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.

Prerequisite: PSYB30 (Personality),
[PSYB07 or SOCB06 or STAB22],
and one additional B-level half-credit in PSY

Lectures: Mondays from 15:00 to 17:00 in SY110
Office Hours: Wednesdays from 15:00 to 17:00 in SW418
Teaching Assistants (TAs): Stefano Di Domenico, Matthew Quitasol
Instructor Email: fournier@utsc.utoronto.ca (administrative questions only)
TA Email: psyc35@gmail.com (substantive questions only)

Office Hours Addendum. In keeping with the recommended best practices as they are outlined
in the Academic Handbook, I will be setting aside two office hours per week. By specifying my
office hours, I am indicating when I will be available for consultation outside of class and that,
by implication, I will not be available to meet with students at other meeting times.

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.

Structure of Syllabus

I. 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.

II. Evaluation

Two-hour midterm exam (weeks 2 to 6)—50% (outside of class).
Two-hour non-cumulative final exam (weeks 8 to 12)—50% (outside of class).
The midterm and final exams will each require you to provide short answers to ten questions. Each exam question will concern an idea or issue from one of the lectures or one of the readings.

III. Lecture Schedule

Week 1	January 7	Introduction
Week 2	January 14	Part I. Personality Structure
Week 3	January 21	Part I. Personality Structure
Week 4	January 28	Part I. Personality Structure
Week 5	February 4	Part II. Personality Dynamics
Week 6	February 11	Part II. Personality Dynamics
Week 7	February 25	***Class Cancelled***
Week 8	March 4	Part II. Personality Dynamics
Week 9	March 11	Part II. Personality Dynamics
Week 10	March 18	Part III. Personality Development
Week 11	March 25	Part III. Personality Development
Week 12	April 1	Part III. Personality Development

IV. Reading Schedule

Part I. Personality Structure

Roberts, B. W., Kuncel, N., Shiner, R., N., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socio-economic status, and cognitive ability for predicting important life outcomes. *Perspectives in Psychological Science*, *2*, 313-345.

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.

Chapman, B. P., & Goldberg, L. R. (2011). Replicability and 40-year predictive power of childhood ARC types. *Journal of Personality and Social Psychology*, *101*, 593-606.

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—Intrapersonal 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

V. Policies & Procedures

Midterm Exam Policies & Procedures. The Registrar typically finalizes the term test schedule sometime during the first few weeks of class. Given the material for which you are responsible, you can trust that the midterm exam will be held after Week 7. As soon as we are provided the midterm exam date, time, and location, we will post this information on the Course Blackboard.

Make-Up Exam Policies & Procedures. A make-up exam will be held two weeks following the scheduled date of the midterm exam. Students will be permitted to take the make-up exam only if they are unable to appear **on the date of the midterm 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, students must provide a valid **UTSC Medical Certificate** indicating: (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. Note that physicians do not have the authority to excuse a student's absence; this falls within the jurisdiction of the course instructor. Medical certificates must be signed by the physician and include his or her contact information in order to be accepted. Students who miss the midterm exam must submit their documents within three days of the midterm exam date either to me (SW418) or to the Department of Psychology's Administrative Assistant, Nina Dhir (SW427F). Students will be informed as to whether or not their documents have been accepted within five days of the date of the original midterm exam. Students whose documents are accepted will be provided with the date, time, and location of the make-up exam. Students whose documents are not accepted (or who fail to appear for the make-up exam) will automatically receive a grade of zero on the midterm exam.

Final Exam Policies & Procedures. The scheduling of final exams and the granting of petitions to defer final exams are matters that fall entirely within the jurisdiction of the Registrar's Office. If you have any concerns relating to your final exam attendance, please contact the Registrar.

Email Policies & Procedures. Students have two basic kinds of questions: *substantive questions* that directly and solely concern the content of the course (i.e., either the lectures or the readings) and *administrative questions* that concern all other course-relevant matters (e.g., exam format). In either case, I strongly encourage you to bring your questions to me during my office hours (Wednesdays from 15:00 to 17:00 in SW418). If you would prefer not to attend my office hours, then you can email your **administrative questions** to me (fournier@utsc.utoronto.ca) and your **substantive questions** to the PSYC35 Team (psyc35@gmail.com). Note that administrative emails will not receive a reply: if the question you have asked has already been answered in the course syllabus or announcements, then it does not require a reply and thus will not receive one; if the question you have asked has not already been answered elsewhere, then it will likely be of interest to the class as a whole and thus will be addressed on the Course Blackboard. Please be sure to check the course syllabus and all course-relevant announcements before emailing your questions to us, as ≈80% of all the questions we receive have already been answered elsewhere. All emails must include your full name and your student number in order to receive a reply.

VI. Standards & Services

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

Access*Ability* Services. The principal function of Access*Ability* 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. Access*Ability* 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 Access*Ability* Services following each class (either by uploading their notes to the web service remotely or by visiting Access*Ability* Services to have their notes scanned). Additional information can be found at

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

VII. Extra-Credit Work

The only way that students can earn credit in this class is through their exam performance.
I will not, *under any circumstances*, accept work from students for extra course credit.
There will be no exceptions to this rule, so please do not email asking for one.

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