

Psychology 150: Personality Psychology
Term: TBD
Dates: TBD

Instructor	TBD	e-mail: TBD Office Hours: TBD
GSI	TBD	e-mail: TBD Office Hours: TBD
	TBD	e-mail: TBD Office Hours: TBD
	TBD	e-mail: TBD Office Hours: TBD
	TBD	e-mail: TBD Office Hours: TBD
Grading	3 exams (81% total): Exam 1: TBD Exam 2: TBD Exam 3: TBD RPP: 3% Sections: 12% Required exercises (surveys, TopHat): 4%	

**** ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO CHANGE; ALWAYS
DOUBLE-CHECK WITH YOUR GSI OR INSTRUCTOR****

OVERVIEW OF THE COURSE

This course is a survey of the contemporary study of personality psychology. The focus will be on personality psychology as an empirical field; thus, theoretical perspectives will be evaluated in the context of current empirical data. We will approach the study of personality at multiple levels of analysis (e.g., biological, trait, social-cognitive-motivational) and ultimately integrate these levels for a better understanding of the person as a whole.

PSYCHOLOGY MAJOR PROGRAM LEARNING GOALS

Through a mixture of course lectures, readings, section exercises and discussions, as well as exams, this course aims to address facets of each of the seven program learning goals of the Psychology Major at UC Berkeley, **with particular emphasis on Program Learning Goals #1-4 and #6-7.**

1. Understand basic concepts that characterize psychology as a field of scientific inquiry, and appreciate the various subfields that form the discipline as well as things that differentiate it from other related disciplines (**lectures, readings, and discussion sections**)
2. Develop an understanding of the central questions/issues in contemporary psychology as well as a historical perspective of psychological theories and key empirical data (**lectures, readings, discussion sections & RPP participation**)
3. Develop a thorough understanding of one of the major content areas of psychology (i.e., Social/Personality, Developmental, Clinical, Cognitive, Biological) (**lectures, readings, discussion sections, section exercises/presentations, exams**)
4. Develop skills to critically evaluate the presentation of scientific ideas and research in original scientific papers as well as in the popular media (**readings and section exercises/presentations**)
5. Become familiar with research methods used in psychological research, and become proficient in basic concepts of statistical analyses and familiar with more advanced methods in data analyses and modeling (**readings, section presentations, & RPP participation**)
6. Learn to develop, articulate, and communicate, both orally and in written form, a testable hypothesis, or an argument drawing from an existing body of literature (**section exercises/presentations and exams**)
7. Apply a psychological principle to an everyday problem, or take an everyday problem and identify the relevant psychological mechanisms/issues (**lectures, discussion sections, section exercises/presentations, exams**)

READINGS & LECTURES

There is no textbook for this course but a series of readings for each that you can download from bCourses. The lecture calendar on p. 4 identifies the reading(s) required for each lecture (a complete list of readings is at the end of the syllabus). Note that you are expected to read the assigned readings for each class BEFORE coming to class to maximize your understanding of the lectures. Please use the “MODULES” (not the “FILES”) tab on bcourses to download the readings.

Relevant lecture notes will be posted on the bcourses.berkeley.edu website a few days after each lecture. It is your responsibility to make sure that your email address used by this system is accurate and functional because important course related announcements will be sent via the class email roster available to this website.

GRADING

Exams

There will be 3 non-cumulative midterm exams consisting of multiple choice, fill-in-the-blanks, and short essay questions. Each exam will account for 27% of your final grade. Review sessions for each exam are scheduled as follows:

Review Session 1: Sep 28, 3:10-4:30 pm, Location TBA

Review Session 2: Oct 26, 3:10-4:30 pm, Location TBA

Review Session 3: Dec 5, 9-10, 245 Li Ka Shing

Make-up exams will be given only in case of illnesses or other *serious* personal/family reasons that can be documented (e.g., doctor's report). If you are in a college sports team and an out-of-town tournament conflicts with one of the exams, you need to bring a letter from your coach. You should let us know of such conflicts before the exam. If you cannot inform us ahead of time due to unusual circumstances, please contact us as soon as possible. It is the responsibility of the students to schedule their make-up with their section GSI.

If you are a DSP student, you need to be in touch with your GSI ahead of time and come to the exam with a copy of your DSP accommodation letter (please note that DSP exams will be held in a separate room, which will be announced before each exam).

RPP

3% of your final grade will come from your RPP participation. Each student needs to fulfill 3 RPP credits by Nov 29th and allocate these credits to Psych 150 by Nov 30th. Additionally, at least 1 RPP credit must be completed by the end of Phase I and allocated to this course by October 16. If you do not complete one credit by October 12, you will be docked 1% on your final grade (meaning you will only be eligible for 2% of the 3% that RPP contributes to your grade).

In order to participate in experiments through RPP, please go to the following link: <http://psychology.berkeley.edu/students/undergraduate-program/research-participation-program> and download "Important Information for Students." Read it thoroughly, and then set up an account on SONA as instructed. We recommend doing this as soon as possible. If you have any questions, you should contact the RPP coordinator directly at rpp@berkeley.edu. Please do not email the instructor or the GSIs with RPP-related questions.

If you do not want to complete RPP credits, you can write 2-page summaries of the research methods used in 3 empirical research articles from the *Journal of Personality and Social Psychology* or *Journal of Personality*. These summaries must be submitted electronically to your section GSI by Nov 30 (5 pm). You MUST inform your GSI before November 1st if you are opting out of RPP for the alternative assignment to count towards your final grade.

Sections

Sections will start the week of Aug 27. They will cover substantive material, which will be included in the exams. Your attendance to sections (starting Sep 10), and participation in discussion, and group presentations (see Section Syllabus for more info) will together make up 12% of your final grade. There is an allowance to miss one section without any penalty. Please note that we do not hold sections during exam weeks.

Required Course exercises (4 pts total)

Surveys (1 pt). You will be asked to complete a battery of surveys at the beginning of the semester, so we can look at how the topics we discuss in the course apply to our own class. At the end of the first lecture, you will receive a link to the survey through bCourses. The survey must be completed by Sunday, Sep 2, 5 pm.

TopHat exercises (3 pts). This course will include in-lecture activities you need to complete via TopHat, a student response system. You will need to register for a TopHat student account at www.tophat.com, which costs \$26 for the semester. Everyone registered for the course will receive an email inviting them to join TopHat. We ask that you sign up for a TopHat account to participate in these activities because most of these activities are designed as learning tools. Note that you will be able to complete these activities ONLY if you physically attend lecture. You can get full credit by completing 75% of the activities offered (less than 75% will be prorated). No other accommodations will be provided for missed activities.

Check out the TopHat Student Quick Start Guide on bCourses for more information, and contact your GSI with any questions. To trouble shoot TopHat related issues, please contact TopHat directly. They have a very responsive customer service.

Determination of final grades

Final letter grades will be assigned using the following cut-off points:

A+: 97-100; A: 96-93, A-: 92-90	B+: 87-89; B: 83-86; B-: 82-80
C+: 77-79; C: 73-76; C-: 72-70	D+: 67-69; D: 63-66; D-: 60-62
F: < 60	P/NP: < 70 is NP

Fall 2018 Lecture Calendar

1	Aug 22, Wednesday		Introduction	
2	Aug 27, Monday	Traits	Big Five Theory #1	
	Aug 29, Wednesday		Methods*	
3	Sep 3, Monday		Academic Holiday, No Class	
	Sep 5, Wednesday		Development & change #2a, #2b	
4	Sep 10, Monday		Life outcomes & applications #3	
	Sep 12, Wednesday		<i>If...then</i> signatures of personality #4	
5	Sep 17, Monday		Nature vs. Nurture	Heritability #5a, #5b
	Sep 19, Wednesday			Heritability #5a, #5b
6	Sep 24, Monday			Temperament #6a, #6b
	Sep 26, Wednesday			Birth order/family dynamics #7
7	Oct 1, Monday			Midterm 1
	Oct 3, Wednesday	Social & interpersonal basis		Attachment #8a, #8b
8	Oct 8, Monday		Attachment #8a, #8b	
	Oct 10, Wednesday		Transference #9	
9	Oct 15, Monday	Self-concept	Self-esteem #10a, #10b	
	Oct 17, Wednesday		Structure & Organization #11a	
	Oct 22, Monday		Structure & Organization #11b	
	Oct 24, Wednesday		Culture & Self #12	
12	Oct 29, Monday			Midterm 2
	Oct 31, Wednesday	Motivational basis	Enhancement vs. verification motives #13a, #13b	
13	Nov 5, Monday		Enhancement vs. verification motives #13a, #13b	
	Nov 7, Wednesday		Performance vs. mastery goals #14	
14	Nov 12, Monday		Approach vs. avoidance goals #15a, #15b	
	Nov 14, Wednesday	Self- & emotion-regulation	Self-regulation #16a, #16b	
15	Nov 19, Monday		Self-regulation #16a, #16b	
	Nov 21, Wednesday		Thanksgiving Break	
16	Nov 26, Monday		Emotion regulation #17a, #17b	
	Nov 28, Wednesday		Emotion regulation #17a, #17b	
	Dec 13		Midterm 3	

Notes: Numbers following each topic identifies the article you should read for that lecture (see Reading List below, which can be downloaded from bCourses).

* A chapter for Methods review is posted in the Supplementary Resources Module on bcourses.

Reading List

Traits

1. McCrae, R. R., & John, O. P. (1992). An introduction to the five-factor model and its applications. *Journal of Personality*, 60(2), 175-215.
- 2a. *Srivastava, S., John, O., Gosling, S. D., Potter, S. (2003). Development of Personality in Early and Middle Adulthood: Set Like Plaster or Persistent Change. *Journal of Personality & Social Psychology*, 5, 1041-1053.
- 2b. Carstensen, L. L. (2006). The Influence of a Sense of Time on Human Development. *Science*, 312, 1913-1915.
3. Bogg, T., & Roberts, B. (2013). The Case for Conscientiousness: Evidence and Implications for a Personality Trait Marker of Health and Longevity. *Annual Review of Behavioral Medicine*, 45, 278-288.
4. Mischel, W., Shoda, Y., & Mendoza-Denton, R. (2002). Situation-behavior profiles as a locus of consistency in personality. *Current Directions in Psychological Science*, 11(2), 50-54.

Nature vs. Nurture

- 5a. Cervone, D. & Pervin, L. (2010). *Personality: Theory & Research* (11th Edition). Genes & Personality (pp. 320-334).
- 5b. *Francis, D.D., Szegda, K., Campbell, G., Martin, W.D., & Insel, T. R. (2003). Epigenetic sources of behavioral differences in mice. *Nature Neuroscience*, 6, 445-446.
- 6a. Cervone, D. & Pervin, L. (2010). *Personality: Theory & Research* (11th Edition). Temperament. Views of Mind-Body Relationships from the Past to the Present (pp. 300-308).
- 6b. *Schwartz, C. E., Wright, C. I., Shin, L. M., Kagan, J., & Rauch, S. L. (2003). Inhibited and uninhibited infants "grown up": Adult amygdalar response to novelty. *Science*, 300, 1952-1953.
7. *Zweigenhaft, R. L., & Von Ammon, J. (2000). Birth order and civil disobedience: A test of Sulloway's "born to rebel" hypothesis. *The Journal of Social Psychology*, 140(5), 624-627.

Social & interpersonal basis

- 8a. *Johnson, S., Dweck, C., & Chen, Frances, S., Stern, H.L., Ok, S-J., & Barth, M. (2010). At the intersection of Social and Cognitive Development. Internal Working Models of Attachment in Infancy. *Cognitive Science*, 34, 807-825.
- 8b. *Shaver, P. R., & Brennan, K. A. (1992). Attachment Styles and the "Big Five" Personality Traits: Their Connections with Each Other and with Romantic Relationship Outcomes. *Personality & Social Psychology Bulletin*, 18, 536-545.
9. Andersen, S. & Berk, M. S. (1998). The Social-Cognitive Model of Transference: Experiencing Past Relationships in the Present. *Current Directions in Psychological Science*, 7, 109-115.

Self-Concept

- 10a. Leary, M. (2005). Making sense of self-esteem. *Current Directions in Psychological Science*, 8, 32-35.
- 10b. *Jordan, C. H., Spencer, S. J., Zanna, M. P., Hoshino-Browne, E., & Correll, J. (2003). Secure and defensive high self-esteem. *Journal of Personality and Social Psychology*, 85(5), 969-978.
- 11a. Swann, W.B., Jr. & Bosson, J. (2010). Self & Identity (pp. 591-598, Section on "Self as a Mental Representation"). In S.T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed). New York: McGraw-Hill.
- 11b. *Aron, A., Paris, M., Aron, E. (1995). Falling in Love: Prospective Studies of Self-Concept Change. *Journal of Personality & Social Psychology*, 1102-1112.
12. Wang, Q. (2006). Culture and the development of self-knowledge. *Current Directions in Psychological Science*, 15, 182-187.

Motivational basis

- 13a. Leary, M. (2007). Motivational and Emotional Aspects of the Self. *Annual Review of Psychology*, 58, 317-344 (read 317-326)
- 13b. *Ayduk, O., Gyurak, A., Akinola, M & Mendes, W. B., (2013). Self-verification processes revealed in implicit and behavioral responses to feedback. *Social Psychology and Personality Science*, 4, 538-545.
14. Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048.
- 15a. Gable, S. L., & Impett, E. A. (2012). Approach and avoidance motives and close relationships. *Social and Personality Psychology Compass*, 6, 95-108.
- 15b. *Mauss, I. B., Savino, N. S., Anderson, C. L., Weisbuch, M., Tamir, M., & Ludenslager, M. L. (2012). The pursuit of happiness can be lonely. *Emotion*, 12, 908-912.

Self- and emotion-regulation

- 16a. Mischel, W., Shoda, Y, & Rodriguez, M. (1989). Delay of Gratification in Children. *Science*, 4907, 933-938.
- 16a. Fitzsimons, G. M. & Finkel, E. J. (2010). Interpersonal Influences on Self-Regulation. *Current Directions in Psychological Science*, 19, 101-105.
- 17a. Gross, J.J. (2014). Emotion regulation: Conceptual and empirical foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation* (2nd ed.) (pp. 3-20). New York, NY: Guilford.
- 17b. *Kross, E., Duckworth, A., Ayduk, O., & Tsukayama, E., Mischel, W. (2011). Differential Effects of Self-Distanced vs. Self-Immersed Reflection for Affect and Cognition Among Children. *Emotion*, 5, 1032-1039.

* = Empirical articles. Please use the empirical article worksheets you will be provided as you read these articles.

IMPORTANT DATES

<i>DUE DATE</i>	<i>FOR WHAT?</i>
Aug 31 (12 pm)	Last day to complete RPP prescreening survey
Sep 2 (5 pm)	Complete Psych 150 Qualtrics Survey
Sep 28 (3:10-4:30 pm)	Review Session 1
Oct 1 (9-10 am)	Midterm 1
Oct 12	Last day to earn & allocate Phase I RPP credits
Oct 26 (3:10-4:30)	Review Session 2
Oct 29 (9-10 am)	Midterm 2
Nov 1	Last day to inform GSIs about completing alternate assignment for RPP
Nov 29	Last day to participate in RPP studies
Nov 30	Last day to allocate RPP credits to Psych 150
Nov 30 (5 pm)	Last day to submit research summaries (as alternative assignment to RPP)
Dec 5 (9-10)	Review Session 3
Dec 13 (7-9 pm)	Midterm 3