

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

PSYC 308 – PERSONALITY & INDIVIDUAL DIFFERENCES

Prepared By: Desireé LeBoeuf-Davis, PhD

**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT
April, 2015**

- A. **TITLE:** Personality & Individual Differences
- B. **COURSE NUMBER:** PSYC 308
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, and ACTIVITY:** 3 hours per week
- H. **CATALOG DESCRIPTION:**

This course introduces students to the diverse ways of conceptualizing, assessing, and studying personality. Personality psychology is the scientific study of the whole person. In lecture and readings, students consider trait, biological, psychodynamic, humanistic, cultural, and behavioral approaches to personality and individual differences. When discussing each of these approaches, students explore the utility of each approach for explaining individual differences as well as their stability and fluidity.

- I. **PRE-REQUISITES/CO-REQUISITES:**
 - a. Pre-requisite(s): Introductory Psychology (PSYC101) AND Abnormal Psychology (PSYC275) AND Introduction to Sociology (SOC1101) with a C or better; Permission of Instructor
 - b. Co-requisite(s): none
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

| <i>Course Objective</i> | <i>Institutional SLO</i> |
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| A. Describe, compare, and evaluate the basic theories and principles of personality and individual differences research. | 1. Communication 2. Crit. Thinking 3. Prof. Competence |
| B. Apply those theories and principles to real world examples including satisfaction, motivation, resilience, and risk-factors for maladaptive behavior. | 1. Communication 2. Crit. Thinking 4. Inter/Intrapersonal skills |
| C. Employ the scientific method to critically analyze, interpret, and evaluate media claims and cultural myths related to personality and individual differences. | 1. Communication 2. Crit. Thinking 3. Prof. Competence |
| D. Examine current psychological concepts and events from various theoretical viewpoints (e.g., psychoanalytic, psychodynamic, behavioral, social learning, existential, trait, and cognitive-affective systems theories). | 2. Crit. Thinking 3. Prof. Competence |

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| E. Examine current media sources relevant to personality and individual differences and evaluate those sources for reliability, validity, generalizability, and objectivity. | 2. Crit. Thinking 3. Prof. Competence |
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K. TEXTS:

Funder, D. (2013). *The personality puzzle* (6th Ed.). New York: W.W. Norton.

Roth, V. (2011). *Divergent*. New York: Harper Collins.

L. REFERENCES: Additional references to be determined by the instructor.

Allport, G. (1931). What is a trait of personality? *The Journal of Abnormal and Social Psychology*, 25, 368-372.

Ashcraft, D. (2015). *Personality theories workbook* (6th ed.). Stamford: Cengage.

Bandura, A. (1978). The self system in reciprocal determinism. *American Psychologist*, 33, 344-358.

Bloise, S., & Johnson, M. (n.d.). Memory for emotional and neutral information: Gender and individual differences in emotional sensitivity. *Memory*, 192-204.

Borkenau, P., Riemann, R., Angleitner, A., & Spinath, F. (2001). Genetic and environmental influences on observed personality: Evidence from the German Observational Study of Adult Twins. *Journal of Personality and Social Psychology*, 80, 655-668.

Bushman, B., & Baumeister, R. (2000). Threatened egotism, narcissism, self-esteem, and direct and displaced aggression: Does self-love or self-hate lead to violence? *Journal of Personality and Social Psychology*, 219-229.

Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist*, 54, 821-827.

Dahlsgaard, K., Peterson, C., & Seligman, M. (2005). Shared Virtue: The Convergence Of Valued Human Strengths Across Culture And History. *Review of General Psychology*, 203-213.

Donnellan, M., Trzesniewski, K., Robins, R., Moffitt, T., & Caspi, A. (2005). Low self-esteem is related to aggression, antisocial behavior, and delinquency. *Psychological Science*, 16, 328-335.

Eagly, A., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions vs. social roles. *American Psychologist*, 54, 408-423.

Edelstein, R. (2005). Individual differences in emotional memory: Adult attachment and long-term memory for child sexual abuse. *Personality and Social Psychology Bulletin*, 31, 1537-1548.

Erickson, E. (1950). *Childhood and Society* (pp. 219-234). New York: Norton.

Freud, S. (n.d.). The Unconscious. *The Journal of Nervous and Mental Disease*, 291-294.

Freud, S., & Freud, S. (1964). *New introductory lectures on psycho-analysis: And other works*. London: Hogarth Press and the Institute of Psycho-analysis.

Funder, D., & Ozer, D. (2010). *Pieces of the Personality Puzzle: Reading in theory and Research* (5th ed.). New York: W.W. Norton.

Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown.

Hupka, R., & Bank, A. (1996). Sex Differences in Jealousy: Evolution or Social Construction? *Cross-Cultural Research*, 24-59.

McAdams, D. (1995). What Do We Know When We Know A Person? *Journal of Personality*, 63, 365-396.

Myers, I., & Myers, P. (1980). *Gifts differing*. Palo Alto, CA: Consulting Psychologists Press.

- Ramirezparza, N., Mehl, M., Alvarezbermudez, J., & Pennebaker, J. (2009). Are Mexicans more or less sociable than Americans? Insights from a naturalistic observation study. *Journal of Research in Personality, 43*, 1-7.
- Rosenthal, R., & Rubin, D. (1982). A simple, general purpose display of magnitude of experimental effect. *Journal of Educational Psychology, 74*, 166-169.
- Sheldon, K., Ryan, R., Deci, E., & Kasser, T. (2004). The independent effects of goal contents and motives on well-being: It's both what you pursue and why you pursue it. *Personality and Social Psychology Bulletin, 30*, 475-486.
- Tsai, J., & Chentsova-Dutton, U. (2003). Variation among European Americans in emotional facial expression. *Journal of Cross-Cultural Psychology, 34*, 650-657.

M. EQUIPMENT: Seminar friendly classroom in which students can have eye contact and discuss material. (university supplied equipment, i.e., technology enhanced classroom)

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: To be determined by instructor.

- Exams
- Quizzes
- Papers/Reports
- Participation (in and out of class)
- Final Project

P. DETAILED COURSE OUTLINE:

- I. The Goals of Personality Psychology
 - A. Cognitive, Affective, Behavioral
 - B. Five Basic Approaches
 - C. Advantages and Disadvantages of Each Approach
- II. Types of Data
 - A. Self Data
 - B. Informant Data
 - C. Longitudinal Data
 - D. Observational Data
 - E. Combined Data types
- III. Research Methods
 - A. Psychometrics
 - B. Research Design
 - C. Data Analysis
 - D. Ethics
- IV. Personality Traits, Situation, and Behavior
 - A. Measuring Individual Differences
 - B. Individual Variability

- C. Individual or Situational?
- D. The Unique Individual

- V. Understanding Behavior
 - A. The Trait Approaches
 - B. Typological Approaches
 - C. Developmental Approaches

- VI. Neuropsychology of Personality
 - A. The Brain and Personality
 - B. Biochemistry and Personality
 - C. Trait Theories and the Brain

- VII. Evolutionary Theory
 - A. Behavioral Genetics
 - B. Evolutionary Perspectives

- VIII. Psychoanalytic Theory
 - A. Freud
 - B. Psychoanalysis
 - C. Controversy
 - D. Psychosexual Stages of Development
 - E. Consciousness

- IX. Neo-Freudians, Object Relations, and Current Research
 - A. Theorists and Themes
 - B. Attachment Theory

- X. Humanistic and Positive Psychology
 - A. Phenomenology
 - B. Existentialism
 - C. Humanism
 - D. Personal Constructs
 - E. Positive Psychology

- XI. Cultural Variation
 - A. Culture and Psychology
 - B. Cross-Cultural Differences
 - C. Cultural Characteristics
 - D. Cross-Cultural Comparison

- XII. Behaviorism and Social Learning
 - A. Behaviorism
 - B. Social Learning Theory
 - C. Cognitive-Affective Personality System
 - D. State Orientation

- XIII. Using Personality Data
 - A. Clinical Settings
 - B. Career Choices
 - C. The Workplace
 - D. Other Topics at the Discretion of the Instructor

Q. LABORATORY OUTLINE: N/A (Although students will engage in lab activities these activities will be part of the course)