

Personality Psychology Syllabus (PSYC 216)

Summer 2021

Meeting Days/Time: MTWR 1:30-2:45PM

Class Zoom Link: <https://nyu.zoom.us/j/98680217271>

Instructor

Dr. Vivienne (V.) Badaan

Pronouns: she/they

Email

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Office Hours

MW 3:00-4:00PM or by appointment

Zoom Link: <https://nyu.zoom.us/j/98558785800>

General Information

Description and Goals

The goal of this course is to introduce you, in a critical and historical manner, to the various theories in personality psychology. The overarching course objective is to familiarize you with personality theories and contemporary personality research, as well as have you critically evaluate the different approaches to personality.

Course Materials

Required Textbook

Carver, C. S., & Scheier, M. F. (2017). *Perspectives on personality* (8th Edition). Pearson Education.

***A soft copy of this textbook will be available as a PDF on our class Moodle Page.

Culture and Personality Readings

Markus, H. R., & Kitayama, S. (1998). The cultural psychology of personality. *Journal of Cross-Cultural Psychology*, 29(1), 63-87. <https://doi.org/10.1177/0022022198291004>

Triandis, H. C., & Suh, E. M. (2002). Cultural influences on personality. *Annual Review of Psychology*, 53(1), 133-160. <https://doi.org/10.1146/annurev.psych.53.100901.135200>

Research Critique Readings

de Vries, R. E., & van Gelder, J. L. (2015). Explaining workplace delinquency: The role of Honesty–Humility, ethical culture, and employee surveillance. *Personality and Individual Differences*, 86, 112-116. <https://doi.org/10.1016/j.paid.2015.06.008>

Koehn, M. A., Jonason, P. K., & Davis, M. D. (2019). A person-centered view of prejudice: The Big Five, Dark Triad, and prejudice. *Personality and Individual Differences*, 139, 313-316. <https://doi.org/10.1016/j.paid.2018.11.038>

***All of these papers will be uploaded as PDF files on our class Moodle Page.

This is our [class contract](#), and we should do our best to uphold it and respect it.

Please make sure to read this contract carefully, and refer to it for any class structure, content, or policy-related questions.

****Note: You are required to read the relevant material for each class meeting before class****

Course Schedule

Day	Readings	Dues
M June 7	Class Syllabus	
T June 8	Ch. 1: What Is Personality Psychology?	
W June 9	Ch. 2: Methods in the Study of Personality	Reading Quiz 1
R June 10	Ch. 3: Issues in Personality Assessment	Reading Quiz 2
M June 14	Ch. 3: Issues in Personality Assessment	
T June 15	Ch. 4: The Trait Perspective	Reading Quiz 3
W June 16	Ch. 4: The Trait Perspective	
R June 17	Ch. 5: The Motive Perspective	Reading Quiz 4
M June 21	Ch. 5: The Motive Perspective	
T June 22	Ch. 6: Genetics, Evolution, and Personality (<i>partial</i>) Quiz Review	Reading Quiz 5
W June 23	QUIZ 1	
R June 24	Ch. 8: The Psychoanalytic Perspective	Reading Quiz 6
M June 28	Ch. 8: The Psychoanalytic Perspective	
T June 29	Ch. 9: Psychosocial Theories	Reading Quiz 7
W June 30	Ch. 9: Psychosocial Theories	
R July 1	Ch. 9: Psychosocial Theories	
M July 5	Ch. 10: The Learning Perspective	Reading Quiz 8
T July 6	Ch. 10: The Learning Perspective	
W July 7	Ch. 11: Self-Actualization and Self-Determination	Reading Quiz 9
R July 8	Ch. 11: Self-Actualization and Self-Determination	
M July 12	Ch. 12: The Cognitive Perspective (½ Live and ½ Recording)	Reading Quiz 10
T July 13	Ch. 13: The Self-Regulation Perspective (½ Live and ½ Recording)	Reading Quiz 11
W July 14	Quiz Review	
R July 15	QUIZ 2	

Day	Readings	Dues
M July 19	OFF- Al Adha Holiday	
T July 20	OFF- Al Adha Holiday	
W July 21	OFF- Al Adha Holiday	
R July 22	Research Article 1: de Vries & van Gelder (2015) Research Article 2: Koehn et al. (2019) <i>How to Write a Research Critique</i>	Reading Quiz 12
M July 26	<i>Culture and Personality:</i> Markus & Kitayama (1998) Triandis & Suh (2002)	Critique Paper Due by <u>11:59PM</u>
T July 27	Final Review Session	
W July 28	FINAL EXAM	
Note that we may have to shuffle some things around depending on class discussions, but this is our primary class backbone		

Exam and Paper Schedule

Due	Date and Time	Topics
Quiz 1	W June 23, 1:30-2:45PM	Ch.1 – Ch. 5
Quiz 2	R July 15, 1:30-2:45PM	Ch. 8- Ch. 12
Critique Paper	M July 26 by 11:59PM	Research Article 1 <u>OR</u> Research Article 2
Final Exam	W July 28, 1:30-2:45PM	8 Chapters/Topics Voted on by Students

Course Policies and Information

Grade Distribution

1. Exams (60%)

You will have two quizzes and a final exam for this course. Exams will be worth 60% of your final grade.

- Quiz 1: 15%
- Quiz 2: 15%
- Final Exam: 30%

The exams will include multiple choice questions, true or false, and short answer questions. There will be something to match everyone's learning and exam-taking styles. All exams will be administered online, and will be open book and open notes. All students are required to sign into the class Zoom link and **have their cameras on for the duration of the exam.**

No makeup exams will be administered, unless under exceptional circumstances. If any such circumstance exists, I will need proper documentation *prior to the quiz/exam date* (i.e., a full note from your medical provider detailing the health condition and the need to miss the exam).

2. Critique Paper (15%)

You will be responsible for writing a two-page critique of an empirical paper on personality. You will have a choice of two papers to critique. The paper is worth 15% of your final grade. Guidelines on how to write a research critique will be available on Moodle.

3. Reading Quizzes (20%)

To ensure that you are keeping up with the material and reading consistently, an (easy) part of your grade will come from just reading and completing short quizzes on the readings. You will complete a total of 12 reading quizzes this semester. **Two of these quizzes will be dropped** (that means, you can miss two of the quizzes for whichever reason and still get a full mark on this portion of the course).

- Reading quizzes will be due **before class** (i.e., before 1:30pM) on the days indicated in the course schedule. Late submissions are **not accepted**.
- The quizzes will be *very easy*. If you read the material, you will be able to answer the questions and get full marks.
- You will be able to access your quizzes through Moodle and submit them online.
- Reading quizzes will include 5 multiple choice and/or True/False questions. It is a great way to practice exam taking!

4. Participation (5%)

The remaining **5% of the grade will be based on attendance, participation, and short in-class assignments**. These assignments will not be graded. They are a tool for you to assess your understanding of the material being discussed. I will, of course, be looking for quality of responses as an indicator that you are being an attentive, participatory member of the class community. For students who are more reserved in class settings: don't worry! Write me, visit during office hours, and most importantly show up in class and be on top of your work.

5. Extra Credit (2%)

You will have the chance to write a short, three-page reflection paper on personality psychology, in general, or on one specific theoretical approach to personality **before the last day of class**. Students who choose this (optional) assignment will receive an additional 2% on their total course grade if the paper is reflective, critical, and of good quality. Requirements for the reflection paper will be posted on Moodle. It is a great way to boost your course grade, and to think critically about the material you've learned!

Summary of grade distribution:

- Exams = 60%
- Critique Paper = 15%
- Reading Quizzes = 20%
- Participation = 5%
- Extra Credit = 2%

Note: Grades on this class will *not* be curved.

Attendance Policy

As this is an intensive summer course, attendance is very important to keep up with class work. **Attendance will be mandatory**. However, **you can miss up to four classes** without needing to explain your absence, and without your absence influencing your participation grade. Consider these absences your freebies! Make sure those 'freebies' are not days when you have to take an exam. Again, it is highly advisable to attend all classes, as you probably don't want to fall

behind on content. You will be responsible for covering material you have missed, which is why building relationships with your classmates and fostering a sense of community is important.

Zoom Ground Rules

All our class meetings and exams for the summer will be held via Zoom. There are a few ground rules for our Zoom classes:

- (1) Please keep yourself muted unless you are participating, asking a question, answering a question, or participating in group work via break out rooms.
- (2) Please try to keep your cameras on at all points. During exams, having your cameras on will be mandatory.
- (3) To ensure everyone gets an equal chance of participating, please use the "Raise Hand" function on Zoom for participation.
- (4) For those of you who are hesitant to participate orally, I actively moderate the chat box. You can ask any questions or contribute to any class discussion via the Chat box.
- (5) Upon receiving your consent, all classes will be recorded. The recordings (and chat transcripts) will be available [here](#).

Class Community

We will be seeing each other so often, and over a short period of time. Besides the very essential educational goals of this course, we should take this opportunity to create the optimal learning environment for everyone in the class, and that could be made possible through fostering a sense of class community. Get to know your classmates! Exchange contact information and notes (I have created a [Google doc](#) where students can take collaborative notes and share tips and tricks with their peers). Maintain close contact with me, as I am your peer and not just your educator. Let's create a welcoming, collaborative, and friendly safe space in the classroom!

Safe Space Policy

I emphasize diversity and inclusion in my classrooms by setting up the educational sphere as a safe space for my students: one where any expression of racism, sexism, ableism, classism, sectarianism, homophobia, transphobia, misogyny, and transmisogyny are not tolerated. Bigotry in any way counters my ideals and values. I would like us all to work together into making our classroom a safe space, where no identity is compromised, and no one feels unsafe. This is an important component to creating the ideal learning environment, one where knowledge and ideas are shared and discussed consciously, openly, and kindly.

Title IX, Non-Discrimination, and Anti-Harassment at AUB

AUB is committed to facilitating a learning environment that is free of all forms of prohibited discrimination. The University's non-discrimination policy and Title IX apply to, and protect, all students, faculty, and staff. Under Title IX, discrimination based on sex and gender, including sexual harassment, is prohibited. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Mitra Taub at 01-350000 ext. 2514, titleix@aub.edu.lb, or a Deputy Title IX Coordinator (www.aub.edu.lb/titleix-people). Reports may be submitted anonymously (or not) online through EthicsPoint at www.aub.ethicspoint.com.

Accommodation for Students with Disabilities

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me during the **first two weeks of class** so that we can privately discuss your available accommodation options. I support all students with

known disabilities, and will provide all reasonable accommodations to help them succeed. However, I will **NOT** provide ad-hoc accommodations around the time of deadlines and exams.

In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the **Accessible Education Office** early in the semester accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Academic Honesty and Integrity

No form of academic dishonesty will be tolerated. All suspicions of academic dishonesty during exams or other assignments will be reported to and adjudicated by the Associate Dean for Students. If a case of academic dishonesty is confirmed, it will result in a penalty that is *at least as* severe as receiving a 0 on the assignment or exam. Academic dishonesty includes all forms of plagiarism. Plagiarism includes (but is not limited to): copying or paraphrasing from someone else's work (another student, an online source, or a journal article), turning in someone else's work as your own, or presenting someone else's ideas (a student, online source, or scholar) as your own.

E-mail Policy

I am very accessible through e-mail, and usually respond to any course-related queries within 24 hours (that is, if you email me during weekdays before 7PM. Late night and weekend e-mails will have a longer response time). If you do not get a response from me, please forward your query to me again. I get a bulk of e-mails on a daily basis, and your communication might get caught in there. **Please direct all your course-related questions to me**, and I will make sure to respond to you in a timely manner.