

San José State University
Psychology Department
Psyc 139 – Personality Psychology – Summer 2023
Section 01, 30529

Instructor: Trevor Basil, PhD

Office Location: DMH 232

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Office Hours: Mon/Wed 1:15 - 2:00pm

Class Days/Time: Mon/Wed 9:00am - 1:15pm

Classroom: DMH 347

Prerequisites: Psyc 001

Course Description

Personality refers to an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms -- hidden or not -- behind those patterns. This course will survey methods of personality research, individual differences (traits), biology of personality, personality development, psychoanalysis, phenomenology, the self, and applications of personality psychology to relationships and business.

Lecture Format

Lectures will be live and in person.

Lectures will follow the organization of the main textbook, *The Personality Puzzle, 8th edition*.

I strongly recommend you attend the lectures at the scheduled time if at all possible. We could all use a little structure in our lives, and this will make it possible for you to comment on course material and for me to respond to any questions that arise.

Textbook

Funder, D.C. (2019). *The personality puzzle* (8th edition). New York: Norton.

The book is available in a number of different formats (e.g., Paperback, hardcover, PDF) and can be purchased or rented through the campus bookstore, Amazon, and many other sources. The course lectures will follow the same organization as the book. Your assignment will be to master the material presented in the book and the lectures. You will be tested on this book and the lecture material on the three midterms.

Writing assignment

I write; therefore I am (and I've left evidence)! You will have an opportunity to leave your mark as well. Personality psychology offers a wonderful opportunity to explore your own interests through the lens of a psychological generalist attempting to capture what it means to be human. You will find a subject that interests you, related to Personality and write a 3-5 page APA style paper.

In addition, ask yourself the following: When have I ever read a paper of one of my peers? If you are anything like me, the answer to that is nearly never... We will be changing that during the quarter. Your participation credit for the quarter will come from detailed feedback on your peer's work via Canvas discussion board posts. Comments like, "Great paper! I really liked your perspective!" earn no credit. Read, with genuine interest, your peer's work and commit to making comments that help improve their efforts.

We will spend time in lecture focused on explaining this project in detail, as it will count as your culminating experience.

Grading

Your course grade will be based upon the quizzes, in class work, a final writing assignment, and participation in the writing project.

- 25% - Quizzes
- 25% - In class work
- 25% - Final paper
- 25% - Peer review participation

I tend to use letter grades only, with no plus/minus. Those of you in the plus range at the end of the semester will probably dislike this idea and those of you in the minus range will love the idea.

- A – 90-100
- B – 80-89.99
- C – 70-70.99
- D – 60-60.99
- F – Less than 60

Course Schedule

Week	Dates	Topic	Chapters	Writing (Fridays)
1	6/5	Syllabus and Writing Assignment	1	
		Annual Review of Personality Psych		
		Ch 1 - 1		
	6/7	Methods and Assessment	2, 3	Topic
		Evaluating Effect Size		
		Ch 2 – 6, Ch 3 - 9		
2	6/12	Person Situation and Judgement	4, 5	
		Properties of persons and situations		
		Ch 4 – 7, Ch 5 - 3		
	6/14	Traits and Change	6, 7	References
		BFI-2		
		Ch 6 – 7, Ch 7 - 3		
3	6/19	Holiday – No class meeting		
	6/21	Biology	8, 9	Abstract
		Personality Network Neuroscience		
		Ch 8 – 6, Ch 9 - 9		
4	6/26	Psychoanalysis	10, 11	
		Psychoanalysis in modern mental health		
		Ch 10 – 8, Ch 11 – 8		
	6/28	Humanistic Psych and Culture	12, 13	Draft
		What is culture?		
		Ch 12 – 1, Ch 13 - 10		
5	7/3	Processes and the Self	14, 15	
		The Self		
		Ch 14 – 7, Ch 15 - 3		
	7/5	Applications	16, 17	Final paper
		Personality and outcomes		
		Ch 16 – 2, Ch 17 – 7		

Typical Daily Schedule

9am		Daily Quiz	
9:15am		Discussion/Reactions to Readings	
10am		Break	
10:15am		Group Textbook Work	
11:15am		Group Presentations	

Noon		Lunch Break	
12:30pm		Group Article Work	

Important Note about Course Materials: All course materials are copyrighted and limited to students enrolled in this section of PSYC 139 for Spring 2023. You may not copy, distribute, or post any course materials.

Syllabus Changes: The course calendar is tentative and for planning purposes. While I have every intention of maintaining this schedule, unforeseen events may occur, and changes made. Changes to the schedule or content will be announced and posted, so it is the student's responsibility to stay informed by checking the course content and announcements multiple times a week.

Quiz Administration: Quizzes will be in class using Canvas at the start of each class meeting.

Late Assignments/Make-Ups: All assignments are due at the time indicated. Late assignments will be accepted with a 10% point deduction. Pursuant to university policy, requests for make-up unit exams will ONLY be granted for: (1) severe illness or injury to the student; (2) death, injury, or serious illness of an immediate family member; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) university sanctioned or approved activities. Documentation to support your petition, will be required. All makeups MUST be approved in writing PRIOR to the assignment due date. Please proactively communicate your situation so equitable accommodations can be made.

Course Learning Outcomes (CLO)

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

1. Understand that personality consists of how individuals differ in thought and behavior over time and across situations
2. Understand the basic components of scientific theories and how they are evaluated
3. Appreciate the personality, historical, and cultural contexts out of which each theory develops
4. Grasp the fundamental tenets of each of the five major theoretical perspectives (Psychoanalytic, humanistic, trait, biological, and learning).
5. Be able to compare the principle conceptual/theoretical differences between
6. Be able to compare and contrast how different theories treat the issues of unconscious motives, nature versus nurture, power of individual differences
7. Be able to evaluate the strengths and weaknesses of each theory
8. Develop and put in writing their own perspective of personality and evaluate current literature.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirement:

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Classroom Protocol

Students are expected to display professionalism and respect for others: Arrive on time. Participate in class. Engage in civil dialogue. Pay attention to the lecture. Do not cheat.

Dropping and Adding

- Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Please refer to the current semester's [Catalog Policies](#) if you have additional questions.
- Add/drop deadlines can be found on the current [academic calendar](#).
- The [Late Drop Policy](#) is available here. Students should be aware of the current deadlines and penalties for dropping classes.
- Information about the latest changes and news is available at the [Advising Hub](#).

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](#). 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 [Student Conduct and Ethical Development](#) website is available here.

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. 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 an individual need, 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 requires that

students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](#) to establish a record of their access.

Learning Assistance Resource Center (Optional)

The [Learning Assistance Resource Center \(LARC\)](#) is in Room 600 of the Student Services Center. It is designed to for peers to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.