

# ADVANCED PERSONALITY PSYCHOLOGY – PSYC30

## 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.

**Prerequisites:** PSYB30H3 (Introduction to Personality Psychology)  
& [PSYB01H3 or PSYB04H3 or PSYB70H3] &  
[PSYB07H3 or STAB22H3 or STAB23H3]  
(Exclusions: (PSYC35H3), PSY337H)

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

**Teaching Assistants:** Maya Amestoy, Ashmita Mazumber, & Jesse Sandhu Reid.

**Lectures:** Thursdays from 13:00 to 15:00 in IC 220 (all lectures will be recorded).

**Readings:** All readings will be available on the Library Reading List (on Quercus).

**Office Hours:** Thursdays from 10:00 to 11:00 on MS Teams (book via Quercus).

### I. Objectives & Outline

#### Learning Objectives

To reinforce students' understanding of the various sources of personality data ratings (i.e., self-report, informant report, behavioral observation) and their predictive validity.

To reinforce students to various focal constructs in contemporary personality research (i.e., traits, goals, narratives) and the correlates and consequences of these constructs.

To reinforce students' understanding of personality development at multiple levels of analysis (i.e., self-presentation, self-regulation, self-reflection, self-integration).

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**

<b>Week</b>	<b>Date</b>	<b>Lecture Topic</b>
Week 1	05-Sept	Introduction & Overview
<i>Part I. The Manifestation of Personality</i>		
Week 2	12-Sept	Lecture 01. Personality & Consequential Life Outcomes
Week 3	19-Sept	Lecture 02. Personality & Interpersonal Perception
Week 4	26-Sept	Lecture 03. Personality & Self-Knowledge
<i>Part II. The Organization of Personality</i>		
Week 5	03-Oct	Lecture 04. Personality States
Week 6	10-Oct	Lecture 05. The Psychological Situation
Week 7	17-Oct	Lecture 06. Person x Situation Interactionism
<i>Part III. The Development of Personality</i>		
Week 8	24-Oct	Lecture 07. Self-Presentation: Authenticity & The True Self
Week 9	07-Nov	Lecture 08. Self-Regulation: Impulsivity & Self-Control
Week 10	14-Nov	Lecture 09. Self-Reflection: Narcissism & Wisdom
Week 11	21-Nov	Lecture 10. Self-Integration: Unity of Personality
Week 12	28-Nov	Summary & Conclusion

**II. References & Readings**

*There is no textbook in this course.*

**Week 1. Introduction & Overview**

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

**Week 2. Personality & Consequential Life Outcomes**

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

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 on Psychological Science*, 2, 313-345.

**Week 3. Personality & Interpersonal Perception**

Funder, D. C. (2012). Accurate personality judgment. *Current Directions in Psychological Science*, 21, 177-182.

**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.

**Week 5. Personality 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.

**Week 6. The Psychological Situation**

Rauthmann, J., & Sherman, R. (2020). The situation of situation research: Knowns and unknowns. *Current Directions in Psychological Science*, 29, 473-480.

**Week 7. Person x Situation Interactionism**

Kuper, N., Breil, S. M., Horstmann, K. T., Roemer, L., Lischetzke, T., Sherman, R. A., Back, M. D., Denissen, J. J. A., & Rauthmann, J. F. (2022). Individual differences in contingencies between situation characteristics and personality states. *Journal of Personality and Social Psychology*, 123, 1166-1198

**Week 8. Self-Presentation: Authenticity & The True Self**

Strohinger, N., Knobe, J., & Newman, G. (2017). The true self: A psychological concept distinct from the self. *Perspectives on Psychological Science*, 12, 551-560.

**Week 9. Self-Regulation: Impulsivity & Self-Control**

Hofmann, W., Friese, M., & Strack, F. (2009). Impulse and self-control from a dual-systems perspective. *Perspectives on Psychological Science*, 4, 162-176.

**Week 10. Self-Reflection: Narcissism & Wisdom**

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.

Dong, M., Weststrate, N. M., & Fournier, M. A. (2023, October). Who is wise? *SPSP Character & Context Blogpost*. URL: <https://spsp.org/news/character-and-context-blog/dong-weststrate-fournier-age-wisdom-connection>

### **Week 11. Self-Integration: Unity of Personality**

Fournier, M. A., Dong, M., Quitalol, M. N., Weststrate, N. M., & Di Domenico, S. I. (2021). Components and correlates of personality coherence in action, agency, and authorship. *European Journal of Personality*, 35, 1-22.

### **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. Any student who is missing a term test grade will be permitted to take a make-up term test that will be held in Week 10. 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 Part I and Part II. Each question will concern an idea from the lectures or readings and require a written response (from a single word to a few sentences).

#### **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.

#### IV. University Standards & Campus Services

**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 of Toronto 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 actions 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.

**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. The University does not condone discrimination or harassment against any persons or communities.

**AccessAbility-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.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.utoronto.ca](mailto:ability.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.

**The Use of Generative Artificial Intelligence (AI) Tools.** Students may only use generative AI tools in this course as learning aids. Students may not use generative AI tools during test-taking. The use of generative AI tools during test-taking will be considered an academic offense.

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

#### **Procedure:**

First, complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form"). Then, email *both* your MTW Form and Supporting Documentation to <[marc.fournier@utoronto.ca](mailto:marc.fournier@utoronto.ca)> according to the instructions specified below. I will reply once I have received your documents.

Failure to adhere to any aspect of this policy may result in a denial of your accommodation request. If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, then you must repeat the MTW procedure to request additional accommodations. As such, if you miss a make-up term test, then you must submit another MTW form and supply documentation according to the “subsequent absences” column in the chart above. Please make it clear in your subject line that you are requesting a second accommodation. Also note that in the case of a missed make-up test, there will be no opportunity to write a second make-up test.

**Supporting Documentation Requirements and Deadlines:**

<b>Reason for Missed Work</b>	<b>Documents required for a <i>first absence</i> in the term</b>	<b>Documents required for <i>subsequent absences</i> in the term</b>	<b>Deadline to submit MTW form and supporting documentation</b>
Illness or Injury	<a href="#">ACORN</a> Absence Declaration	<a href="#">UofT Verification of Illness Form</a>	<b><u>2 BUSINESS DAYS AFTER</u></b> the missed work
Bereavement	<a href="#">ACORN</a> Absence Declaration	A death certificate or funeral announcement	<b><u>2 BUSINESS DAYS AFTER</u></b> the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	<a href="#">ACORN</a> Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<b><u>10 BUSINESS DAYS IN ADVANCE</u></b> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	<b>Contact your AccessAbility consultant</b> and have them write to the course email detailing the accommodations needed.		<b><u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u></b>
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<b><u>10 BUSINESS DAYS IN ADVANCE</u></b> of the missed work
Religious Conflict	None required		

**Notes:**

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.

The following reasons are not considered to be sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments, work commitments.

For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e., the absence cannot be submitted proactively or retroactively).

If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.

Back-to-back tests are not considered academic conflicts. Only overlapping activities are conflicts.

[Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.