16:00 to 17:00 in SW418

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Overview

Part I. Personality Structure

The idea of *personality structure* refers to the stable patterns of covariance among personality variables. During weeks 2-4, we will focus on the hierarchical structure of phenotypic traits; the relation of traits to types; the evidence for higher-order super-factors in trait structure; and the search for a general factor of personality in the hierarchical structure of phenotypic traits.

Part II. Personality Dynamics

The idea of *personality dynamics* refers to the psychological processes and mechanisms that operate upon and within the structures of personality. During weeks 5 and 6, we will focus on the *interpersonal* processes and mechanisms underlying interpersonal perception, through which one person infers the traits of another. During weeks 8 and 9, we will focus on the *intraindividual* processes and mechanisms underlying the manifest variability in personality expression.

Part III. Personality Development

The idea of *personality development* refers to the continuity and change of personality over time. During weeks 10-12, we will focus on issues related to personality growth and maturation; the personal, environmental, and transactional factors that produce continuity and change; the consequences of personality across the life span; and the question of whether or not psychotherapy can produce meaningful, sustainable personality change.

Readings

Part I. Personality Structure

Chapman, B. P., & Goldberg, L. R. (2011). Replicability and 40-year predictive power of childhood ARC types. *Journal of Personality and Social Psychology*. Advance online publication.

DeYoung, C. G. (2006). Higher-order factors of the Big Five in a multi-informant sample. *Journal of Personality and Social Psychology*, *91*, 1138-1151.

Markon, K. E., Krueger, R. F., & Watson, D. (2005). Delineating the structure of normal and abnormal personality: An integrative hierarchical approach. *Journal of Personality and Social Psychology*, *88*, 139- 157.

Part II. Personality Dynamics—Interpersonal Processes

Gosling, S. D., Ko, S. J., Mannarelli, T., & Morris, M. E. (2002). A room with a cue: Judgments of personality based on offices and bedrooms. *Journal of Personality and Social Psychology*, *82*, 379-398.

Vazire, S. (2010). Who knows what about a person? The Self-Other Knowledge Asymmetry (SOKA) model. *Journal of Personality and Social Psychology*, *98*, 281-300.

Part II. Personality Dynamics—Intraindividual Processes

Fleeson, W. (2001). Towards a structure- and process-integrated view of personality: Traits as density distributions of states. *Journal of Personality and Social Psychology*, *80*, 1011-1027.

Moskowitz, D. S., & Zuroff, D. C. (2004). Flux, pulse, and spin: Dynamic additions to the personality lexicon. *Journal of Personality and Social Psychology*, *86*, 880-893.

Part III. Personality Development

Roberts, B. W., Caspi, A., & Moffitt, T. (2001). The kids are alright: Growth and stability in personality development from adolescence to adulthood. *Journal of Personality and Social Psychology*, *81*, 670-683.

Roberts, B. W., O'Donnell, M., & Robins, R. W. (2004). Goal and personality trait development in emerging adulthood. *Journal of Personality and Social Psychology*, *87*, 541-550.

Lüdtke, O., Roberts, B. W., Trautwein, U., & Nagy, G. (2011). A random walk down university avenue: Life paths, life events, and personality trait change at the transition to university life. *Journal of Personality and Social Psychology*, *101*, 620-637

Lecture Schedule

Week 1	September 14	Introduction
Week 2	September 21	Part I. Personality Structure
Week 3	September 28	Part I. Personality Structure
Week 4	October 5	Part I. Personality Structure
Week 5	October 12	Part II. Personality Dynamics
Week 6	October 19	Part II. Personality Dynamics
Week 7	October 26	***Class Cancelled***
Week 8	November 2	Part II. Personality Dynamics
Week 9	November 9	Part II. Personality Dynamics
Week 10	November 16	Part III. Personality Development
Week 11	November 23	Part III. Personality Development
Week 12	November 30	Part III. Personality Development

Components of Evaluation

Two-hour midterm exam (weeks 2 to 6)—50%

Two-hour non-cumulative final exam (weeks 8 to 12)—50%.

The midterm and final exams will each require you to write ten short answers.

Each exam question will concern an idea or issue from either the lectures or the readings.

Midterm Exam Deferral Policy. Students will be permitted to write a deferred midterm exam only in the event that they are unable to appear **on the day of the exam** due to a **verified illness**, a **serious family emergency** (e.g., a death in the family), or **religious observances**. With respect to absences due to illness, please note that students will only be permitted to write a deferred exam if they provide a valid **UTSC Medical Certificate**. The medical certificate must indicate: (a) that the student sought medical attention on the day of the exam (not the day before or after), (b) the nature/timeline of the student's problem and the diagnostic tests that were performed, and (c) how the problem prevented the student from writing the regularly scheduled midterm exam. Medical certificates must be signed by the physician and include his or her contact information in order to be considered valid. Students will be required to submit their medical certificates for verification before they will be permitted to write the deferred midterm exam.

Academic Integrity. The University of Toronto treats academic offenses very seriously. Common academic offenses include: using someone else's ideas or words in one's own work without proper acknowledgment (i.e., plagiarism); including false, misleading, or concocted citations in one's own work; using or possessing an unauthorized aid in any test or exam; obtaining unauthorized assistance on any assignment; providing unauthorized assistance to another student; submitting one's own work for credit in more than one course without the permission of the instructor; falsifying or altering any documentation required by the University (including, but not limited to, doctor's notes). Offenders are caught and sanctions can be severe (zero in the course, suspension, or even expulsion). Students are expected to know and respect the *Code of Behaviour on Academic Matters*, which can be found at

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

The Writing Centre. Your performance in this class will depend in large part upon your ability to communicate clearly and effectively. The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. Their services include online resources, drop-in hours, one-on-one consultations, and writing workshops. Additional information can be found at

<http://ctl.utsc.utoronto.ca/twc/main>

AccessAbility Services. The principal function of AccessAbility Services is to ensure that the policies, practices, procedures, and programs at UTSC are inclusive to ensure the equal access to students with disabilities. The office thus provides accommodations to students with a documented learning, physical, sensory, or mental health disability or medical condition. Additional information can be found at

<http://www.utsc.utoronto.ca/~ability/>

Volunteer Note Takers. AccessAbility Services will need at least three **Volunteer Note Takers** to assist students with disabilities. Volunteers play an essential role in allowing students to access course materials to which they may otherwise not have access. Benefits to being a Volunteer Note Taker include receiving a certificate of appreciation, giving back to the UTSC community, and gaining valuable volunteer experience. Volunteers have also mentioned that being a Note Taker motivates them to attend class regularly, to be more attentive, and to take more comprehensive notes for themselves. Volunteering involves the following: registering online; attending lectures regularly; taking notes during each lecture; and providing a copy of the lecture notes to AccessAbility Services following each class (either by uploading their notes to the web service remotely or by visiting AccessAbility Services to have their notes scanned). Additional information can be found at

http://www.utsc.utoronto.ca/~ability/involved_notetaker.html

Course Website. This course will use the University of Toronto Blackboard Courseware Portal. To access the course website, go to the U of T portal login page at **<http://portal.utoronto.ca>** and login with your UTORid and password. Once you have logged into the portal, you should find a link to the course website. This link is only available to students registered in the course.

Copyright. For the protection of privacy and copyright, any unauthorized video/audio-recording of this class is strictly prohibited.

Note. The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.