

UNIVERSITY OF WISCONSIN-EAU CLAIRE
PERSONALITY PSYCHOLOGY (PSYC 340), SUMMER 2025: JUNE 9-JULY 28

Instructor Information

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Instructor Availability

I check my devices regularly for emails and texts. I will reply to emails as quickly as possible.

Course Format

This course runs online, and it was designed as an online course (not as an emergency virtual offering due to COVID). We will *not* have face-to-face meetings. All content, submissions, and announcements will occur through Canvas. Please check in more than daily for announcements.

Here is a link to a 7-minute video that will give you the basics on navigating Canvas! It's very useful, and you will learn things about Canvas that you did not know before, even if you have been using Canvas for a while. It has useful tips for recording a quick video within Canvas, which I will ask you to do. So, please watch it.

https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/2370711/uiconf_id/42910141/entry_id/1_gnab7sdq/embed/dynamic

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 discuss personality assessment; the judgment of personality; personality stability and change; and the trait perspective of personality, such as the trait perspective. As the course progresses and we hit on “hot” topics that are less germane to the textbook, we will move away from the textbook and rely increasingly on primary articles and book chapters. By the end of the course you should be able to do the following:

- (1) Identify primary principles, strengths, and weaknesses of different approaches to the study of personality;
- (2) Describe the various types of data that are commonly used in personality research;
- (3) Describe the person-situation debate, as well as the data that have been collected to suggest that there is more to a person's behavior than what is demanded by a given situation;
- (4) Describe the utility of different research designs for answering specific types of questions about personality;
- (5) Describe the major trait dimensions of personality and life outcomes to which they are linked;
- (6) Discuss key findings from research on regional, country-level, and generational variation in personality;
- (7) Describe research on creating personality change;
- (8) Reflect on how you will use knowledge of your own and close others' personality strengths to be productive and successful in various life endeavors (work, relationships); and how you plan to attenuate your weaknesses or buffer yourself against your own and others' personality weaknesses.

Textbooks/Readings

Required textbook:

Funder, D. C. (2019). *The personality puzzle* (8th ed.). New York, NY: W. W. Norton & Co.

There will be a lot of readings besides the textbook; those readings are available in Canvas. I will post the readings for each assignment at the same time that I post the assignment.

Required Technologies:

See the Canvas homepage for requirements. Questions can be directed to the Help Desk (715) 836-5711, helpdesk@uwec.edu. But be sure to note the following:

- You need to have very reliable and daily (if not constant) access to the internet.
- Use Microsoft Word. Do *not* submit links to shared OneDrive files or google docs. You will download my document, edit the document, and then save it as a pdf with your name on it. That pdf is what you will need to upload.

Course Goals

In Personality Psychology, my two overarching goals are to (1) develop your breadth and depth of knowledge about personality in general and your own personality, specifically; and (2) advance your research design and scientific thinking skills. In that sense, it is closely aligned with several of the APA Goals of the Undergraduate Psychology Major, which the UWEC Psychology Department has adopted. Below, I have listed the goals in their briefest form, and the activities we will engage in to work on those goals.

Goal 1: Knowledge Base of Psychology:

- You will expand your knowledge base via the textbook, primary articles, and ideas I present in your reading questions and assignments.

Goal 2: Scientific Inquiry & Critical Thinking:

- You will complete multiple article analyses that involve identifying and analyzing research methods (identifying hypotheses, describing methods, interpreting findings, and drawing inferences from data).
- On occasion, we will confront common sense notions and then review evidence that counters them; we also will critique research methods and evaluate conclusions drawn from various research designs, generate alternative explanations for findings presented in articles, and generate ideas for testing those alternative explanations.

Goal 3: Ethical and Social Responsibility in a Diverse World:

- In the context of research on various topics, such as research on traits and values, we will use cross-cultural research to broaden our respect for individual and group differences in personality.

Goal 4: Communication:

- I will ask you to communicate with me, mostly in writing, through varied assignments.

Goal 5: Professional Development:

- Through this course, you will view and complete various personality inventories and reflect on how you can use knowledge about yourself to enhance your relationships, work performance, and overall psychological well-being.

Attendance and Participation

In this online course, participation requires logging into Canvas regularly to check for updates and participate in designated learning activities. It also requires meeting assigned deadlines. In the online environment, it is important to be aware of future assignments and you are encouraged to work ahead and be proactive. ***If you have any conflicts with due dates, you are expected to complete assignments ahead of time.***

Policy on Deadlines and Late Work

Assignments are due by 11:59 each day. Late work will be penalized 25% per day (1 day penalty is within 24 hours of the original deadline; 2 day penalty is anything between 24 and 48 hours after the original deadline), and assignments will not be accepted at all after 48 hours (the submission box will close). Exceptions are only made in the case of authorized absences that are also cleared with the instructor, such as a hospitalization.

In the event of a Canvas issue preventing you from uploading/submitting work, you may submit it to me via regular email in order to meet the deadline – but only prior to the deadline.

ALWAYS check your entire submission after uploading to make sure you have uploaded the file you meant to upload! Please upload pdf files. I do not accept files shared from OneDrive and I cannot open “.pages” files. If you have to re-submit after the deadline, you will face the late penalty.

Services for Students with Disabilities

If you have a documented disability and have accommodations, please send your current faculty notification letter to me and plan to discuss it with me. Please note that if your accommodation is for *flexibility* surrounding deadlines and attendance, the expectations for this course will be the same whether you have that accommodation or not: assignment deadlines are posted well in advance and the deadline policy is the same for everyone. That is, any flexibility surrounding a late submission needs to be discussed with me in advance and pre-approved.

For additional information about documentation of a disability, please contact the Services for Students with Disabilities (SSD) office at (715) 836-4542 or visit the website at <http://www.uwec.edu/ssd/>

Academic Misconduct Policy

Use of ChatGPT or any other AI tool qualifies as academic misconduct. Other forms of academic misconduct, such as plagiarism, unauthorized collaboration on academic projects, or using another person’s work, are also serious offenses. I will pursue the strongest possible penalties. For more information see <http://www.uwec.edu/DOS/policies/academic/>

Grading: Your grade will be determined by your total points earned on the course activities. I do not weight assignments or grade on a curve.

Please note that anything below 68% is an F.

	B+	88.00-90.99%	C+	79.00-80.99%	D+	72.00-73.99%		
A		94.00-100%	B	84.00-87.99%	C	76.00-78.99%	D	70.00-71.99%
A-		91.00-93.99%	B-	81.00-83.99%	C-	74.00-75.99%	D-	68.00-69.99%
							F	<68.00

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Personality Psychology 340: Summer 2025 Schedule

Due by 11:59pm...	Topic	Assignments/Reading	Plan for at least...
June 9	Introduction to the study of personality	- Read and Qs: Funder Ch. 1 - Video Application: Self-description	2 hours
June 10	Personality data	- Read and Qs: Funder Ch. 2, pp. 41-top 54	3 hours
June 11	Research design	- Read and Qs: Funder Ch. 2, pp. 54-63 - Application: L data	2 hours
June 12	Data and research design	- Read and Qs: Bleske-Rechek et al., 2009; Smith et al., 1999	3 hours
June 16	The person-situation debate	- Read and Qs: Funder Ch. 4	3 hours
June 17	The person-situation debate	- Read and Qs: Funder & Colvin, 1991; Sherman et al., 2010	3 hours
June 18	Personality judgment	- Read and Qs: Funder Ch. 5	3 hours
June 19	Personality judgment	- Read and Qs: Naumann et al., 2009; Gosling et al., 2002	3 hours
June 23	The trait approach	- Read and Qs: Funder Ch. 6	3 hours
June 24	The Big Five model	- Read and Qs: NEO-PI Items by Facet; Ozer & Benet-Martinez, 2006	4 hours
June 25	The HEXACO model	-Read and Qs: De Vries et al., 2020	2 hours
June 26	Status	-Read and Qs: Anderson et al., 2012 -Video Application: Status	3 hours
June 30	Regional variation in personality	- Read and Qs: Rentfrow et al., 2008; Rentfrow et al., 2013; Cohen et al., 1996	4 hours
July 1	Cultural variation in personality	- Read and Qs: Brown, 1986; Taylor & Brown, 1988; Gaertner et al., 2008; O'Mara et al., 2012	4 hours
July 2	Personality stability, development, and change	- Read and Qs: Funder Ch. 7	3 hours
July 3	Personality continuity and change	- Read and Qs: Kennedy et al., 2009; Sauer-Zavala et al., 2021	3 hours
July 7	Generational variation in personality I	- Read and Qs: Twenge, 2023, Ch. 6: <i>Gen Z</i> (pp. 345-392: gender, sexuality, safetyism, racial consciousness)	4 hours
July 8	Generational variation in personality II	- Read and Qs: Twenge, 2023, Ch. 6: <i>Gen Z</i> (pp. 392-450: mental health)	4 hours
July 9	Attachment style I	- Read and Qs: Lewis et al., 2000; Beijersbergen et al., 2012	3 hours
July 10	Attachment style II	- Read and Qs: Hazan & Shaver, 1987; Kirkpatrick & Davis, 1994	4 hours

Due by 11:59pm...	Topic	Assignments/Reading	Plan for at least...
July 14	Personality and mating I	- Read and Qs: Buss et al., 1990; Botwin et al., 1997	3 hours
July 15	Personality and mating II	- Read and Qs: Buss, 1991; Altgelt et al., 2018 -Video application: Mating Mindfulness	3 hours
July 16	Birth order & only children	- Read and Qs: Bleske-Rechek & Kelley, 2014; Rohrer et al., 2015; Stronge et al., 2019	4 hours
July 17	Humor styles	- Read and Qs: Martin et al., 2003 (and Humor Styles Questionnaire)	3 hours
July 21	Narcissism	- Read and Qs: Bushman & Baumeister, 1998; Campbell et al., 2002; Back et al., 2010; Wetzell et al., 2020	4 hours
July 22	Victimhood	- Read and Qs: Gabay et al., 2020	2 hours
July 23	Personality and language reactivity	- Read and Qs: Bleske-Rechek et al., 2023	3 hours
July 24	Personality and language expression	- Read and Qs: Schwartz et al., 2013	3 hours
July 28	Course wrap-up and evaluation	- Comprehensive Review (50 pts) - Course evaluation	5+ hours