

Cal Poly Pomona

Psych 4403: Psychology of Personality

Spring 2024

Instructor: Saadia McLeod, Ph.D.

Classroom location: 15-1807

Email: samcleod@cpp.edu

Class Meeting: Tuesdays 7pm-945pm

Office: TBA

Office Hours: Tuesdays: 5:30pm-6:30pm

Course Description

Personality psychology seeks to explore the uniqueness of individuality defined as character or personality. The goal of this course is to provide you with an overview of the major concepts and scientific research in personality psychology. You will become familiar with theorists such as Freud, Adler, Jung, Klein, Rogers, Maslow, Skinner, Mischel, Allport, and Bandura, amongst others. You will also be asked to take personality self-assessments and to reflect upon your own personality and that of others.

Course Objectives

1. To master the main theories and approaches to personality psychology and gain an understanding of the controversies surrounding these approaches.
2. To be able to critique and analyze the theories and research in personality psychology.
3. To be able to apply the course material to understand yourself and others.
4. To increase familiarity with psychological research.

Prerequisites: PSY 2201 OR PSY 201 OR PSY 202

Readings

Textbook:

Burger, J. M. (2019) Personality (10th Edition). ISBN: 978-1-337-55901-0

Handouts for the course will be posted on Canvas.

Course Requirements

Grading

3 Tests (20 pts each, 1 is dropped) 100

Final Exam (cumulative) 50

Film Case Analysis 50

In-Class Assignments 50

Total 250 points

Grading Scale:

232-250: A

225-231: A-

218-224: B+

207-217: B

200-206: B-

193-199: C+

182-192: C

175-181: C-

168-174: D+

157-167: D

150-156: D-

0-149: F

Tests and Final Exam

There will be three tests over the course of the semester to help you master the course material. The tests will consist of multiple-choice and matching items and will cover material from both lecture and readings. Your lowest grade will be dropped. The final exam is cumulative. A make-up will only be given with a university approved excuse (e.g., a documented medical emergency).

Personality Case Analysis Paper

For this assignment, you will work in **teams of 5-6**. Select a character from a tv series, film, fictional novel, or autobiography and analyze his or her personality using a total of two theories -- one theory from two different approaches that we have covered in class. Your analysis should be in depth and written up in the form of a 6-8 page paper (double spaced, 1 inch margin, 12 font, APA format). This is not intended to be a book report so do not simply summarize the plot. This a collaborative project. Each must contribute equitably to the project. A distribution of responsibilities will be required as part of the assignment.

Summary of Guidelines: Select two different theories of personality that you will use to analyze the character. Next, use the two theories of personality that you have chosen to explain and analyze the character's personality. Assume the audience/reader is not familiar with the character, so be sure to thoroughly describe the character's personality and summarize the story line. What is the character's personality like? How does he or she think, act, or feel? In what ways does the character illustrate the personality theories? Be as specific as possible in your analysis. Be sure to employ direct quotes from the book/film/series to show how the theories "come alive" in the character. Then, discuss whether the character confirms or challenges current theory.

Class Participation

To do well in this course, it is important that you regularly attend class. Remember that you are responsible for all material presented during class (whether you are present or not) including any changes in the class schedule or exam dates. Tests and the final exam will cover material from class and the text. Frequent absences will also affect your class participation grade (if you are not present, you can't participate in class).

Attending class alone will not earn you top marks for your participation grade. This course is designed to be an *interactive* exchange between the instructor and students and between students themselves. It is each of your responsibility to complete all the assignments and readings before class. To get a good participation grade, come to class prepared and energized to be an active class participant. An active class participant means asking questions, requesting clarifications, discussing the material, and **completing in-class activities**. Feel free to ask questions about things you do not understand. Note that your participation is graded based on your attendance (5 points) and the *frequency* and *quality* of comments shared.

All in-class group work must be turned in by each student. Assignments are due Fridays subsequent to class.

Class decorum. We will cover controversial topics in class. You or others may hold strong opinions about these topics. We will practice the art of being respectful of other people's academic ideas, opinions, and values, regardless of whether we agree or disagree. The art of being respectful also includes being mentally engaged and not being disruptive during class. **Please refrain from: talking to your peers during class (if you have a question, feel free to ask me), using cell phones (e.g., text messaging), and using laptops for non-course related material (e.g., checking Facebook).**

Policy Regarding Late Assignments and Papers. It is essential that you turn in your work on the day that it is due, if not before. Late papers or assignments will be marked down one grade (e.g., from an A- to a B+) for every 24-hour period it is overdue.

Academic Honesty and Integrity. Cheating will not be tolerated. Based on my discretion, it will result in either an "F" on the assignment or an "F" in the course. Students are responsible for honest completion and representation of their work. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to

avoid using another's work as one's own. For further information, refer to the university catalog <http://www.csupomona.edu/~judicialaffairs/Faculty/academic-integrity-resources.shtml>. All students are expected to understand and abide by these principles.

Sexual Harassment. Immediately bring matters of sexual harassment to the attention of the instructor, department chair, or other university authority.

Mandatory Reporting. Please note that there are two executive orders from the CSU's Office of the Chancellor that limit what information faculty members are able to keep confidential. These are Executive Order 1096 (which relates to reporting of campus sexual assaults) and Executive Order 1083 (which relates to mandatory reporting of child abuse). What this means is that CSU faculty members are what is called "mandatory reporters," which means that once we are apprised of such incidents, we are required to report the incident to our Title IX officer on campus, regardless if the student wants this information reported or not. It may very well be that you would like the information reported but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to emote about an incident but do not want it reported, neither you nor I have any choice in this matter, and once it is divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating.

Special Needs. If you have a disability (physical, learning, or psychological) that may make it difficult for you to carry out the course work as outlined and/or requires accommodations such as recruiting note takers, readers, or extended time on exams or assignments, please contact me and the Disability Resource Center during the first week of classes. Students requesting academic accommodations based on a disability should register with the Disability Resource Center and provide me with a letter of verification for approved accommodations. The Disability Resource Center is located in Building 9, room 103 and is open 8:30 a.m.–4:30 p.m., Monday through Friday. The phone number is (909) 869-3333.

Extra Credit. You may earn up to 2 extra credit points in the course in exchange for participating in research via the Sona System. The extra credit points will be added to your final cumulative points in the course. Each extra credit point in the course is equivalent to 1 Sona point (which is 1 hour of study participation). Therefore, 2 extra credit points would be the equivalent of participating in 2 hours of research studies over the course of the semester. In lieu of participating in research, you may earn up to 2 points by writing a 1-2 page summary of a **contemporary (within last 5 years)** journal article of your choice from the *Journal of Research in Personality*. 1 article = 1 point. You must turn in a copy of the journal article and the summary (stapled together) by the last day of class before the final exam.

Tentative Course Schedule

Date	Class Topic	Readings and Assignments Due
Week 1: Course Introduction		
<i>Tuesday Jan 23</i>	Syllabus & Course Overview	Go over syllabus, purchase textbook
	What is Personality?	Read Chapter 1
Week 2: Personality Research Methods		
<i>Tuesday Jan 30</i>	The Study of Personality: basic concepts	Read Chapter 2
Week 3: The Psychoanalytic Approach		
<i>Tuesday Feb 6</i>	Freudian Theory, Application, Assessment	Read Chapter 3
Week 4: Psychoanalytic Approach		
<i>Tuesday Feb 13</i>	Freudian Approach: Dreams, Defenses, Hypnosis	Read Chapter 4
	Neo-Freudian Theories	Read Chapters 5, 6
Week 5: Exam		
<i>Tuesday Feb 20</i>	Midterm 1	Chapters 1-6
Week 6: The Trait Approach		
<i>Tuesday Feb 27</i>	Traits: Theory, Application, and Assessment	Read Chapter 7
Week 7: The Trait Approach		
<i>Tuesday March 5</i>	Traits: Research	Read Chapter 8

Week 8: Biological Approach		
<i>Tuesday March 12</i>	The Biological Approach: Theory, Application, Assessment	Read Chapters 9, 10
Week 9: Exam		
<i>Tuesday March 19</i>	Midterm 2	Chapters 7-10
Week 10: Film Case Analysis		
<i>Tuesday March 26</i>	Film Analysis Group Work	
	Film Case Analysis Teamwork	Team Up, and Choose Film, Delegate Responsibility
Week 11: Happy Spring Break!		
<i>Tuesday April 2</i>	Spring Break	
Week 12: Humanistic Approach		
<i>Tuesday April 9</i>	Humanistic Approach: Theory, Application, Assessment, and Research	Read Chapters 11,12
		On your own: Re-Watch Film and Analyze
Week 13: Behavioral/Social Learning Approach		
<i>Tuesday April 16</i>	Behavioral/Social Learning Approach	Read Chapter 13, 14
	Film Case Analysis Teamwork Check in	On your own: Re-Watch Film and Analyze
		Work on analysis in teams

Week 14: Exam		
<i>Tuesday April 23</i>	Midterm 3	Chapters 11-14 Work on analysis in teams
Week 15: Cognitive Approach		
<i>Tuesday April 30</i>	Cognitive Approach: Theory, Application, and Assessment	Read Chapter 15, 16 Write Paper
		Write Paper
Week 16: Positive Psychology		
<i>Tuesday May 7</i>	Film Case Analysis Paper Group Editing Class watches “Happy” documentary	
		Final Film Case Analysis Papers due into Canvas FRIDAY MAY 10TH
Week 17: Final Exam		
<i>Tuesday May 14</i>	Final Exam – 7pm-945pm Cumulative	

Note. The syllabus and/or course schedule may be modified at my discretion. I will announce any changes in class or via email.