Plus Online Readings in Canvas

Textbook Purchasing options:
2. used by $11 [https://www.amazon.com/gp/offer-listing/0205485510/ref=dp_olp_used?ie=UTF8&condition=used](https://www.amazon.com/gp/offer-listing/0205485510/ref=dp_olp_used?ie=UTF8&condition=used)
3. Amazon Rental: $19

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Title</th>
<th>Chapter*-Author</th>
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</table>
| 1    | Jan 24 | Introduction (Feist) | Funder 2001 (read first)  
Dubois et al in press |
| 2    | Jan 29 | What is Personality? (Feist) | Ch 1 & 3: Freud  
Dubois et al in press |
| 2    | Jan 31 | Psychoanalysis: Origins and Dreams | Ch 1 & 3: Freud  
Dubois et al in press |
| 3    | Feb 5 | Psychoanalysis: Unconscious & Inferiority | Ch 6 & 7: Jung & Adler |
| 3    | Feb 7 | No class; work on Paper Outline | |
| 4    | Feb 12 | Humanism: Understanding & Self-Actualization | Ch 34 & 36: Rogers & Maslow |
| 4    | Feb 14 | Humanism: Love and Meaning | Ch 35 & 38: Fromm & Frankl |
| 5    | Feb 19 | Traits: Traits Defined & Revisited | Ch 30: Allport; Allport, 1931;  
Allport & Odbert, 1936 |
| 5    | Feb 21 | Traits: Big Five | Ch 31: McCrae & Costa;  
McCrae & Costa 1987 |
| 6    | Feb 26 | Cognition: Constructs & Social Cognition | Ch 25 & 27: Kelly & Bandura |
| 6    | Feb 28 | Person & Situational Influences Delay of Gratification | Ch 43: Mischel  
Mischel 1989 |
| 7    | Mar 5 | Behaviorism: Old & Age and Free-Will | Ch 22 & 23:  
Skinner, Skinner & Rogers |
| 7    | Mar 7 | Biology: Character, Intelligence of a Prodigy | Ch 12 & 13:  
Galton & Terman |
| 8    | Mar 12 | Biology: Genetics of Personality | South et al. 2013 |
| 8    | Mar 14 | Biology: Biological Basis | Ch 14: Eysenck |
| 9    | Mar 19 | Evolution & Personality | Buss 1991 |
| 9    | Mar 21 | Evolution & Jealousy | Ch 17: Buss |
| 10   | Mar 26 | Comparative Psychology: Personality in Animals | Gosling 1998 & 2008  
Bennett et al 2017 |
| 10   | Mar 28 | Comparative Psychology: Personality in Primates | Uher et al 2008  
King & Figueredo 1997 |
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>References</th>
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<tbody>
<tr>
<td>April 2-4</td>
<td>SPRING BREAK</td>
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<tr>
<td>11</td>
<td>April 9 Comparative Psychology: Personality in Insects &amp; Fish &amp; Birds</td>
<td>Gosling 2001</td>
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<tr>
<td>11</td>
<td>April 11 Measurement: Self-Reports &amp; Behavioral</td>
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<tr>
<td>12</td>
<td>April 18 Neuroscience: Resting State Brain Connectivity</td>
<td>Youyou et al 2015; Park et al. 2015</td>
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<tr>
<td>13</td>
<td>April 23 neuroscience: Neural Correlates of the Big Five</td>
<td>Dubois et al 2018</td>
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<tr>
<td>13</td>
<td>Paper Outline Due</td>
<td>Bjornebekk et al 2013</td>
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<tr>
<td>13</td>
<td>April 25 Personality Disorders: Brain Injury and Personality Change</td>
<td>Leonhardt et al 2016; Harlow 1869</td>
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<tr>
<td>14</td>
<td>April 30 Personality Disorders: Dementia and Personality Change</td>
<td>Terracciano et al 2019</td>
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<tr>
<td>14</td>
<td>May 2 Personality Development</td>
<td>Ch 20: Caspi</td>
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<tr>
<td>15</td>
<td>May 7 Personality Outcomes over the Lifespan</td>
<td>Roberts et al 2007</td>
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<tr>
<td>15</td>
<td>May 9 Personality &amp; Culture</td>
<td>Ch 49: Haritatos &amp; Benet-Martinez</td>
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<tr>
<td>16</td>
<td>May 15 Final Paper Due, Canvas, before midnight</td>
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*Chapter refers to chapter in Reader; all else is PDF in Canvas under Readings*

**Assignments and Grading**

**Class Oral Presentations:**
Starting the second week of the semester (I will do Jan 24 and 29) you can choose to lead seminar and to be responsible for a weekly presentation. This means preparing an oral summary of the week’s reading that will be presented to the seminar. The presentation is a combination lecture and discussion. In other words, other students are encouraged to bring up questions and have a discussion. Feel free to make handouts, present slides on PowerPoint, or to use the board, etc.

There are 28 presentation days and 8 students, so each of you will present twice during the course of the semester. I will do the other presentations. Turn in **your top 4-day preferences (ranked)** after the first class (via email, greg.feist@sjsu.edu). I will do whichever classes students do not choose.

**Weekly Chapter Critiques/Questions:**
For each assigned reading (except when you present), you are responsible for turning in a critique of that day’s readings. The purpose of the critique is to encourage you to critically evaluate the article, and to promote thoughtful discussion of the article in class. The critique will probably be around 1/2 page in length. You do not need to summarize the article. Each critique should have two sections, each one paragraph: **Strengths and Weaknesses.** These can concern theory, writing, methods, analyses, conclusions or implications. I will grade this on quality, but if you put in the effort, you will get 5/5. You may also include any other thoughtful discussion questions, critiques, or general comments you have about the article. **Turn these critiques/questions in person or via email before the beginning (10:30am) of each class. They need to be typed** (not handwritten). Critiques/Questions will NOT be accepted after the start of class.

There are 28 total reading days, but you **only have to turn in critiques for 20 reading days**, for a total of 100 points. For the week you present, you do not have to turn in questions, plus any one other
week of your choosing you may elect not to turn in critique/questions. **If you turn in up to 22 critiques, that will count as extra-credit** (up to 10 extra points).

Proposal Outline and Final Paper
At the end of the semester a paper is to be turned in. The paper will be on the topic of your choice (as long as it relates to personality psychology). It can be a review of the literature in a particular area, it can be a discussion of one or more particular debates and disagreements (such as is the situation or personality disposition more critical in explaining our behavior, or are genetic or environmental influences more important in shaping our personalities), or it can be your own particular theory on some dimension of personality. The paper is to be no more than 12 pages (it can be as little as 10 pages) with a minimum of 10 APA references. You will turn in an outline of what your paper is to be on the 10th week of class (March 28). Turn in Final paper before midnight on May 15, via Canvas.

Participation:
Graduate seminars require active participation, which means showing up, being on time, asking questions, and being an active discussant. Attendance per se cannot be the basis for your grade, but if you miss more than 1 or 2 classes, your participation grade will suffer. Some people talk more than others (that’s personality!), so participation will be more quality than quantity of input.

Grading:
Your final course grade will be based on five factors:

- **your paper proposal**: 25 points (6.67%)
- **your final paper**: 100 points (26.67%)
- **your discussion presentations**: 100 points (26.67%)
- **your weekly critiques/questions**: 100 points (26.67%)
- **participation in class**: 50 points (13.33%)

**TOTAL**: 375 points (100%)

There will be pluses and minuses to the grades (i.e. A-'s will be given). But as is the case with graduate seminars, the lowest grade is usually a B-.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>94.5+</td>
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<tr>
<td>A</td>
<td>91.5-94.4</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-91.4</td>
</tr>
<tr>
<td>B+</td>
<td>86.5-89.4</td>
</tr>
<tr>
<td>B</td>
<td>82.5-85.5</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4</td>
</tr>
<tr>
<td>C+</td>
<td>76.5-79.4</td>
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**Rounding is Included in the Grading Scale**
The point totals reflect rounding up to the nearest percentage. For example, an A- would normally require 90%. With rounding, it only requires 89.5%. Because rounding is built in to the grading scale, your grade will be based on your final point total, rounded to the nearest whole percentage point (so, 89.5% is an A-, but 89.4% is a B+). **To be fair to everyone in the class, these are firm cutoffs, so please don’t ask for additional bumping up.**

**Seminar Philosophy**
The primary purpose of a seminar is to teach three related skills:

a) critical reading  
b) critical writing  
c) critical discussion
By "critical" I of course mean the ability to point out strengths and weaknesses in argument, theory, and method and not to just accept what is written as "true"; to learn to not believe everything you think and how to challenge your and other people's assumption and develop evidence-based arguments.

Course Goals and Learning Objectives

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1 – know and understand the history and historical themes in personality psychology.

CLO2 – integrate, distinguish, and synthesize major theoretical perspectives in personality psychology (evolutionary, biological-genetic, trait, development/life-span, health, and psychopathology)

CLO3 – understand the experimental and research methods that are used to study personality and behavioral genetics, trait structure, development of personality, creativity, health, and mental health.

CLO4 – critically evaluate research studies.

CLO5 – critically discuss research findings and theoretical ideas with colleagues.

CLO6 – synthesize several research studies and draw conclusions, in written format.

CLO7 – understand the applications of personality psychology to fields of genetics, development, creativity, health, and mental health.

MA Experimental Goals and Program Learning Outcomes

GOAL 1. ADVANCED KNOWLEDGE
PLO 1.1: Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

Psyc 200 contributes to this PLO through high-level reading assignments across all major theoretical perspectives in current personality psychology

GOAL 2. RESEARCH METHODS & SCHOLARSHIP
Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate

PLO 2.1: creative problem solving in the design, implementation of empirical research.

PLO 2.2: demonstrate project management skills in the implementation of empirical research.

PLO 2.3: demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings.

PLO 2.4: be able to communicate (oral and written) their research findings at a professional level

Psyc 200 contributes to this PLO by developing skills involved in analyzing, synthesizing, and critically evaluation large amounts of scholarly information

GOAL 3. CAREER ENHANCEMENT
PLO 3.1 Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position.
requiring a master's in psychology in the public or private sector.

**Psyc 200 contributes to this PLO by developing the critical thinking, oral, and written skills expected of graduate students in PhD programs or in research professions.**

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**Classroom & Course Protocol**

**Classes**  
Classes will comprise lectures, in-class activities, and discussions. Attendance is required and is critical for success in this course. If you miss a class, you are responsible for getting the information covered. It is vital that you complete all scheduled readings and assignments before each class. Always bring your text and calculator to class. Do not talk, read, text message, or eat during class. Please arrive to class on time.

**Etiquette**  
Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinions of others is expected. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment (either online or in class) will not be tolerated. Severe and pervasive disruptions of class activities are a violation of the Student Code of Conduct will be reported to the Office of Judicial Affairs. In short, be cool to one another.  

**Laptops**  
In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., checking email, Facebook®) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities and you may be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cell phones and other electronic devices**  
Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom. Cell phones should be put away (e.g., in purses, backpacks, pockets) before class starts. Any student using a cell phone will be asked to leave class.

**Late arrivals**  
If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Repeated tardiness will not be tolerated. Please come to class on time.

*I expect you to come to class prepared*  
“Prepared” means you have completed the readings and any assignment before class starts.

**Check the course Canvas site regularly.**  
I will make important course announcements, post grades, etc. on the Canvas site. If I become ill, I will inform you as soon as I can via email and Canvas. You should check the site before each class.

**Electronics Policy**
Do not use cell phones, foreign language dictionaries, laptop computers, headphones, or any other electronic device during exams. Turn off cell phones, headphones, etc. before class starts. Using cell phones and other communication methods (e.g., text messaging) during class is not allowed. Do not use electronic devices to check email, visit web sites, play games, or send instant messages. Doing so is a distraction to other students and the instructor and will result in expulsion from class.

**Technology**

Having access to the Internet is your responsibility, so have backup plans in case you have problems with your primary computer. I will not accept excuses about technology problems as valid, unless the entire university network or the Learning Management System (Canvas) is offline. Do not wait until the last minute to submit online assignments.

**Check the course Canvas site regularly!**

If I become ill or must miss class for any other reason, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Consent for Recording of Class and Public Sharing of Instructor Material, Amends F06-2**

“Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Therefore, neither recording of class lectures or discussions nor distribution of course materials are allowed. Failure to follow this policy will result in immediate expulsion from the class, a grade of F in the course, and reporting the student to the University and proper authorities for further sanctions/punishment.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Classroom Environment**

In an effort to create a classroom environment conducive to sharing one’s thoughts, I require the following classroom etiquette:

- Be polite and respectful to the other people in the class.
- Do not carry on conversations with others during class.
• Do not work on any other course material during class, including studying for other exams or going to websites.
• Do not sleep during class.
• Listen when your peers are talking or presenting.

Professional Communication
As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name. If you do not create such an email, be certain to include your name in the correspondence.

Academic Integrity
Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S072.Pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work;

Do not make up data; collect data as if they were your thesis data (i.e., follow all IRB rules of protocol).

2. And, representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.

The following URL will take you to the SJSU library’s plagiarism tutorial. You are required to complete this tutorial before submitting any written assignments: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm.

For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as
soon as possible, or see me during office hours. Presidential Directive 97-03 at
http://www.sjsu.edu/president/docs/directives/PD_199703.pdf requires that students with disabilities
requesting accommodations must register with the Disability Resource Center (DRC) at
http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of
Clark Hall and on the 2nd floor of the Student Union. The Statistics Lab (DMH 350) contains computers
with SPSS installed (and TAs who are familiar with SPSS). Computers are also available in the Martin
Luther King Library.

SJSU Peer Connections
The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to
become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and
tutoring. Our staff is here to inspire students to develop their potential as independent learners while
they learn to successfully navigate through their university experience. Students are encouraged to
take advantage of our services which include course-content based tutoring, enhanced study and time
management skills, more effective critical thinking strategies, decision making and problem-solving
abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate
courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are
offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your
learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other
related topics. A computer lab and study space are also available for student use in Room 600 of
Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of
10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning
Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at
http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors
and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our
writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students
at all levels within all disciplines to become better writers. The Writing Center staff can be found at
http://www.sjsu.edu/writingcenter/about/staff/.

Tips to help you succeed in Psy 200
1. Attend all classes and take good notes; Type and compile your notes soon after class
2. Read assigned readings before each class; read each chapter at least twice; read critically; ask
   yourself “what is the main point of this section or this chapter?”
3. Ask questions in class, in office hours, and on the course web site
   ▪ be active in seminar and don’t be shy about questions and yet be mindful of dominating
data
4. Check the web site daily and read all postings
5. Visit Peer Connections or the Writing Center if you need additional help
6. Complete assignments as soon as the relevant information is presented in class
7. Start reading NOW.