

# PSYD30

## CURRENT TOPICS IN PERSONALITY PSYCHOLOGY

Prof. Marc A. Fournier

*A significant feature of the human condition  
is that it is not at all clear how to live life,  
yet something must be tried.*

–William Fleeson, ARP President (2012-2013)

An intensive examination of selected issues and research problems in personality psychology. The specific content will vary from year to year.

**Instructor Office Hours:** Fridays from 13:00 to 16:00 in SW418 (**by appointment**)

**Seminar Times:** Thursdays from 15:00 to 17:00 in HW402

**E-mail:** [fournier@utsc.utoronto.ca](mailto:fournier@utsc.utoronto.ca)

**Office Hours Policy.** I will be setting aside three office hours 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.

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

### Seminar Schedule

Week 1	January 8	Introduction
Week 2	January 15	Personality Frameworks
Week 3	January 22	Conceptualizing Well-Being
Week 4	January 29	Dispositional Traits & Well-Being
Week 5	February 5	Basic Psychological Needs & Well-Being
Week 6	February 12	Personal Goals, Personal Values, & Well-Being
Week 7	February 26	The Interpersonal World & Well-Being
Week 8	March 5	The Self Concept & Well-Being
Week 9	March 12	The Life Story & Well-Being
Week 10	March 19	Economics & Well-Being
Week 11	March 26	Culture & Well-Being
Week 12	April 2	Conclusion

## Components of Evaluation

20%	Individual Participation
30%	Group Presentation
50%	Final Exam

**Individual Participation.** I expect you to submit a one-page reaction paper each week summarizing your comments and questions concerning the reading assigned for that class. Rather than formally grading your reaction papers, I will be skimming them to ensure that you have made a good faith attempt to grapple with the assigned reading. Please note that you must submit your reaction papers *in person*; any papers submitted *in absentia* will not be accepted. You will receive 2% for each paper, up to 20% (allowing you to miss one week without penalty).

**Group Presentation.** I expect you to make one presentation that elaborates upon the issues discussed in the supplementary readings. Students will present in groups of three; each student should speak for approx. 15 minutes, so group presentations should run for approx. 45 minutes in length. I expect you to use PowerPoint as part of your presentation. Your presentations will be evaluated individually in terms of their organizational clarity and command of the subject matter.

**Final Exam.** Students will be expected to write a three-hour exam during the final exam period. Exam details will be discussed in class.

**Academic Integrity.** The University of Toronto treats academic offenses very seriously. Offenders are caught and sanctions can be severe (a grade of zero, suspension, expulsion). Students are expected both to know and to follow the *Code of Behaviour on Academic Matters*. Additional information 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/>**

## **Seminar Readings**

### **Week 1. Introduction**

*No required reading.*

### **Week 2. Personality Frameworks**

#### **Required Reading:**

McAdams, D. P., & Pals, J. L. (2006). A new Big Five: Fundamental principles for an integrative science of personality. *American Psychologist*, *61*, 204-217.

#### **Supplementary Reading:**

Roberts, B. W., & Wood, D. (2006). Personality development in the context of the Neo-Socioanalytic Model of personality. In D. Mroczek & T. Little (Eds.), *Handbook of Personality Development* (pp. 11-39). Mahwah, NJ: Lawrence Erlbaum Associates.

McCrae, R. R., & Costa, Jr., P. T. (2008). The five-factor theory of personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3<sup>rd</sup> Ed., pp. 159-181). New York, NY: The Guilford Press.

### **Week 3. Conceptualizing Well-Being**

#### **Required Reading:**

Proctor, C., Tweed, R., & Morris, D. (2014). The naturally emerging structure of well-being among young adults: “big two” or other framework? *Journal of Happiness Studies*, doi: 10.1007/s10902-014-9507-6

#### **Supplementary Reading:**

Kashdan, T. B., Biswas-Diener, R., & King, L. A. (2008). Reconsidering happiness: The costs of distinguishing between hedonics and eudaimonia. *Journal of Positive Psychology*, *3*, 219-233.

Nave, C. S., Sherman, R.A., & Funder, D. C. (2008). Beyond self-report in the study of hedonic and eudaimonic well-being: Correlations with acquaintance reports, clinician judgments and directly observed social behavior. *Journal of Research in Personality*, *42*, 643-659.

Busseri, M. A., & Sadava, S. W. (2011). A review of the tripartite structure of subjective well-being: Implications for conceptualization, operationalization, analysis, and synthesis. *Personality and Social Psychology Review*, *15*, 290-314.

Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, *9*, 13-39.

Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: A self-determination theory perspective on eudaimonia. *Journal of Happiness Studies*, 9, 139-170.

#### **Week 4. Dispositional Traits & Well-Being**

##### **Required Reading:**

Wood, A. M., Frho, J. J., & Geraghty, A. W. (2010). Gratitude and well-being: a review and theoretical integration. *Clinical Psychology Review*, 30, 890-905.

##### **Supplementary Reading:**

DeNeve, K. M., & Cooper, H. (1998). The happy personality: A meta-analysis of 137 personality traits and subjective well-being. *Psychological Bulletin*, 124, 197-229.

Steel, P., Schmidt, J., & Shultz, J. (2008). Refining the relationship between personality and subjective well-being. *Psychological Bulletin*, 134, 138-161.

Fleeson W., Malanos, A. B., & Achille, N. M. (2002). An intraindividual process approach to the relationship between extraversion and positive affect: is acting extraverted as "good" as being extraverted? *Journal of Personality and Social Psychology*, 83, 1409-1422.

Kashdan, T. B., & Steger, M. F. (2007). Curiosity and pathways to well-being and meaning in life: Traits, states, and everyday behaviors. *Motivation and Emotion*, 31, 159-173.

Steger, M. F., Kashdan, T. B., & Oishi, S. (2008). Being good by doing good: Daily eudaimonic activity and well-being. *Journal of Research in Personality*, 42, 22-42.

#### **Week 5. Basic Psychological Needs & Well-Being**

##### **Required Reading:**

Vansteenkiste, M., & Ryan, R. M. (2013). On psychological growth and vulnerability: Basic psychological need satisfaction and need frustration as a unifying principle. *Journal of Psychotherapy Integration*, 23, 263–280.

##### **Supplementary Reading:**

Ryan, R. M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality*, 63, 397-427.

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.

Di Domenico, S. I., Fournier, M. A., Ayaz, H., & Ruocco, A. C. (2013). In search of integrative

processes: Basic psychological need satisfaction predicts medial prefrontal activation during decisional conflict. *Journal of Experimental Psychology: General*, *142*, 967-978.

Tay, L., & Diener, E. (2011). Needs and subjective well-being around the world. *Journal of Personality and Social Psychology*, *101*, 354-365.

## **Week 6. Personal Goals, Personal Values, & Well-Being**

### **Required Reading:**

Klug, H. J. P., & Maier, G. W. (2014). Linking goal progress and subjective well-being: A meta-analysis. *Journal of Happiness Studies*, doi: 10.1007/s10902-013-9493-0

### **Supplementary Reading:**

Spangler, W. D., & Palrehab, R. (2004). The relative contributions of extraversion, neuroticism, and personal strivings to happiness. *Personality and Individual Differences*, *37*, 1193–1203.

Emmons, R. A., & King, L. A. (1988). Conflict among personal strivings: Immediate and long-term implications for psychological and physical well-being. *Journal of Personality and Social Psychology*, *54*, 1040-1048.

Sheldon, K. M., & Kasser, T. (1995). Coherence and congruence: Two aspects of personality integration. *Journal of Personality and Social Psychology*, *68*, 531-543.

Koletzko, S. H., Herrmann, M., & Brandstätter, V. (2015). Unconflicted goal striving: Goal ambivalence as a mediator between goal self-congruence and well-being. *Personality and Social Psychology Bulletin*, *41*, 140-156.

## **Week 7. The Interpersonal World & Well-Being**

### **Required Reading:**

Wilson, T. D., & Dunn, E. W. (2004). Self-knowledge: Its limits, value, and potential for improvement. *Annual Review of Psychology*, *55*, 493-518.

### **Supplementary Reading:**

Human L. J., & Biesanz, J. C. (2011). Target adjustment and self-other agreement: Utilizing trait observability to disentangle judgeability and self-knowledge. *Journal of Personality and Social Psychology*, *101*, 202-216.

Human, L. J., Biesanz, J. C., Finseth, S., Pierce, B., & Le, M. (2014). To thine own self be true: Psychological adjustment promotes judgeability via personality-behavior congruence. *Journal of Personality and Social Psychology*, *106*, 286-303.

Vazire, S., & Carlson, E. N. (2011). Others sometimes know us better than we know ourselves. *Current Directions in Psychological Science*, 20, 104-108.

Carlson, E. N., Vazire, S., & Oltmanns, T. F. (2013). Self-other knowledge asymmetries in personality pathology. *Journal of Personality*, 81, 155-170.

Gallrein, M. B., Carlson, E. N., Holstein, M., & Leising, D. (2013). You spy with your little eye: People are “blind” to some of the ways in which they are consensually seen by others. *Journal of Research in Personality*, 47, 464-471.

## **Week 8. The Self Concept & Well-Being**

### **Required Reading:**

Campbell, J. D., Assanand, S., Di Paula, A. (2003). The structure of the self-concept and its relation to psychological adjustment. *Journal of Personality*, 71, 115-140.

### **Supplementary Reading:**

Showers, C. J. (1992). Compartmentalization of positive and negative self-knowledge: Keeping bad apples out of the bunch. *Journal of Personality and Social Psychology*, 62, 1036-1049.

Showers, C. J., & Zeigler-Hill, V. (2007). Compartmentalization and integration: The evaluative organization of contextualized selves. *Journal of Personality*, 75, 1181–204.

Zeigler-Hill, V., & Showers, C. J. (2007). Self-structure and self-esteem stability: The hidden vulnerability of compartmentalization. *Personality and Social Psychology Bulletin*, 33, 143–159.

Thomas, J. S., Ditzfeld, C. P., Showers, C. J. (2013). Compartmentalization: A window on the defensive self. *Social and Personality Psychology Compass*, 10, 719–731.

## **Week 9. The Life Story & Well-Being**

### **Required Reading:**

Bauer, J. J., McAdams, D. P., & Pals, J. L. (2006). Narrative identity and eudaimonic well-being. *Journal of Happiness Studies*, 9, 81-104.

### **Supplementary Reading:**

Baerger, D. B., & McAdams, D. P. (1999). Life story coherence and its relation to psychological well-being. *Narrative Inquiry*, 9, 69-96.

McAdams, D. P., Reynolds, J., Lewis, M., Patten, a. H., & Bowman, P. J. (2001). When bad things turn good and good things turn bad: Sequences of redemption and contamination in life narrative and their relation to psychosocial adaptation in midlife adults and in students.

*Personality and Social Psychology Bulletin*, 27, 474–485.

Bauer, J. J., & McAdams, D. P. (2010). Eudaimonic growth: Narrative growth goals predict increases in ego development and subjective well-being 3 years later. *Developmental Psychology*, 46, 761-772.

Lilgendahl, J. P. and McAdams, D. P. (2011), Constructing stories of self-growth: How individual differences in patterns of autobiographical reasoning relate to well-being in midlife. *Journal of Personality*, 79, 391–428.

## **Week 10. Economics & Well-Being**

### **Required Reading:**

Di Domenico, S. I., & Fournier, M. A. (2014). Socioeconomic status, income inequality, and health complaints: A basic psychological needs perspective. *Social Indicators Research*, doi: 10.1007/s11205-013-0572-8

### **Supplementary Reading:**

Diener, E., Ng, W., Harter, J., & Arora, R. (2010). Wealth and happiness across the world: Material prosperity predicts life evaluation, whereas psychosocial prosperity predicts positive feeling. *Journal of Personality and Social Psychology*, 99, 52-61.

Oishi, S., Kesebir, S., & Diener, E. (2011). Income inequality and happiness. *Psychological Science*, 22, 1095-1100.

Oishi, S., Schimmack, U., & Diener, E. (2012). Progressive taxation and the subjective well-being of nations. *Psychological Science*, 23, 86-92.

Diener, E., Tay, L., & Oishi, S. (2013). Rising income and the subjective well-being of nations. *Journal of Personality and Social Psychology*, 104, 267-276.

## **Week 11. Culture & Well-Being**

### **Required Reading:**

Miller, J. G., Das, R., & Chakravarthy, S. (2011). Culture and the role of choice in agency. *Journal of Personality and Social Psychology*, 101, 46-61.

### **Supplementary Reading:**

Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. *Journal of Personality and Social Psychology*, 76, 349 –366.

Chirkov, V. I., & Ryan, R. M. (2001). Parent and teacher autonomy-support in Russian and U.S.

adolescents. *Journal of Cross-Cultural Psychology*, 32, 618 – 635.

Chirkov, V., Ryan, R., Kim, Y., & Kaplan, U. (2003). Differentiating autonomy from individualism and independence: A self-determination theory perspective on internalization of cultural orientations and well-being. *Journal of Personality and Social Psychology*, 84, 97–110.

Chirkov, V., Ryan, R., & Willness, C. (2005). Cultural context and psychological needs in Canada and Brazil: Testing a self-determination approach to the internalization of cultural practices, identity, and well-being. *Journal of Cross-Cultural Psychology*, 36, 423– 443.

## **Week 12. Conclusion**

### **Required Reading:**

Sheldon, K. M., Cheng, C., & Hilpert, J. (2011). Understanding well-being and optimal functioning: Applying the Multilevel Personality in Context (MPIC) model. *Psychological Inquiry*, 22, 1-16.

### **Supplementary Reading:**

Deci, E. L., & Ryan, R. M. (2011). Levels of analysis, regnant causes of behavior and well-being: The role of psychological needs. *Psychological Inquiry*, 22, 17-22.

Heintzelman, S. J., & King, L. A. (2011). The local baby and the global bathwater: Circumscribed goals for the future of the Multilevel Personality in Context model. *Psychological Inquiry*, 22, 23-25.

Kitayama, S., & Na, J. (2011). Need, level, and culture: Comments on Sheldon, Cheng, and Hilpert. *Psychological Inquiry*, 22, 26-31.

Martin, L. L., Sanders, M., Shirk, S. D., & Burgin, C. (2011). When too much is not enough: What constitutes an optimal explanation in psychology? *Psychological Inquiry*, 22, 32-35.

Mayer, J. D., & Lang, J. L. (2011). A three-dimensional view of personality. *Psychological Inquiry*, 22, 36-39.

McAdams, D. P., & Manczak, E. (2011). What is a "level" of personality? *Psychological Inquiry*, 22, 40-44.

Vallerand, R. J., & Lalande, D. R. (2011). The MPIC model: The perspective of the Hierarchical Model of Intrinsic and Extrinsic Motivation. *Psychological Inquiry*, 22, 45-51.

Sheldon, K. M. (2011). Consilience within the biopsychosocial system. *Psychological Inquiry*, 22, 52-65.