

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: Fridays from 13:00 to 15:00 in SY110

Office Hours: Fridays from 15:00 to 16:00 in SW418

Teaching Assistants (TAs): Stefano Di Domenico, Matthew Quitasol, Mengxi (Vicki) Dong

Instructor Email: fournier@utsc.utoronto.ca (**administrative questions only**)

TA Email: psyc35@gmail.com (**substantive questions only**)

Office Hours Addendum. I will be setting aside one office hour each 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 portal weblogin page at <https://weblogin.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.

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I. Lecture Outline

(Week 1) *Introduction & Overview*

Part I. The Manifestation of Personality

(Week 2) Lecture 1. Personality & its Consequential Outcomes

(Week 3) Lecture 2. Personality & Interpersonal Perception

(Week 4) Lecture 3. Personality & Self-Knowledge

Part II. The Organization of Personality

(Week 5) Lecture 4. The Hierarchical Structure of Personality Traits

(Week 6) Lecture 5. Traits as Density Distributions of States

(Week 7) Lecture 6. Types as Configurations of Traits

Part III. The Development of Personality

(Week 8) Lecture 7. Functionalist Perspectives on Personality Development

(Week 9) Lecture 8. Organismic Perspectives on Personality Development

(Week 10) Lecture 9. Narrative Perspectives on Personality Development

(Week 11) Lecture 10. Intentional Change & Personality Development

(Week 12) *Summary & Conclusion*

II. Supplementary Readings

*There is no textbook for this course.
Readings will be posted on Blackboard.*

Lecture 1. Personality & its Consequential Outcomes.

Ozer, D. J., & Benet-Martínez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, *57*, 401-421.

Roberts, B. W., Kuncel, N. R., Shiner, R., 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.

Lecture 2. Personality & Interpersonal Perception.

Funder, D. C. (2012). Accurate personality judgment. *Current Directions in Psychological Science*, *21*, 177-182.

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.

Lecture 3. Personality & Self-Knowledge.

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.

Vazire, S., & Carlson, E. N. (2010). Self-knowledge of personality: Do people know themselves? *Social and Personality Psychology Compass*, *4*, 605-620.

Lecture 4. The Hierarchical Structure of Personality Traits.

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.

DeYoung, C. G., Quilty, L. C., & Peterson, J. B. (2007). Between facets and domains: 10 aspects of the Big Five. *Journal of Personality and Social Psychology*, *93*, 880-896.

Lecture 5. Traits as Density Distributions of States.

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.

McCabe, K. O., & Fleeson, W. (2012). What is extraversion for? Integrating trait and motivational perspectives and identifying the purpose of extraversion. *Psychological Science*,

23, 1498-1505.

Lecture 6. Types as Configurations of Traits.

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.

Donnellan, M. B., & Robins, R. W. (2010). Resilient, overcontrolled, and undercontrolled personality types: Issues and controversies. *Social and Personality Psychology Compass*, *4*, 1070-1083.

Lecture 7. Functionalist Perspectives on Personality Development.

Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, *52*, 366-380.

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.

Lecture 8. Organismic Perspectives on Personality Development.

Deci, E. L., & Ryan, R. M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, *11*, 227-268.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*, 68-78.

Lecture 9. Narrative Perspectives on Personality Development.

McAdams, D. P. (2013). The psychological self as actor, agent, and author. *Perspectives on Psychological Science*, *8*, 272-295.

McAdams, D. P., & Olson, B. D. (2010). Personality development: Continuity and change. *Annual review of psychology*, *61*, 517-542.

Lecture 10. Intentional Change & Personality Development.

Adler, J. M. (2012). Living into the story: Agency and coherence in a longitudinal study of narrative identity development and mental health over the course of psychotherapy. *Journal of Personality and Social Psychology*, *102*, 367-389.

Zimmermann, J., & Neyer, F. J. (2013). Do we become a different person when hitting the road? Personality development of sojourners. *Journal of Personality and Social Psychology*, *105*, 515-530.

III. Evaluation Policies & Procedures

Of greatest importance to me is the extent to which students can demonstrate their intellectual command of the subject matter of this course *in its entirety* at the end of the term. Consequently, it is essential that the final exam provide a comprehensive (cumulative) assessment of the course. Given the stress that cumulative final exams produce, students will have the opportunity to take two term tests to gain an interim assessment of their ongoing command of the course material. Both term tests will be one hour long and will be held outside of class. The first term test (20%) will cover Lectures 1 to 3 and will likely be held in Week 5 or 6. The second term test (20%) will cover Lectures 4 to 6 and will likely be held in Week 8 or 9. The final exam (60%) will cover the course in its entirety (Lectures 1-10) and will be three hours long. Two-thirds of the questions will cover Part III; the other third of the questions will provide equal coverage of Parts I and II. Each question will concern an idea from the lectures or readings and require a written response.

Summary:

The first midterm (20%) will cover Part I (Lectures 1-3).

The second midterm (20%) will cover Part II (Lectures 4-6).

A cumulative final exam (60%) will cover all Parts (Lectures 1-10)
= 10% [Part I] + 10% [Part II] + 40% [Part III] = 60%.

However, if your performance on the final exam with respect to Part I or Part II is greater than your performance on the respective term test, then I will let your performance on that part of the final exam assume the weight of that term test (essentially rendering the term test a practice test). In other words, if you can improve from the term test to the final exam, then your term test grade will not count. Stated differently, your performance on the term tests and final exam will have an interactive, rather than additive, effect on your final grade. Here are the grading algorithms:

Definition of Grading Terms & Variables:

Term Test I Grade (20%) = PT1MID (/20)

Term Test II Grade (20%) = PT2MID (/20)

Final Exam Grade (60%) = PT1FIN (/10) + PT2FIN (/10) + PT3FIN (/40)

Grades for Parts I, II, & III

Part I (Lect. 1-3) Grade (30%) = PT1MID (/20) + PT1FIN (/10)

Part II (Lect. 4-6) Grade (30%) = PT2MID (/20) + PT2FIN (/10)

Part III (Lect. 7-10) Grade (40%) = PT3FIN (/40)

Decision Rules

If $PT1FIN/10 > PT1MID/20$, then Part I Grade (30%) = $0*PT1MID + 3*PT1FIN$;
Otherwise, Part I Grade (30%) = $1*PT1MID + 1*PT1FIN$

If $PT2FIN/10 > PT2MID/20$, then Part II Grade (30%) = $0*PT2MID + 3*PT2FIN$;
Otherwise, Part II Grade (30%) = $1*PT2MID + 1*PT2FIN$

There will be no make-up term tests. All missed tests will automatically receive a grade of zero, and the weight of that term test will be re-apportioned to the relevant section of the final exam. Those questions on the final exam that concern the missed term test will thus take on three times the value, and in turn will be three times as consequential in determining your final grade on this section of the course material. Given that your absence from a term test will only deprive you of the opportunity to demonstrate what you know, your final grade on this section of the course will necessarily be less reliable and accurate. Furthermore, given that the term tests only count if they serve to improve your final grade, ***it will always be in your best interests to take the term tests***, no matter how unwell or unprepared you feel.

There will be no extra-credit opportunities. The only way that students can earn credit in this class is through their term test and exam performance. I will not, *under any circumstances*, accept academic work from students for extra credit. There will be no exceptions to this rule.

Term Test Policies & Procedures. The Registrar typically finalizes the term test schedule sometime during the first few weeks of class. As soon as we are provided the schedule for the term test dates, times, and locations, we will post this information on the Course Blackboard.

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.

IV. University Standards & Campus 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.uts.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

V. Email Policies & Procedures

I have found that students really have only 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 (Fridays from 15:00 to 16:00 in SW418). If you reluctant or unable 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 $\approx 80\%$ of all the questions we receive have already been answered elsewhere. All emails must include your full name and student number in order to receive our attention.

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