

**Theories of Personality (Psyc 340/540)**  
**Fall 2012: M/W 3-4:15, HHH 224**  
**D2L Login: <http://www.uwec.edu/d2l/>**

**Instructor:** Dr. April Bleske-Rechek

Office hours: Mondays 8-10am, Wednesdays 1-2pm, and by appointment or walk-in.

Office location: HHH 255 (you might also find me in HHH 217)

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**Course description:** “Personality” represents those characteristics of a person that account for enduring ways of thinking, feeling, and behaving. Personality psychologists seek to understand the ways in which all humans share a similar personality structure or *human nature*. They also seek to identify the dimensions along which individuals, and groups of individuals, differ from each other. Finally, they seek to understand why individuals and groups of individuals differ. In this course we will survey several major perspectives of personality. We will discuss historical and long-standing perspectives (psychoanalytic, humanistic, and trait) and more recently formulated perspectives (social cognitive and evolutionary psychological). Each perspective offers a distinct view of human nature and a different explanation of how and why individuals and groups of individuals differ from each other. By the end of the semester you should be able to (1) describe the structure of personality according to each perspective, (2) identify the causes of individual and group differences in personality according to each perspective, (3) describe research that demonstrates each perspective’s utility in understanding and predicting human behavior, and (4) evaluate the strengths and weaknesses of each perspective’s ability to help you understand your own personality.

**Relationship of course to UWEC’s liberal education learning goals:** This course strives to pursue the following academic goals:

- Communicate effectively
- Engage in creative and critical thinking
- Demonstrate knowledge of human culture and of the natural world
- Develop individual and social responsibility
- Respect diversity

**Textbook:** Funder, D. C. (2010). *The personality puzzle* (5th ed.). New York, NY: W. W. Norton & Co.

**Articles:** A variety of readings will be posted on D2L – we will use them for article analyses and reflections (see schedule).

**Course requirements:** Attendance is essential. I use class time to review and expand upon complicated material from the text, and to introduce you to material not already in the text. We may also use some class time to engage in focused activities that clarify concepts. I appreciate but do not require notice when you miss class, regardless of the reason. **All material discussed in class may appear on the review quizzes and assignments, even if it is not in the textbook. All required textbook material may appear on the review quizzes, even if not discussed in class.** You are responsible for finding out about any announcements that have been made in class, although I will also send out class emails to keep everyone updated at all times. If you miss class, I will not give you my notes or recreate the lecture or class session for you.

**Grading:**

There will be many review quizzes – one almost every day. Each quiz will be worth between about 10-20 points, depending on the amount of material covered the previous day (or two days). Each quiz will be primarily closed-ended in format (multiple choice, matching, fill-in-the-blank), but I reserve the right to include short answer questions. I develop review quiz questions from both the book and the lectures.

There also will be a number of assignments on primary articles (posted on D2L). Each assignment will mostly be in article analysis format, but a couple will be reflections. They, too, will be worth about 10-20 points each.

Total possible points: 400-500.

**Graduate Students:**

If you are enrolled in this course as a graduate student, you will complete the additional requirement of an abbreviated research proposal on the topic of your choice. You and I will meet on to facilitate this proposal, so please see me for the specific requirements and to set up meeting times as soon as you have selected a topic.

**Grades will be assigned as follows:**

	B+	87-89%	C+	77-79%	D+	67-69%								
A		93-100%	B		83-86%	C		73-76%	D		63-66%			
A-		90-92%	B-		80-82%	C-		70-72%	D-		60-62%	F		<60%

**Please note:**

- (1) I hold high expectations for my students;
- (2) My quizzes and assignments are difficult;
- (3) Performance, and not solely effort, is what determines your final grade;
- (4) *Whole* numbers are not rounded up. For example, an 89.4 is an 89 and it is not rounded up to 90, so the grade is a B+. An 89.6 is a 90, which is an A-.

**Other policies:**

- (1) I am happy to make accommodations for students with documented disabilities. If you have a disability and are in need of special accommodations, please notify the Office for Services for Students with Disabilities as soon as possible so that we can meet your needs.
- (2) Unless stated otherwise, quizzes and papers will be completed as individuals, not in pairs or groups. I expect academic honesty. I will act immediately if I suspect that a student has given or received help on a quiz, attempted to leave the classroom with a copy of a quiz, or plagiarized someone else's writing.

Week	Date	Review Quiz (beginning of class)	New Topic (after quiz)
1			
	Sept. 5	(no quiz)	Introductions; What is personality? Issues and good theories in personality. (Funder 1)
2	Sept. 10	L & F1	Types of data; Testing and measurement (Funder 2)
	Sept. 12	L & F2	Approaches to research (Funder 3) <i>Read: Przybylski et al., 2012. Analysis due Friday, 9/14 by 4pm.</i>
3	Sept. 17	L & F3	Are there really personality “traits”? The person-situation debate (Funder 4)
	Sept. 19	L & F4	Personality judgment (Funder 6) <i>Read: Hamlin et al., 2011. Analysis due Friday, 9/21 by 4pm</i>
4	Sept. 24	L & F6	Take a personality inventory; the structure of personality (Funder 7)
	Sept. 26	L & F7	The Big 5 (or Big 3) and their correlates. <i>Read: Roberts et al., 2007. Reflection due Friday, 9/28 by 4pm.</i>
5	Oct. 1	L	Biological approaches: Continuity of temperament to personality.
	Oct. 3	L	(Random topic) Personality in non-human animals; personality and pets <i>Read: Dabbs et al., 1996. Analysis due Friday, 10/5 by 4pm.</i>
6	Oct. 8	L	Biological approaches: Sociological fallacy; Logic and methods of behavior genetics
	Oct. 10	L	Biological approaches: Heritability of personality (Funder 9 pp. 320-338) <i>Read: Larsson et al., 2006. Analysis due Friday, 10/12 by 4pm.</i>
7	Oct. 15	(no quiz)	Biological approaches: The nature in how we nurture
	Oct. 17	L & F9 320-338	(Random topic) Birth order effects on personality (and intelligence if time)
8	Oct. 22	L	Evolutionary perspectives on personality (Funder 9 pp. 339-358)
	Oct. 24	L & F9 339-358	Personality across cultures: Values and virtues. <i>Read: Lyubomirsky et al., 2005. Reflection due Friday, 10/26 by 4pm.</i>
9	Oct. 29	L	Psychoanalytic perspective: Basic ideas and empirical tests of unconscious issues and urges (Funder 10)
	Oct. 31	L & F10	Psychoanalytic perspective: Defense mechanisms (Funder 11)
10	Nov. 5	(no quiz)	Psychoanalytic perspective: Empirical demonstrations of defenses
	Nov. 7	L & F11	Psychodynamic perspectives: Humor <i>Read: Barelds &amp; Barelds-Dijkstra, 2010. Analysis due Friday, 11/9 by 4pm.</i>
11	Nov. 12	L	Psychodynamic perspectives: Narcissism
	Nov. 14	(no quiz)	Psychodynamic perspectives: Narcissism <i>Read: Myers &amp; Zeigler-Hill, 2012. Analysis due Friday, 11/16 by 4pm.</i>
12	Nov. 19	L	Psychodynamic perspectives: Attachment theory
	Nov. 21	L	Psychodynamic perspectives: Romantic attachment styles (Funder 12 pp. 393-397)
13	Nov. 26	L & F12 393-397	Phenomenological perspectives (Funder 13 pp. 473-487)
	Nov. 28	L & F13 473-487	Phenomenological perspectives: self-enhancement and self-verification <i>Read: O’Mara et al., 2012. Analysis due Friday, 11/30 by 4pm.</i>
14	Dec. 3	L	Phenomenological perspectives: The self-esteem movement
	Dec. 5	L	Social learning theory: expectancies, efficacy, and goals (Funder Ch. 15 pp. 587-594) <i>Read: Harrist et al., 2007. Analysis/reflection due Friday, 12/7 by 4pm.</i>
15	Dec. 10	L & F15 587-594	Social learning theory in life: Self-regulation and procrastination
	Dec. 12	L	Social learning theory in practice: Observational learning and violence
Finals			<i>Final review sheet/reflection due at Final Exam Session</i>