Psychological Clinical Science
UNIVERSITY OF TORONTO
SCARBOROUGH

CPS1501H – PERSONALITY

Instructor (Contact Information): Prof. Marc A. Fournier (fournier@utsc.utoronto.ca)
Seminar Hours: Mondays 2:00 pm - 4:00 pm (SY121)
Office Hours: By appointment only

Course Description

This course is intended to introduce students to core concepts in the field of personality and to the questions and controversies that currently surround them. Topics for discussion will include personality architecture (structures/processes), personality development (stability/change), and the power of personality to predict consequential outcomes (e.g., health, longevity, happiness).

Discussion: Participation & Leadership

The course will consist of in-class presentations and student-led discussions aimed at fostering a meaningful understanding of the material. Because participation is essential at the graduate level, I expect all of you to come to class having completed the assigned reading and having prepared *at least three* comments or questions with which to stimulate in-class discussion. Furthermore, I expect two students each week to assume the role of discussion leaders. Discussion leaders are not responsible for providing a point-by-point summary of each reading, but rather for providing a framework in which to facilitate discussion. Discussion leaders should thus provide the class with structure and direction; they should *lead* the discussion, but not *be* the discussion.

Literature Review: Presentations & Term Papers

Students must submit a major (i.e., 3,000-word) paper at the end of the term. Each student should begin by choosing either an established clinical disorder (e.g., Borderline Personality Disorder) or a clinically relevant dimension of individual difference (e.g., empathy, narcissism, willpower) and providing a justification for the disorder or dimension they have selected (about 250 words). The student should then review the literature relevant to that construct from the vantage point of *at least three* of the paradigms that we will have discussed in class (about 1,500-2,000 words). Students should then propose a new line of research (i.e., a research hypothesis) based on this review that builds upon or integrates ideas from different paradigms (about 750-1,250 to words). Student should get their topics approved by me no later than **Monday, March 11**th and submit their papers electronically by 9:00 AM on **Monday, April 15**th. In the last three weeks of class, students will also give a presentation in which they summarize their review of the literature. Rather than present a "finished project," this presentation should represent "work in progress," allowing the rest of the class to provide you with feedback to incorporate into your final draft. Presentations should be 20-30 minutes long (leaving 5-10 minutes for questions and discussion), with an accompanying PowerPoint slideshow (submitted to me after class).

Grading Scheme

I will begin by evaluating your work in qualitative terms ("good," "very good," "excellent"); then, I will quantify these evaluative terms ("good" = 85; "very good" = 90; "excellent" = 95). Any work deemed to be "good" (or better) will therefore receive a letter grade of A.

Literature Review: Presentation	10%
Literature Review: Term Paper	40%
Discussion: Participation	30%
Discussion: Leadership	20%

Seminar Topics

January 7	Introduction
January 14	History & Systems
January 21	The Attachment Community
January 28	The Interpersonal (IPC) Community
February 4	The Self-Determination (SDT) Community
February 11	The Multivariate (Trait) Community
February 18	(Reading Week)
February 25	The Social-Cognitive Community
March 4	The Personological Community
March 11	Integrative Frameworks
March 18	Integrative Frameworks
March 25	Presentations
April 1	Presentations
April 8	Presentations
April 15	(Papers Due)

Seminar Readings

Week 1: Introduction

No assigned reading.

Week 2: History & Systems

Barenbaum, N. B., & Winter, D. G. (2008). History of modern personality theory and research. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3rd Ed., pp. 3-26). New York, NY: The Guilford Press.

McAdams, D. P., & Pals, J. L. (2007). The role of theory in personality research. In R. W. Robins, R. C. Fraley, & R. F. Krueger (Eds.), *Handbook of Research Methods in Personality Psychology* (pp. 3-20). New York, NY: The Guilford Press.

Week 3: The Attachment Community

Shaver, P. R., & Mikulincer, M. (2011). An attachment-theory framework for conceptualizing interpersonal behavior. In L. M. Horowitz & S. Strack (Eds.), *Handbook of Interpersonal Psychology: Theory, Research, Assessment, and Therapeutic Interventions* (pp. 17-35). New Jersey: John Wiley & Sons, Inc.

Blatt, S. J., & Luyten, P. (2011). Relatedness and self-definition in normal and disrupted personality development. In L. M. Horowitz & S. Strack (Eds.), *Handbook of Interpersonal Psychology: Theory, Research, Assessment, and Therapeutic Interventions* (pp. 37-56). New Jersey: John Wiley & Sons, Inc.

Week 4: The Interpersonal (IPC) Community

Fournier, M. A., Moskowitz, D. S., & Zuroff, D. C. (2011). Origins and applications of the interpersonal circumplex. In L. M. Horowitz & S. Strack (Eds.), *Handbook of Interpersonal Psychology: Theory, Research, Assessment, and Therapeutic Interventions* (pp. 57-73). New Jersey: John Wiley & Sons, Inc.

Sadler, P., Ethier, N., & Woody, E. (2011). Interpersonal complementarity. In L. M. Horowitz & S. Strack (Eds.), *Handbook of interpersonal psychology: Theory, research, assessment, and therapeutic interventions* (pp. 123-142). New York: Wiley.

Week 5: The Self-Determination (SDT) Community

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

Ryan, R. M., & Deci, E. L. (2008). Self-determination theory and the role of basic psychological needs in personality and the organization of behavior. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3rd Ed., pp. 654-678). New York, NY: The Guilford Press.

Week 6: The Multivariate (Trait) Community

John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm shift to the integrative Big Five taxonomy: History, measurement, and conceptual issues. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3rd Ed., pp. 114-158). New York, NY: The Guilford Press.

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

Week 7: The Social-Cognitive Community

Mischel, W., & Shoda, Y. (2008). Toward a unified theory of personality: Integrating

dispositions and processing dynamics within the cognitive-affective processing system. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3rd Ed., pp. 208-241). New York, NY: The Guilford Press.

Fleeson, W., & Jayawickreme, E. (2015). Whole trait theory. *Journal of Research in Personality*, 56, 82-92.

Week 8: The Personological Community

McAdams, D. P. (2008). Personal narratives and the life story. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3rd Ed., pp. 242-262). New York, NY: The Guilford Press.

Adler, J., Lodi-Smith, J., Philippe, F, & Houle, I. (2016). The incremental validity of narrative identity in predicting psychological well-being: A review of the field and recommendations for the future. *Personality and Social Psychology Review, 20*, 142-175.

Week 9: Integrative Frameworks

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

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* (3rd Ed., pp. 159-181). New York, NY: The Guilford Press.

Week 10: Integrative Frameworks

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.

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.

Weeks 11-13: Presentations

No assigned reading.

As always, avoid plagiarism and other academic offences:
http://www.utoronto.ca/writing/plagsep.html