COURSE OBJECTIVES:

This course will provide an overview of current theory and research in the field of personality psychology. The subfield of personality occupies a unique position in psychology because of its mandate to study the whole person. Bill Revelle, the current president of the Association for Research in Personality, has called personality psychology “the last refuge of the generalist in psychology.” Any topic or method relevant to the understanding of individuals is fair game, and personality psychology addresses some of the most central and interesting questions in psychology: Why do people think, feel, and act in the ways they do? What makes people different from each other? What are the essential components of an individual’s personality? The goal of this course is to cover a variety of topics in personality psychology, in some depth, attempting to bring them together them within a model of what personality is and how it functions.

The course will be in seminar format, but with occasional lecturing. We will have some flexibility in the topics covered in this course, and the syllabus can be adjusted based on input from the class about your interests. I want to ensure that, in addition to providing a thorough overview of the field of personality psychology, the course is as interesting as possible for students.

REQUIRED READING:

   *A copy of the Handbook is on reserve at Walter Library*

2. Readings posted on the course website: [http://www.tc.umn.edu/~cdeyoung/psy5101](http://www.tc.umn.edu/~cdeyoung/psy5101)

EVALUATION and DUE DATES:

10 Response Papers: 30%  Response papers are due on Tuesday every week after the first (skip 4 weeks).

Class Participation: 20%  (including presentation of reading(s) on a date to be arranged)

Research Proposal
   First Draft: 15%  April 14 (Optional for grad students.)
   Final Draft: 35%  May 8 (Grad students: worth 50% if no first draft submitted.)
<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topic and Readings</th>
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| Jan. 20, 22  | Introduction – What is Personality? What is Personality Psychology?  
**Handbook:** Chapter 1, Barenbaum & Winter, “History of modern personality theory and research.”  
**Online:** McAdams & Pals, 2006, “A new big five: Fundamental principles…” |
| Jan. 27, 29, Feb. 3 | Human Nature: Mind, Brain, and Personality  
**Online:** Carver & Scheier, 1998, “Goals and behavior.” In *On the Self-Regulation of Behavior*  
Gray, 1995, “A model of the limbic system and basal ganglia”  
**Optional:** Peterson, 2009, “Territoriality and totalitarian cowardice as motivation for violent social conflict and atrocity.”  
| Feb. 5      | **No Class** (Society for Personality and Social Psychology annual meeting)                                                                                   |
| Feb. 10, 12 | Personality Traits and Trait Taxonomies  
**Handbook:** Chapter 4, John, Naumann, & Soto, “Paradigm shift to the integrative Big Five taxonomy.”  
**Online:** DeYoung, Peterson, & Higgins, 2002, “Higher-order factors of the Big Five predict conformity.”  
DeYoung, Quilty, & Peterson, 2007, “Between facets and domains.”  
**Optional:** Markon, Krueger, & Watson, 2005, “Delineating the structure of normal and abnormal personality.”  
Waller, 1999, “Evaluating the structure of personality.” |
| Feb. 17, 19 | Personality Stability and Change Over Time  
**Handbook:** Chapter 5, McCrae & Costa, “The five-factor theory of personality”  
Chapter 14, Roberts, Wood, & Caspi, “The development of personality traits in adulthood.”  
**Online:** Fournier, Moskowitz, & Zuroff, 2008, “Integrating dispositions, signatures, and the interpersonal domain.”  
**Optional:** Fleeson, 2001, “Toward a structure- and process-integrated view of personality.”  
Handbook, Chapter 7, Mischel & Shoda, “Toward a unified theory of personality.”  
Handbook, Chapter 15, Ryff, “Challenges and opportunities at the interface of aging, personality, and well-being.”  
Little, 2008, “Personal projects and free traits.” |
| Feb. 24, 26 | Biology of Personality Traits  
**Online:** DeYoung & Gray, 2009, “Personality neuroscience.”  
Cools et al., 2005, “Individual differences in threat sensitivity predict serotonergic modulation of amygdala response to fearful faces.”  
Optional: Handbook, Chapter 11, Canli, “Toward a ‘molecular psychology’ of personality”

Mar. 3, 5
Personality and Genetics
Handbook: Chapter 10, Krueger & Johnson, “Behavioral genetics and personality.”
Online: Pezawas et al., 2005, “5HTT-LPR polymorphism impacts human cingulate-amygdala interaction.”
DeYoung et al., 2006, “The dopamine D4 receptor gene and moderation of the association between externalizing behavior and IQ.”
Optional: Riemann, Angleitner, & Strelau, 1997, “Genetic and environmental influences on personality.”

Mar. 10
Evolutionary Perspectives on Personality
Online: Nettle, 2006, “The evolution of personality variation in humans and other animals”
Optional: Handbook, Chapt. 12, Weinstein, Capitanio, & Gosling, “Personality in animals.”
Panksepp & Panksepp, 2000, “Seven sins of evolutionary psychology.”

Mar. 12
Openness/Intellect, Intelligence, and Creativity
Handbook: Chapter 27, Simonton, “Creativity and genius”
Online: DeYoung, Flanders, & Peterson, 2008, “Cognitive abilities involved in insight problem solving: An individual differences model.”
Carson, Peterson, & Higgins, 2003, “Decreased latent inhibition is associated with increased creative achievement in high-functioning individuals.”

Mar. 17, 19
No Class – Spring Break

Mar. 24
No Class (Cognitive Neuroscience annual meeting)

Mar. 26, 31, Apr. 2
Social Desirability, Self-Esteem, and Self-Deception
Handbook: Chapter 19, Paulhus & Trapnell, “Self-presentation of personality”
Online: Baumeister, Campbell, Krueger, & Vohs, 2003, “Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles?”
Judge, Erez, Bono, & Thoresen, 2002, “Are measures of self-esteem, neuroticism, locus of control … indicators of a common core construct?”
Jordan et al., 2003, “Secure and defensive high self-esteem.”
Optional: Donnelan et al., 2005, “Low self-esteem is related to aggression, antisocial behavior, and delinquency.”

→ Meet with me to discuss your research proposal topic before Apr. 2 ←

Apr. 7, 9
The Self and Narrative Approaches to Personality
Handbook: Chapter 8, McAdams, “Personal narratives and the life story.”
Chapter 16, Robins, Tracy, & Trzesniewski, “Naturalizing the self.”
Chapter 17, Swann & Bosson, “Identity negotiation.”

Apr. 14
Implicit Motives and the Dynamic Unconscious
Handbook: Chapter 3, Westen, Gabbard, & Ortigo, “Psychoanalytic approaches to personality.”
Chapter 24, Schultheiss, “Implicit motives.”
First Draft of Research Proposal Due, Apr. 14
(Optional for grad students)

Apr. 16
Attachment

Handbook: Chapter 20, Fraley & Shaver, “Attachment theory and its place in contemporary personality theory and research.”

Apr. 21
Personality and Culture


Apr. 23
Personality and Religion

Handbook: Chapter 25, Emmons, Barrett, & Schnitker, “Personality and the capacity for religious and spiritual experience.”

Apr. 28, 30
Self-Regulation and Impulsivity

Chapter 28, Gross, “Emotion and emotion regulation.”
Online: Carver, Johnson, & Joormann, 2008, “Serotonergic function, two-mode models of self-regulation, and vulnerability to depression.”

May 5, 7
Personality, Psychopathology, and Health

Chapter 31, Hampson & Friedman, “Personality and health.”
Online: Roberts, Kuncel, Shiner, Caspi, & Goldberg, 2007, “The power of personality.”
Ozer & Benet-Martinez, 2006, “Personality and the prediction of consequential outcomes.”

Final Research Proposal Due, Friday, May 8, by 5:00 PM

SYLLABUS CHANGES: I will make changes to this course syllabus as necessary, including changing readings or dates. You will be notified about any changes that take place. New versions of the syllabus will be posted on the course website and announced in class.

CLASS PARTICIPATION: Your class participation grade will be based on your contributions to class discussions, plus your presentation of reading(s) in one class meeting. By Feb. 3, I will decide with each of you on a date when you will present. You may present one or more of the assigned readings, optional readings, or readings of your choice – you must receive my approval on what you will present.

RESPONSE PAPERS: You must turn in a 2-3 page, double-spaced response paper on 10 of the 14 Tuesdays after the first week of class. Do not use cover pages! Just write your name at the top of the first page. Each paper will receive a check, check-plus, or check-minus. These essays should not simply be summaries of readings. They should be commentaries on one or more of that week’s readings (not the previous week’s readings); in other words, they should include some original thought. The purposes
of these response papers are to make sure you’re thinking about the readings and to help ensure that we have good discussions in class.

**RESEARCH PROPOSAL:** The final assignment for this course is a 10-12 page research proposal. You must schedule a meeting with me before April 2 to discuss the topic of your proposal (feel free to do this as early as you want). The focus of your proposal should be a question about personality that you find interesting. Your proposal should include a reasonably thorough review of the literature relevant to this question, plus a proposal for novel research that could contribute to answering the question. Undergraduates must complete a rough draft of their proposal, to be handed in on April 14, on which I will comment. Graduate students are welcome to submit a rough draft for comment, but are not required to do so. If a rough draft is submitted, it will be worth 15%, with the final draft worth 35%. If a rough draft is not submitted by graduate students, the final draft will be worth 50%. If a rough draft is not submitted by undergraduates, they will lose 15%, with the final still worth 35%.

**GRADING:** Grade cut-offs follow the standard percentages: A = 93-10%, A- = 90-92%, B+ = 87-89%, B = 83-86%, etc. Below 60% is failing.

**DISABILITIES:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office (612-626-1333) and speak with the instructor as soon as possible.