

Advanced Personality Psychology (PSCL 405)
Spring 2008
Tentative Syllabus (Subject to change at instructor's discretion)

Professor:	Dr. Julie Exline	Class times:	Wed. 10AM-12:30PM
Office:	Mather Memorial 140	Class location:	Mather Memorial 143
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Office hours:	Wed Thu 9:00-9:45AM		

Primary Aim: to provide a broad, graduate-level overview of the field of personality psychology.

Readings

Readings for each week will be based on articles. To avoid photocopying hassles, all articles should be available in electronic form from Kelvin Smith Library.

There is one short book that you will need to purchase or get from the library for the section on Suffering and Growth: Frankl, V. (1963). *Man's search for meaning*. New York: Pocket Books.

Lectures, Discussion, and Presentations

Class periods will focus on a combination of lecture and discussion of readings. The class may be split into 2 or 3 discussion groups depending on size. Discussion will be shortened on quiz days so that approximately 30 minutes can be allocated for the quiz.

Each week, you should bring in 3 written (or typed) comments or questions about the readings or assigned exercises. Turn these in at the end of class. Writing questions/comments will facilitate class discussion while helping you to keep up with the reading. The questions will not be returned to you, but you will receive 1 point for each set that you turn in. If you go above 10 points, any additional questions that you turn in will be considered as extra credit.

Active participation in class discussions is important. People often have strong emotions about topics raised in this course. Please take extra care to respect one another's rights and feelings, even if you strongly disagree.

I will ask each of you to co-lead two class discussions (again, this depends on class size). Topics will be assigned based on your interests, which I will ask you to rank order on the first day of class.

Thought Papers

To encourage you to think more deeply about class topics that are of greatest interest to you, I will ask you to turn in two brief thought papers of approximately 2 pages in length (double-spaced, 11 or 12-point font). Each of these short papers should focus on an issue from the readings or lecture, and it should strive to make one main point. Your essay might take a "basic science" approach, focusing on a methodological or conceptual critique, an important question or broad issue raised by the readings, or an idea for future study. It might also be a more applied paper that applies personality psychology concepts to your main research area, your area of applied or clinical work, or your personal experience.

Each paper will be graded on a 10-point scale on the basis of creativity, depth (i.e., how thoughtful versus superficial is this idea?), and how well you have communicated your idea. Note that problems with sentence construction, spelling, grammar, etc. can make communication unclear and may result in a lowered grade. Although you are only required to turn in 2 thought papers, you have the option of turning in 1 additional paper. Your top 2 scores will be retained. Thought papers are due on the dates indicated on the syllabus. Late papers will be docked two points per day, unless the instructor has granted approval for an extension.

Quizzes

To test your overall comprehension of the reading and lecture material, two short multiple-choice quizzes will be given, one at mid-semester and one at the end. These quizzes will focus on conceptual issues, central themes, and primary findings rather than picky details of the articles.

Presentations on Personality Theorists

You will be asked to give a brief presentation focusing on a specific personality theorist. Your presentation should include some brief biographical information, several (2-3) key themes in the theorist's work, and a brief handout that summarizes these key themes along with 3-5 major references. The handout should not exceed one double-sided page. A list of possible theorists will be made available to you early in the semester. You may also choose a different theorist (someone not on the list) if you get the instructor's approval first. Please give a presentation as opposed to simply leading a discussion, although it is OK to raise a few brief discussion questions. You may do a more formal presentation if you like (e.g., PowerPoint), although this is not required. Presentations will be rated on a scale from 0 points to 10 points.

Grading System

Two thought papers (10 points each)**	20 points
One presentation on a personality theorist	10 points
Quiz 1 (20 multiple-choice questions on reading and lecture)	20 points
Quiz 2 (same format)	20 points
Class participation, which consists of:	30 points
Co-leading two discussions	
10 points	
Attendance and participation in discussions	
10 points	
Turning in weekly discussion questions	
10 sets at 1 point each	(additional sets as extra credit)

TOTAL	100 points***

** You can turn in up to 3 papers total, if you choose, and the top 2 scores will be retained.

Grades will be based on percentages of this 100-point total (*not* on a curve):

A = 89% or above	= 89 points
B = 79% or above	= 79 points
C = 69% or above	= 69 points
D = 59% or above	= 59 points
F = below 59 points	

Please note that I adhere to this scale strictly and that it has already been rounded down to adjust for borderline grades. Assuming that there have been no errors in computing your points, please don't make after-the-fact requests for grade changes based on borderline performance, good intentions, etc. Such requests have not been successful in the past.

Other Important Policies

I do not give out copies of lecture notes. If you miss class, you should get notes from another student.

The syllabus is tentative and is subject to revision during class. You are responsible for all material covered in class, including announcements, discussion and lecture material, and changes to the syllabus.

I encourage you to come to office hours and to speak with me before or after class. If you can't reach me in either of these ways, please leave a clear, detailed phone or e-mail message. Messages may not be checked every day. Last-minute attempts to reach me by e-mail or phone may fail. Because I provide many ways to get in touch, please do not use strategies that are much more disruptive to me (e.g., knocking on my closed office door; phone calls at home).

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work outlined here or will require extra time for exams, please notify me within the first two weeks of the course so that we can make alternate arrangements. Students with disabilities or special needs should register with Educational Services for Students (ESS; 368-5230).

Class Calendar

Jan 16 (First day; no reading)	12 *Enjoy your spring break! *
23 Introduction and history of the field	19 Motivation
30 The Big Five factors of personality	26 Personal narratives & possible selves 2nd thought paper due
Feb 6 * NO CLASS*	Apr 2 Suffering and growth
13 The Myers-Briggs and the Enneagram: Any empirical support?	9 Positive psychology & personality
20 Does personality change? 1st thought paper due	16 Virtues and character strengths 3rd thought paper due (OPTIONAL)
27 Self-regulation	23 Wrap-up Quiz 2
Mar 5 Resistance to personal change Quiz 1	

Reading List
Advanced Personality Psychology
Dr. Julie Exline

Introduction

Winter, D. G., & Barenbaum, N . B. (1999). History of modern personality theory and research. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: theory and research* (2nd ed.), pp. 3-27. **[I photocopied this for you.]**

McAdams, D. P., & Pals, J. L. (2006). A new Big Five: Fundamental principles for an integrative science of personality. *American Psychologist*, *61*, 204-217.

The Big Five Factors of Personality

McCrae, R. R., & John, O. P. (1992). An introduction to the five-factor model and its applications. *Journal of Personality*, *60*, 175-215.

Block, J. (1995). A contrarian view of the five-factor approach to personality description. *Psychological Bulletin*, *117*, 187-215.

Nettle, D. (2006). The evolution of personality variation in humans and other animals. *American Psychologist*, *61*, 622-631.

Take one of the on-line tests of the Big Five to see your profile. For example, you could try:
<http://www.outofservice.com/bigfive/> OR <http://similarminds.com/big5.html>

The Myers-Briggs and the Enneagram: Do These Popular Measures Have any Empirical Support?

1) Myers-Briggs:

First, take an on-line test such as this one and check out your profile:

<http://www.humanmetrics.com/cgi-win/JTypes1.htm>

McRae, R.R. and P.T. Costa, Reinterpreting the Myers-Briggs Type Indicator from the perspective of the Five-Factor Model of Personality. *Journal of Personality*, 1989. *57*(1), 17-40.

2) Enneagram:

First, Try one of these on-line tests:

<http://www.9types.com/newtest/homepage.actual.html> OR <http://www.9types.com/rheti/homepage.actual.html>

Wagner, J. P., & Walker, R. E. (1983). Reliability and validity study of a Sufi personality typology: The enneagram. *Journal of Clinical Psychology*, *39*, 712-717.

Newgent, R. A., Parr, P.E., Newman, I., & Higgins, K. (2004). The Riso-Hudson Enneagram type indicator: Estimates of reliability and validity. *Measurement and Evaluation in Counseling and Development*, *36*, 226-237.

Does Personality Change?

Caspi, A. & Roberts, B. W. (2001). Personality development across the life course: The argument for change and continuity. *Psychological Inquiry*, 12, 49-66.

Lewis, M. (2001). Issues in the study of personality development. *Psychological Inquiry*, 12, 67-83.

Carstensen, L. L. (2006). The influence of a sense of time on human development. *Science*, 312, 1913-1915.

Self-Regulation

Polivy, J., & Herman, C. P. (2002). If at first you don't succeed: False hopes of self-change. *American Psychologist*, 57, 677-689.

Muraven, M., & Baumeister, R. F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin*, 126, 247-259.

Stoeber, J., & Otto, K. (2006). Positive conceptions of perfectionism: Approaches, evidence, challenges. *Personality and Social Psychology Review*, 10, 295-319.

Resistance to Personal Change

Swann, W. B., Jr. (1997). The trouble with change: Self-verification and allegiance to the self. *Psychological Science*, 8, 177-180.

Prochaska, J. O., & Prochaska, J. M. (1999). Why don't continents move? Why don't people change? *Journal of Psychotherapy Integration*, 9, 83-102.

Motivation

Emmons, R. A. (1986). Personal strivings: An approach to personality and subjective well-being. *Journal of Personality and Social Psychology*, 51, 1058-1068.

Higgins, E. T. (1997). Beyond pleasure and pain. *American Psychologist*, 52, 1280-1300.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

Story-Telling: Personal Narratives and Possible Selves

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41, 954-969.

McAdams, D. P. (1996). Personality, modernity, and the storied self: A contemporary framework for studying persons. *Psychological Inquiry*, 7, 295-321.

McGregor, I., McAdams, D. P., & Little, B. R. (2006). Personal projects, life stories, and happiness: On being true to traits. *Journal of Research in Personality*, 40, 551-572.

Suffering and Growth

Frankl, V. (1963). *Man's search for meaning*. New York: Pocket Books. *** **THIS IS A SHORT BOOK THAT YOU CAN EASILY PURCHASE FROM SOURCES SUCH AS AMAZON.COM** ***

Tedeschi, R. G. (2004). Posttraumatic growth: Conceptual foundations and empirical evidence. *Psychological Inquiry*, 15, 1-18.

Positive Psychology and Personality

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226.

DeNeve, K. M., & Cooper, H. (1998). The happy personality: A meta-analysis of 137 personality traits and subjective well-being. *Psychological Bulletin*, 124, 197-229.

Myers, D. G. (2000). The funds, friends, and faith of happy people. *American Psychologist*, 55, 56-67.

Virtues and Character Strengths

Start by taking the on-line character strengths & virtues survey at www.viasurvey.org. You will need to register on the website, but there is no charge.

Dahlsgaard, K., Peterson, C., & Seligman, M. E. P. (2005). Shared virtue: The convergence of valued human strengths across culture and history. *Review of General Psychology*, 9, 203-213.

Fowers, B. J., & Davidov, B. J. (). The virtue of multiculturalism: Personal transformation, character, and openness to the other. *American Psychologist*, 61, 581-594.

Wong, Y. J. (2006). Strength-centered therapy: A social constructionist, virtues-based psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 43, 133-146.