

# 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:** PSYB30H3 (Introduction to Personality Psychology) & [PSYB01H3 or PSYB04H3 or PSYB70H3] & [PSYB07H3 or STAB22H3 or STAB23H3]

**Lectures:** Mondays from 11:00 to 13:00 in IC220

**Office Hours:** Mondays from 14:00 to 15:00 in SW418

**Teaching Assistants:** Matt Quitasol & Vicki Dong

**Instructor Email:** [fournier@utsc.utoronto.ca](mailto:fournier@utsc.utoronto.ca)

**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.** All course-related documents and announcements will be posted on Quercus, which can be accessed from the Quick Links on the UTSC home page.

**Copyright.** In order to protect both privacy and copyright, any unauthorized video/audio-recording of this class is strictly prohibited.

### Structure of Syllabus

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## **I. Objectives & Outline**

### **Learning Objectives**

To reinforce students' familiarity with and understanding of core personality constructs (e.g., traits, personal strivings, autobiographical memories, organismic needs) by examining their usage in contemporary personality theory and research.

To introduce students to principal readings in contemporary personality science, and to familiarize students with the common forms/conventions of scholarly communication (i.e., empirical report, literature review, theoretical framework).

### **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. Integration & Unity of Personality

(Week 6)      Lecture 5. The Narcissistic Personality

(Week 7)      Lecture 6. The Wise Personality

#### *Part III. The Development of Personality*

(Week 8)      Lecture 7. Functionalist Perspectives

(Week 9)      Lecture 8. Organismic Perspectives

(Week 10)     Lecture 9. Integrative Perspectives

(Week 11)     Lecture 10. Intentional Change

(Week 12)     *Summary & Conclusion*

## II. References & Readings

*There is no textbook for this course.*

### Week 1. Introduction & Overview

*There are no assigned readings this week. Please review the syllabus.*

### Week 2. 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.  
<https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/pdf/10.1111/j.1745-6916.2007.00047.x>

### Week 3. Personality & Interpersonal Perception

Funder, D. C. (2012). Accurate personality judgment. *Current Directions in Psychological Science*, 21, 177-182.  
<https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/pdf/10.1177/0963721412445309>

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 4. 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 5. Integration & Unity of Personality

Fournier, M. A., Di Domenico, S. I., Weststrate, N. M., Quitasol, M. N., & Dong, M. (2015). Toward a unified science of personality coherence. *Canadian Psychology*, 56, 253-262.

<https://search-proquest-com.myaccess.library.utoronto.ca/docview/1680200960/fulltextPDF/88D09944DEA4C91PQ/8?accountid=14771>

### **Week 6. The Narcissistic Personality**

Miller J. D., Lynam, D. R., Hyatt, C. S., & Campbell, W. K. (2017). Controversies in narcissism. *Annual Review of Clinical Psychology*, 13, 291-315.  
<https://doi-org.myaccess.library.utoronto.ca/10.1146/annurev-clinpsy-032816-045244>

### **Week 7. The Wise Personality**

Weststrate, N. M., & Glück, J. (2017). Hard-earned wisdom: Exploratory processing of difficult life experience is positively associated with wisdom. *Developmental Psychology*, 53, 800-814.  
<https://search-proquest-com.myaccess.library.utoronto.ca/docview/1880385132/fulltextPDF/EE66FD7F510A4FFBPQ/1?accountid=14771>

### **Week 8. Functionalist Perspectives**

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.  
<http://simplelink.library.utoronto.ca/url.cfm/412160>

Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54, 165-181.  
<http://simplelink.library.utoronto.ca/url.cfm/440506>

### **Week 9. 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 10. Integrative Perspectives**

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 11. Intentional Change**

Hudson, N. W., & Fraley, R. C. (2015). Volitional personality trait change: Can people choose to change their personality traits? *Journal of Personality and Social Psychology*, 109, 490-507.  
<https://search-proquest-com.myaccess.library.utoronto.ca/docview/1668009084/9447BAF9A54E411BPQ/1?accountid=14771>

## **Week 12. Summary & Conclusion**

*There are no assigned readings this week.*

### 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 Weeks 2 to 4 and will likely be held in Week 5 or 6. The second term test (20%) will cover Weeks 5 to 7 and will likely be held in Week 8 or 9. The final exam (60%) will cover the course in its entirety (Weeks 2 to 11) 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 (Weeks 2-4).

The second midterm (20%) will cover Part II (Weeks 5-7).

A cumulative final exam (60%) will cover all Parts (Weeks 2-11)  
= 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.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](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 (Wednesdays 15:00 – 16:00 in SW418). If you are 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 are not guaranteed 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.

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