

PSYC35: ADVANCED PERSONALITY PSYCHOLOGY

Lectures: Wednesdays from 15:00 to 17:00 in SW-128

Instructor: Lisa Fiksenbaum, Ph.D.

Office Hour: By Appointment

Instructor Email: lisa.fiksenbaum@utoronto.ca (administrative questions only). Please include “PSYC35” in the subject line. I will respond to e-mail requests within 48 hours during the work week (excluding weekends and holidays). **Email without correct subject heading will NOT receive a response.**

Teaching Assistants: Nadia Al-Dajani, Mengxi (Vicki) Dong, Matthew Quitasol, Greg Williams

TA Email: psyc35.2016@gmail.com (substantive questions only)

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

Course Objectives:

This course is designed for undergraduate level students with knowledge of basic personality theory. The aim is to provide a broad overview of classical and current theory in the field of personality psychology. The study of personality concerns individuality in human behavior patterns, with behavior defined broadly to include thoughts, feelings, desires, intentions, and action tendencies. The purpose of this course is to help you learn ways of thinking critically about human behavior, through the most important concepts and findings of personality psychology.

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.

READINGS: There is no traditional “textbook” for this course. As an advanced class, it is important to examine primary source materials, i.e., to become familiar with new ideas by reading the words of the theorists and researchers themselves, rather than the summaries and derivation provided in typical textbooks.

Exams: To test your overall comprehension of the reading and lecture material, two short answer/essay exams will be given, one at mid-semester (worth 50%) and one at the end of the course (50%). The first midterm will cover Part I (Weeks 1-5), and the final exam will cover the remaining course material. These exams will focus on conceptual issues, central themes, and primary findings rather than specific details of the articles.

Date	Week	Topic
Sept 7	1.	Introduction & Overview
Sept 14	2.	Methods
Sept 21	3.	Personality & Its Consequential Outcomes
Sept 28	4.	Personality & Interpersonal Perception
Oct. 5	5.	Personality & Self-Knowledge
Oct. 12	6.	NO CLASS – READING WEEK
Oct. 19	7.	Traits as Density Distributions of States
Oct. 26	8.	The Dark Triad of Personality
Nov. 2	9.	Creativity and Genius
Nov. 9	10.	Organismic Perspectives
Nov. 16	11.	Narrative Perspectives
Nov. 23	12.	Intentional Change
Nov. 30	13.	Summary & Conclusion

Readings

Week 1. Introduction & Overview.

Week 2. Methods

Boyle, Gregory J. and Helmes, Edward, "Methods of personality assessment" (2009). Humanities & Social Sciences papers. Paper 327. http://epublications.bond.edu.au/hss_pubs/327

Roberts, Brent W.; Harms, Peter D.; Smith, Jennifer L.; Wood, Dustin; and Webb, Michelle, "Using Multiple Methods in Personality Psychology" (2006). Leadership Institute Faculty Publications. Paper 24. <http://digitalcommons.unl.edu/leadershipfacpub/24>

Week 3. 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. <http://simplelink.library.utoronto.ca/url.cfm/440501>

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. <http://pps.sagepub.com.myaccess.library.utoronto.ca/content/2/4/313.full.pdf+html>

Week 4. Personality & Interpersonal Perception.

Funder, D. C. (2012). Accurate personality judgment. *Current Directions in Psychological Science*, 21, 177-182. <http://cdp.sagepub.com.myaccess.library.utoronto.ca/content/21/3/177.full.pdf+html>

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. <http://simplelink.library.utoronto.ca/url.cfm/412149>

Week 5. 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. <http://simplelink.library.utoronto.ca/url.cfm/412150>

Vazire, S., & Carlson, E. N. (2010). Self-knowledge of personality: Do people know themselves? *Social and Personality Psychology Compass*, 4, 605-620. <http://simplelink.library.utoronto.ca/url.cfm/412151>

Week 6. 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. <http://simplelink.library.utoronto.ca/url.cfm/412154>

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.

<http://simplelink.library.utoronto.ca/url.cfm/412155>

Week 7. 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.

<http://simplelink.library.utoronto.ca/url.cfm/412157>

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

<http://simplelink.library.utoronto.ca/url.cfm/412158>

Week 8. The Dark Triad of Personality.

Furnham, A., Richards, S. C., & Paulhus, D. L. (2013). The Dark Triad of personality: A 10 year review. *Social and Personality Psychology Compass*, 7, 199-216.

<http://simplelink.library.utoronto.ca/url.cfm/440503>

Paulhus, D. L., & Williams, K. M. (2002). The Dark Triad of personality: Narcissism, Machiavellianism, and psychopathy. *Journal of Research in Personality*, 36, 556-563.

<http://simplelink.library.utoronto.ca/url.cfm/440504>

Week 9. Creativity and Genius

Fink, A., Benedek, M., Unterrainer, H. F., Papousek, I., & Weiss, E. M. (2014). Creativity and psychopathology: Are there similar mental processes involved in creativity and in psychosis-proneness? *Frontiers in Psychology*, 5, 1-4.

Gino, F. & Ariely, D. (2012). The dark side of creativity: Original thinkers can be more dishonest. *Journal of Personality and Social Psychology*, 102, 445-459.

Gino, F. & Wiltermuth, S. S. (2014). Evil genius? How dishonesty can lead to greater creativity. *Psychological Science*, 1-9.

Simonton, D. K. (2012). Creative genius as a personality phenomenon: Definitions, methods, findings, and issues. *Social and Personality Psychology Compass*, 6, 691-706.

Week 10. Organismic Perspectives.

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.

<http://simplelink.library.utoronto.ca/url.cfm/455212>

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.

<http://simplelink.library.utoronto.ca/url.cfm/412163>

Week 11. Narrative Perspectives.

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

<http://pps.sagepub.com.myaccess.library.utoronto.ca/content/8/3/272.full.pdf+html>

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

<http://simplelink.library.utoronto.ca/url.cfm/386859>

Week 12. Intentional Change.

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.

<http://simplelink.library.utoronto.ca/url.cfm/412166>

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.

<http://simplelink.library.utoronto.ca/url.cfm/412167>

Week 13: Summary & Conclusion.

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.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