PSYD30
CURRENT TOPICS IN
PERSONALITY PSYCHOLOGY
Prof. Marc A. Fournier

Focus for 2022: *Self-Discovery & Self-Directed Personality Development*

Seminar Times: Tuesdays from 13:00 to 15:00 in SW316
Office Hours: Tuesdays from 15:30 to 16:30 on Zoom
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Course Description: In PSYD30, you will learn about the components, correlates, and capacity for change of constructs at three distinct layers of personality (i.e., traits, goals, and life stories) and for both the origins and endpoints of personality development (i.e., narcissism and wisdom). You will not only learn about the empirical findings associated with these personality constructs, but also gain hands-on experience with the instruments that are commonly used to assess them. In the process, you will learn about commonly used methodologies in personality psychology (e.g., self-report vs. performance measures) as well as the limitations of these methods. Finally, you will have opportunities to learn how you score on personality measures (i.e., self-discovery) and to reflect upon how you most want to change (i.e., self-directed personality development).

Prerequisites: PSYB30H3 (Introduction to Personality Psychology) and
[(PSYB01H3) or (PSYB04H3) or PSYB70H3] and
[PSYB07H3 or STAB22H3 or STAB23H3]
(Exclusion: PSY430H)

Textbook: This course does not require a textbook. Instead, the required reading is comprised of academic journal articles and book chapters (see the Library Reading List module on Quercus).

Learning Objectives

- Understand constructs across layers of personality.
- Know how personality constructs are commonly measured.
- Critically evaluate commonly used personality measures and their limitations.
- Collate, integrate, and communicate scientific findings from the personality literature.
- Gain a better understanding of your own personality and, should you so desire, apply what you learned about personality change to cultivate your own change and/or growth.

Components of Evaluation

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

Individual Participation. I expect you to come to class each week having completed the assigned reading, to pay careful attention to the comments and questions of your classmates, and to contribute thoughtfully to the class discussion. You will receive course credit for each of these activities. First, I expect you to come to class each week ready to contribute to the discussion. You should submit a one-page reaction paper for weeks 3-12 using the template provided, summarizing the key ideas in each reading and any comments and questions that you might have. Reaction papers should be submitted on Quercus by 11:59 pm the night before class (Mondays). Please note that I will not be formally grading your reaction papers; rather, I will be skimming them to ensure that you have made a good faith attempt to grapple with the assigned reading. You will receive 1% for each reaction paper you submit up to 10%. Second, I expect you each to contribute regularly to the class discussion. Your comments should demonstrate that you have read and reflected upon the assigned material and/or paid attention to the student presentations. My evaluation of your comments will comprise the remaining 10% of your participation grade.

Group Presentation. I expect you to each make one in-class presentation (using PowerPoint). Students will present in groups of three; each student should speak for about 15 minutes, so that group presentations should run for about 45 minutes. Although students will present in groups, each student will be evaluated individually. Although I will have more to say about this in class, students should take the constructs for that week (e.g., traits) and organize their presentations to focus on internal structure (i.e., how is this domain of personality organized?), external correlates (i.e., what does this domain of personality predict?), and capacity for development and growth (i.e., is this domain of personality amenable to either maturational or volitional change?). Students should speak with me about their presentations during office hours at least one week before their presentation date. Presentations will be assessed individually in terms of their clarity of presentation, comprehension/organization, and use of supplementary readings.

Final Paper. The capstone for this course will be a 2,000-word paper in which you organically synthesize both what you have learned this term in PSYD30 about the *science of personality* (more specifically, about personality's contributions to well-being and its capacity for change), and what you have learned this term about *your personality*, and the directions in which you might want to change in order to optimize your personal well-being. As such, this assignment will require you to combine a typical research paper with a personal narrative. The first part of your paper (1,250 words) should answer the two fundamental questions we have considered in this course. First, how do the various components of personality contribute to well-being? Second, are the various components of personality capable of change? In answering these questions, you should demonstrate your knowledge of personality science and cite the relevant literature. The second part of your paper (750 words) should convey what you have learned about your own personality (i.e., your traits, your personal goals, your self-defining narratives), what it means for you to have your personality, and whether or how you might want to change. Students should submit an annotated list of 10 references by **11:59 pm** on **Sunday, November 6**. Your reference list will be graded out of 10 as part of the evaluation of your paper, which will be graded out of 50. Students should submit their final papers through Quercus using *Ouriginal* (i.e., University of Toronto's plagiarism detection tool) by **11:59 pm** on **Monday, December 5**. Late submissions will receive a 10% penalty for each day that the paper is overdue unless a Missed Term Work request is also provided and approved.

Seminar Schedule & Assigned Readings

Week 1	06-Sept	Introduction & Overview
Week 2	13-Sept	Reviewing Scientific Literature
Week 3	20-Sept	Assessing Personality Dimensions
Week 4	27-Sept	Hedonic vs. Eudaimonic Well-Being
Week 5	04-Oct	Traits & Types, Part I: Personality Traits
Week 6	18-Oct	Traits & Types, Part II: Personality Types
Week 7	25-Oct	Goals & Needs, Part I: Individual Goals
Week 8	01-Nov	Goals & Needs, Part II: Basic Needs
Week 9	08-Nov	Integrative Life Stories
Week 10	15-Nov	Authenticity
Week 11	22-Nov	Narcissism
Week 12	29-Nov	Wisdom

Week 1. Introduction & Overview

Please review the PSYD30 course syllabus.

Week 2. Reviewing Scientific Literature

Please complete the PSYD30 personality test battery.

Week 3. Assessing Personality Dimensions

Dang, J., King, K. M., & Inzlicht, M. (2020). Why are self-report and behavioral measures weakly correlated? *Trends in Cognitive Sciences*, *24*, 267-269. https://doi.org/10.1016/j.tics.2020.01.007

Hofstee, W. K. B. (1994). Who should own the definition of personality? *European Journal of Personality*, *8*, 149-162. https://doi.org/10.1002/per.2410080302

McAdams, D. P., & Manczak, E. (2011). What is a "level" of personality? *Psychological Inquiry, 22*, 40-44. https://doi.org/10.1080/1047840X.2011.544026

Week 4. Hedonic vs. Eudaimonic Well-Being

Disabato, D. J., Goodman, F. R., Kashdan, T. B., Short, J. L., & Jarden, A. (2016). Different types of well-being? A cross-cultural examination of hedonic and eudaimonic well-being. *Psychological Assessment, 28*, 471-482. https://doi.org/10.1037/pas0000209

Week 5. Traits & Types, Part I: Personality Traits

Thielmann, I., Moshagen, M., Hilbig, B., & Zettler, I. (2021). On the comparability of basic personality models: Meta-analytic correspondence, scope, and orthogonality of the Big Five and

HEXACO dimensions. *European Journal of Personality*.
https://doi.org/10.1177/08902070211026793

Week 6. Traits & Types, Part II: Personality Types

Gerlach, M., Farb, B., Revelle, W., & Nunes Amaral, L. A. (2018). A robust data-driven approach identifies four personality types across four large data sets. *Nature Human Behaviour*, *2*, 735-742. https://doi.org/10.1038/s41562-018-0419-z

Week 7. Goals & Needs, Part I: Individual Goals

Milyavskaya, M., & Werner, K. M. (2018). Goal pursuit: Current state of affairs and directions for future research. *Canadian Psychology / Psychologie canadienne, 59*, 163-175.
https://doi.org/10.1037/cap0000147

Week 8. Goals & Needs, Part II: Basic Needs

Sheldon, K. M. (2014). Becoming oneself: The central role of self-concordant goal selection. *Personality and Social Psychology Review*, *18*, 349-365.
https://doi.org/10.1177/1088868314538549

Week 9. Integrative Life Stories

Pasupathi, M. & Adler, J.M. (2021). Narrative, identity, and the life story: Structural and process approaches. In J.F. Rauthmann (Ed.) *Handbook of personality dynamics and processes* (pp. 387-403). New York: Elsevier.

Week 10. Authenticity

Jongman-Sereno, K. P., & Leary, M. R. (2019). The enigma of being yourself: A critical examination of the concept of authenticity. *Review of General Psychology*, *23*, 133-142.
https://doi.org/10.1037/gpr0000157

Week 11. Narcissism

Miller, J. D., Back, M. D., Lynam, D. R., & Wright, A.G. C. (2021). Narcissism today: What we know and what we need to learn. *Current Directions in Psychological Science*, *30*, 519-525.
doi:10.1177/09637214211044109

Week 12. Wisdom

Grossmann, I., Weststrate, N. M., Ardelt, M., Brienza, J. P., Dong, M., Ferrari, M., Fournier, M. A., Hu, C. S., Nusbaum, H. C., & Vervaeke, J. (2020). The science of wisdom in a polarized world: Knowns and unknowns. *Psychological Inquiry, 31*, 103-133.
https://doi.org/10.1080/1047840X.2020.1750917

Policies & Procedures

Writing Support. The Centre for Teaching and Learning (CTL) provides online resources, drop-in hours, one-on-one consultations, and writing workshops. For more information, please visit CTL's Academic Learning Support site at http://uoft.me/AcademicLearningSupport.

Academic Integrity. The University treats cases of cheating and plagiarism very seriously and sanctions can be severe (e.g., zero in the course, suspension, or expulsion). The University's *Code of Behaviour on Academic Matters* outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Plagiarism Detection. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (https://uoft.me/pdt-faq).

Religious Accommodations. The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Disability-Related Accommodations. Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office (http://www.utsc.utoronto.ca/ability/) as soon as possible. AccessAbility Services staff (located in Room AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 or email ability.utsc@utoronto.ca for more information. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Equity, Diversity, Inclusion. The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Missed Term Work Policy. For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Note:
- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed *Final* Exams are handled by the Registrar's Office and should be declared on eService.
- Instructors cannot accept term work any later than five business days after the last day of class**.** Beyond this date, accommodations are only possible via the Registrar's Office petition process.

The email address to submit missed term work accommodation requests in **<PSYD30>** is:
<marc.fournier@utoronto.ca>

ILLNESS OR EMERGENCY accommodations:
For missed work due to ILLNESS OR EMERGENCY, complete the following process:
1. Complete the Request for Missed Term Work Accommodations Form.
2. Declare your absence on ACORN (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **within 2 business days** of the missed work:
   - the Request for Missed Term Work Accommodations Form ***AND***
   - a screenshot of your Self-Declared Absence on ACORN

Note:
- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2-business day window to explain the nature of the delay. Exceptions to the 2-business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:
For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):
1. Complete the Request for Missed Term Work Accommodations Form.
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

Note:
- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*

- *Back-to-back tests/quizzes are <u>not</u> considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:
For missed term work due to a RELIGIOUS CONFLICT:
1. Complete the Request for Missed Term Work Accommodations Form.
2. Email the form to the course **email at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:
For missed *TERM TESTS* due to ACCESSABILITY REASONS:
- **Contact your AccessAbility consultant** and have them email the course email detailing accommodations required.

For missed *ASSIGNMENTS* due to ACCESSABILITY REASONS:
- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days):
    1. Complete the Request for Missed Term Work Accommodations Form.
    2. Email the form ***AND*** your **Accommodation Letter** to the course email specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that):
    1. **Contact your AccessAbility consultant** and have them email the course email detailing the accommodations required.

Accommodation Procedure:
After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a Verification of Illness Form completed by your doctor AND the Request for Missed Term Work Accommodations Form to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations:
If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* Request for Missed Term Work Accommodations Form and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.