Introduction to Individual Differences
Fall 2008, Psychology 5-135
11:15 A.M.—12:30 P.M. Tu & Th,
Instructor: T. J. Bouchard, Jr., Class in N391 Elliott Hall
Office Hours: 1:00 P.M. - 2 P.M. Tu & Th & by Appointment
N234 Elliott Hall - Phone 626-8268, E-Mail: bouch001@umn.edu

T.A.: Cornelia Iucha
Office Hours: Tuesdays, 1:00 pm Location: N463 Elliott Hall
E-Mail: iuch0001@umn.edu


There are three sources of material in the course, 1) The textbook, 2) Lectures, 3) Readings. In lectures I will make use of numerous Powerpoint slides. They will be available on the course website approximately two days after the lecture. It is well known that highly effective people organize notes and observations soon after making them. I strongly recommend this practice.

Readings: Most readings can be downloaded from the internet via the University of Minnesota Library http://www.lib.umn.edu/articles/ej.phtml. If they cannot be downloaded they will be made available on the course web site. Let me know via e-mail if you have any difficulty. Do not wait until the last minute. I recommend that you download all the readings as soon as possible.

Material from all three sources will be sampled in the exams.

Exams: There are three mid-term exams. There is NO final exam. The second and third mid-terms are not cumulative; that is they covers only material assigned since the previous mid-term. Note, however, that material presented earlier in the semester may be repeated in class and in readings and can be tested for again. Each mid-term exam will count for 25% of the grade. The paper (discussed below) will count for the remaining 25%. It is not possible to submit extra work in an attempt to raise your grade (see CLA Classroom Grading and Examination Procedures). Your final grade depends on performance on the exams and the grade assigned to the paper. All questions regarding exams can be addressed to either the T.A. or the instructor. Exams are a mixture of multiple choice (about 80%) and short answer (about 20%) questions. Students who take the course on an S-N basis must earn a grade of "C" to receive an "S" on their transcript. There will not be any make up exams except under unusual circumstances (see CLA Classroom Grading and Examination Procedures).

Paper: A 10–12 page (printed, double space-American Psychological Association format preferred) paper is required. The paper counts for 25% of the grade. The topic must be approved by the instructor (a sheet of paper with a printed paragraph of at least 150 words describing the proposed paper and signed by the instructor must be attached to the paper). You must get a signature before beginning your paper. The instructor (not the
T.A.) reads and grades the papers. Longer papers are acceptable if you ask for permission. I will be happy to discuss the paper with you and provide some initial references. The typical paper is a brief review of the recent literature on a topic (The validity of a new test, Genetic influence on ….., The measurement of …, etc.). I accept a wide range of topics and am open with regard to format depending on the topic so do not hesitate speak with me about anything you might be interested in writing about. The preferred format is the APA style followed by all APA journals. **Papers are due on December 8th by the end of the day. I will be on leave and away from the University in the Spring Quarter 2009 so late papers may not be read until after that time.**

One of the wisest things you can do is to quickly read the entire textbook during the first week of class. This will give you an overview of the entire field and put the lectures in a broader context. Readings should be completed prior to the class period for which they are assigned. This will be especially helpful when we discuss quantitative concepts. You will be examined on all the reading material that has been assigned up to the date of the exam even if it has not been discussed in class.

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*Bailey, Larson, Borgen, & Gasser, 2008; Boomsma, Busjahn, & Peltonen, 2002;  
Bouchard, 2004; Bouchard & Loehlin, 2001; Bouchard & McGue, 2003;  
Bouchard et al., 2004; Caspi et al., 2002; Chamberlin, 1965; Day & Rounds,  
1998; Deary, Batty, & Gale, 2008; Fox, Hershberger, & Bouchard, 1996;  
Gillham, 2001; Gottfredson, 2003; Gottfredson & Deary, 2004; Halpern, 2004;  
Hedges & Nowell, 1995; Johnson & Bouchard, 2005; Lubinski, 2000; Meehl,  
1978; Rushton & Jensen, 2005; Sackett, Borneman, & Connelly, 2008; Salthouse,  
2004; Saucier, 2000; Schmidt & Hunter, 1999; Simonton, 2003)*


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Readings*</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2 Sep Tu Introduction to Individual Differences Historical Overview</td>
<td>Preface and Introduction (6 pages)</td>
<td>Gillham, (2001) @ 20 pages</td>
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<tr>
<td>5</td>
<td>16 Sep Tu Quantitative Genetic Concepts-1</td>
<td>Chap 6. Genetic and Environmental Influences on Personality (123–137)</td>
<td>Schmidt &amp; Hunter (1999) @ 15 pages</td>
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<td>7</td>
<td>23 Sep Tu Intelligence – General Intelligence - 1</td>
<td>Chap. 10 Mental Ability (210–221)</td>
<td>Lubinski (2000) p. 432-436</td>
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<tr>
<td>8</td>
<td>25 Sep Intelligence – General Intelligence - 2</td>
<td>Chap. 10 Mental Ability (222–228)</td>
<td>Meehl (1978)</td>
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<td>9</td>
<td>30 Sept Tu 1st Mid-Term Exam</td>
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<td>Bouchard &amp; McGue (2003) p. 7-10</td>
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<tr>
<td>10</td>
<td>2 Oct Intelligence – Special Mental Abilities</td>
<td></td>
<td>Boomsma, Busjahn &amp; Peltonen (2002) @ 10 pages</td>
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<tr>
<td>11</td>
<td>7 Oct Tu Abilities - Genetic &amp; Environmental Influences</td>
<td>Chap. 10 Mental Ability (228–555)</td>
<td>Gottfredson (2003) p. 293-325 @ 34 pages</td>
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<tr>
<td>12</td>
<td>9 Oct Abilities - Genetic &amp; Environmental Influences</td>
<td>Chap. 2 Personality Traits and the Inventories That Measure Them (all)</td>
<td>Johnson &amp; Bouchard (2005) @ 15 printed</td>
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<td>14</td>
<td>16 Oct Personality – Theory and Construct’s</td>
<td>Chap. 4 Developmental Change and Stability of Personality (all)</td>
<td>Bouchard (2004) @ 4 pages</td>
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<td></td>
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<td>Fox (1996) @ 3, Simonton (2003) @ 13 pages</td>
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<td></td>
<td></td>
<td></td>
<td>Bouchard &amp; Loehlin (2001) 243-252 @ 9 pages</td>
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| 15    | 21 Oct Tu| Personality – Genetic and Environmental Influences                  | Chap. 7 The Evolutionary Functions of Personality (all)                    | Bouchard & Loehlin (2001) 252-267 @ 17pages  
| 16    | 23 Oct  | 2nd Mid-Term Exam                                                   |                                                                            |         |
| 17    | 28 Oct Tu| Psychological Interests — Theory and Constructs                     | Chap. 5 Biological Bases of Personality (all)                              | Lubinski (2000) p. 420-422  
|       |         |                                                                      |                                                                            | Day & Rounds (1998)  
| 19    | 4 Nov Tu| Work Related Beliefs and Attitudes - 1                               | Chap. 9 Personality and Life Outcomes (193–205)                            |         |
| 20    | 6 Nov   | Work Related Beliefs and Attitudes - 2                               |                                                                            | Lubinski (2000) p.426-428  
| 22    | 13 Nov  | Values and Social Attitudes — G & E Influences                       | Chap. 11 Religion and Politics (271–2281)                                  | Bouchard et al (2004) @ 15 pages  
| 23    | 18 Nov  | Psychopathology                                                      | Chap. 8 Personality Disorders (pages 163–179)                              | Caspi (2002),  
|       |         |                                                                      |                                                                            |  
| 24    | 25 Nov Tu| Sex Differences                                                      | Chap. 12 Sexuality (all)                                                  |         |
| 26    | 2 Dec Tu| Holiday no class                                                    |                                                                            | Gottfredson & Deary (2004)  
| 27    | 4 Dec   | Age Differences                                                      |                                                                            | Lubinski (2000) intellectual development  
|       |         |                                                                      |                                                                            | Salthouse (2004) @4 pages  
|       |         |                                                                      |                                                                            | http://www.nuffieldbioethics.org/go/publications/downloadslist.htm  
|       |         |                                                                      |                                                                            | Rushton & Jensen (2005)  

Note: 
- @ indicates the number of pages.
- Some authors are referenced within the chapter(s) listed.