

PSYC 3010: Introduction to Personality

Instructor Information:

Name. James (Jimmy) Moran, M.S. (he/him/his)

Contact Info. jmoran5@tulane.edu

Student Time. Monday & Wednesday 1:45-2:45; on zoom, look at canvs.

Course Information:

Course Location. 213 F. Edward Herbert Hall

Day and Time. Monday & Wed, **3:00pm – 4:15pm**

Required Textbook. Personality Psychology: Domains of Knowledge About Human Nature 6th Edition, Randy Larsen and David Buss

Prerequisite. PSYC 1000

Course Description: This will be an introductory survey course in which students will gain exposure to the broad discipline of personality psychology: the study of individuals' characteristic patterns of thinking, feeling, and behaving. Students will learn contemporary perspectives about the structure of personality, as well as factors underlying the development of personality characteristics and how these characteristics are related to important life outcomes. Personality psychology will be explored through the lenses of multiple domains of human (i.e., social-cultural environment).

General Class Format

Lecture periods: Most class periods will consist of lecture-based learning. An instructor will present material to students using a combination of ppt, video, and active learning techniques. Students will be expected to actively engage through note-taking, asking questions, and participating in group activities.

Discussion periods: A number of class periods will be devoted entirely to group discussion. These class periods are intended to give students the opportunity to deepen their understanding of topics introduced in lectures and readings by critically evaluating research findings, sharing ideas and perspectives with their classmates, and reviewing concepts in a group format that will be assessed during exams. While instructors will guide the group discussion, the conversation is intended to be student-driven and student-led and your active participation is required for a successful class period.

Learning Objectives: Students completing *Introduction to Personality* will be able to successfully accomplish the following:

1. Explain characteristics that make an individual similar to and different from others
2. Differentiate the roles of the different domains (e.g., Biological, Social/Cultural) within personality research
3. Compare and contrast the different models of personality structure and organization (e.g, Big 5).
4. Explain the primary objectives of personality science: to describe, understand, predict, and control mental processes and behavior.
5. Understand and critically evaluate research methods used in personality psychology through writing assignments and group discussions
6. Be an engaged consumer of contemporary research findings within the field of personality psychology
7. Apply material learned from lectures and readings in order to gain a better understanding of personality in the real world through oral presentations

Assessment:

Type of Assessment	Frequency	Points Per Assignment	Total Points
Quizzes	10/11	15	150
Discussion Prompts	4	25	100
Persona Assignment	1	100	100
Persona Activity	1	100	100
Final Presentation	1	100	100
Participation	1	50	50
Professionalism	1	50	50
Total Points			650

Quizzes (15 points each):

There will be **no exams** in this course. Instead, there will be quizzes that you will take on canvas at the beginning of class (see calendar of events for when they are). The quizzes will generally follow this format 15 points.

- **8 questions** will be questions from the **reading** that was due for this class
- **3 questions** will be about what was covered in the **class before**
- **3 questions** will be from a **previous class, could be the first day, could be the class before.**
- **1 question** will be about your choice, where you can write about your thoughts about something from the reading.

*****Note the first 3 quizzes will not follow this format*****

There are 11 quizzes, **online**, and **your lowest grade** will be dropped. Also, there are **no make-ups**. If you know you are missing a quiz due to an issue, please let me know ***as soon as possible***. I will not require you to have your browser locked. You will have from the class period before to complete the quiz (almost 24 hours). If you need more time for this let me know.

If you do not have a laptop, or need to borrow a laptop **please contact me** or see the loaner offer from Tulane: <https://gapsa.tulane.edu/content/laptop-loaning-program>

Discussion Prompts (25 points each):

The textbook and lectures are broken up into domains of human functioning related to personality psychology. At the end of each section devoted to a given domain, you will read an empirical paper related to that specific domain (selected from a reading list provided to you) and prepare 4 separate "discussion prompts." These 4 prompts consist of 2 take away points from the article, 2 discussion questions and 1 connection to the domain topic. **The discussion prompts need to be typed in a word document** (not handwritten) and handed in **online via canvas the beginning of class**. I suggest you bring two copies or have one copy on your laptop so that you can refer to your ideas during the discussion period. There are 4 total, each due on a discussion period, and they are designed to help you prepare for group discussion. ***If you do not attend the discussion period you will receive a zero on the discussion prompt assignment for that week, unless you have is an excused absence.***

Persona Assignment (100 points)

This year, HBO Max released a documentary called *Persona*. It is about the pitfalls of personality tests. At this point in the semester, you should have a firm understanding of different aspect of personality. Thus, this assignment will be a 2-page max, double-spaced paper on the following questions: 1) What are you overall opinions of the documentary? 2) Based on what you have learned from this course what would you do differently if you were working on this documentary? 3) Do you think there are times when personality tests might be useful? 4) Are there useful components of personality that the documentary did not cover?. You must submit this paper online on November 29th at the start of class. **If you skip these classes, you will lose 2% points of your final grade for each class you miss.**

Persona in-class (100 points):

After you hand in your assignment for *Persona*. We will spend the class discussing our thoughts and breaking up into groups. This will be a group discussion class, and your grade will be based on how well you work in the class.

Fictional Character Personality Test Presentation (100 points).

As your final project, you will view and critically evaluate the personality of a fictional character (from a movie, TV show, book, etc). You will use information gleaned from the media source to assess a character's personality characteristics. You will be expected to 1) summarize and present evidence for your analysis, 2) describe the character from the theoretical perspective of one of the trait taxonomies that were learned earlier in the semester, 3) include in your analysis the benefits and drawbacks of the selected theoretical/taxonomic perspective, 4) integrate the perspective of at least one of the four domains that this course was structured around, and 5) include reasons for why your character developed their personality (genetics, family, environment, etc.). **You will work in pairs** and relay this information to your instructors and classmates in the form of **10-minute presentation**. Please see the Final Presentation handout for more detailed information.

Participation (50 points):

You will be expected to participate during each lecture and discussion class period. This means participating actively during group activities in lecture and contributing multiple times to group conversations. Therefore, attendance is mandatory, unless with a confirmation of extenuating personal/family circumstances.

Professionalism (50 points).

In addition to assignments and exams, you will also have the opportunity to earn points towards your overall grade based on how you behave inside and outside of class. Professional behavior includes (but is not limited to) the following: paying attention in class, using technology devices for note-taking only (not email, texting etc.), arriving to class on time and not leaving early (without prior instructor approval), staying awake during class, treating your classmates and instructors with respect, and responding to email within 24 hours. In my mind, I assume that every student in this class will behave professionally throughout the duration of the semester, and thus each of you will start out with a total of 50 points that will only be reduced if you do not meet these expectations. This is not meant to be harsh or critical on you. Rather, just to reward good behavior. **This should be an easy 50 points.**

COVID-19 Precautions.

As I wrote this syllabus, the Delta variant was just a blip, but now it is catastrophic. So, my main goal as your professor is for you to learn the material, but also for not to risk your life or others. **If you are sick, even if it's the sniffles, do not come to class.** Wear your mask in class. Additionally, if you do not make it to class, please contact a fellow classmate for the notes (write it in here):

Classmate who I will get notes from:

Name: _____ Email: _____

Name: _____ Email: _____

Please let me know if you have tested positive or are quarantine and we will work something out.

Grade Break Down

Letter Grade	Percent Range	Points Needed
A	92.00-100	598-650
A-	90.00-91.99	585-597
B+	88.00-89.99	572-584
B	82.00-87.99	533-571
B-	80.00-81.99	520-532
C+	78.00-79.99	507-519
C	72.00-77.99	468-506
C-	70.00-71.99	455-467
D+	68.00-69.99	442-454
D	62.00-67.99	403-441
D-	60.00-61.99	390-402
F	0.00-59.99	Below 389

Calendar of Events

The instructor reserves the right to change this syllabus as needed throughout the semester. If changes are made, students will be notified, and an updated syllabus will be posted on Canvas.

Week	Day	Topic	Assignment Due	Reading Due
1	Aug. 23rd	Introductions		
	Aug. 25th	Measurement/Research Design		L&B: Catch up on Chapter 1 L&B: Chapter 2
2	Aug. 30th	Canceled – Hurricane IDA		
	Sept. 1st	Canceled – Hurricane IDA		
3	Sept. 6th	No Class	Labor Day. Be safe. Have fun.	
	Sept. 8th	Canceled – Hurricane IDA		
4	Sept. 13th	Methods continued/ Personality Trait Taxonomy		L&B Chapter 1-3
	Sept. 15th	Personality Trait Taxonomy /Issues with Traits		
5	Sept. 20th	Psychometric Activity + Questions		
	Sept. 22nd	Theoretical Measurement Issues with Traits continued		L&B Chapter 4
6	Sept. 27th	Research Method Discussion Prompt Due	Discussion Prompt 1 Due	Go Over Final Project
	Sept. 29th	Genetics and Personality	Quiz 4	L&B Chapter 6
7	Oct. 4th	Physiology and Personality	Quiz 5	L&B Chapter 7

	Oct. 6th	Evolutionary Perspectives I		L&B Chapter 8
8	Oct. 11th	Evolutionary Perspectives II	Quiz 6	<i>Pick Groups</i>
	Oct. 13th	Biological Domain Discussion Prompt	Discussion Prompt 2 Due	
	Friday October 15th	This is when quizzes 1-3 are due	Quiz 1-3	L&B 1-4
9	Oct. 18th	Health and Adjustment I		L&B Chapter 5
	Oct. 20th	Health and Adjustment II	Quiz 7	L&B Chapter 18
10	Oct. 25th	Personality Disorder	Quiz 8	L&B Chapter 19 <i>2 Characters/2 Domains/ 2 Test Due</i>
	Oct. 27th	Health Domain Discussion Prompt	Discussion Prompt 3 Due	
11	Nov. 1st	Personality and Relationship	Quiz 9	L&B Chapter 15
	Nov. 3 rd	Sex and Gender Differences		L&B Chapter 16
12	Nov. 8th	Cross-Cultural Personality	Quiz 10	L&B Chapter 17
	Nov. 10th	Social/Cultural Domain Discussion Prompt	Discussion Prompt 4 Due	
13	Nov. 15th	Persona Documentary		

	Nov. 17th	Persona Documentary		
14	Nov. 22nd	No Class	Thanksgiving!	
	Nov. 24th	No Class	Thanksgiving!	
15	Nov. 29th	Class/Review Group Project Work	Quiz 11	Robert & Yoon (in-prep)
	Dec. 1st	Group Discussion	Persona Documentary Assignment Due	
16	Dec. 6th	Asynchronous No in-person class Meet with group member to finalize the presentations and complete the worksheet	Complete the partner worksheet.	
	Dec. 8th	Final Presentations	Everyone's Final Presentation Due	
17	Dec. 13th	Final Presentations		
	Dec. 15th	Final Presentations		

Readings for Discussion Prompts:

Research Methods

Block, J. (2010). The five-factor framing of personality and beyond: Some ruminations. *Psychological Inquiry, 21*, 2-25.

Lewis, M. (2001). Issues in the study of personality development. *Psychological Inquiry, 12*, 67-83.

McAdams, D. P., & Pals, J. L. (2006). A new Big Five: Fundamental principles for an integrative science of personality. *American Psychologist, 61*, 204-217

Biological

Okbay, A., Baselmans, B. M., De Neve, J. E., Turley, P., Nivard, M. G., Fontana, M. A., ... & Gratten, J. (2016). Genetic variants associated with subjective well-being, depressive symptoms, and neuroticism identified through genome-wide analyses. *Nature Genetics, 48*(6), 624-633.

Olatunji, B. O., Haidt, J., McKay, D., & David, B. (2008). Core, animal reminder, and contamination disgust: Three kinds of disgust with distinct personality, behavioral, physiological, and clinical correlates. *Journal of Research in Personality, 42*(5), 1243-1259.

Thornhill, R., Fincher, C. L., Murray, D. R., & Schaller, M. (2010). Zoonotic and non-zoonotic diseases in relation to human personality and societal values: Support for the parasite-stress model. *Evolutionary Psychology, 8*(2), 147470491000800201.

Health

Conrod, P. J., O'Leary-Barrett, M., Newton, N., Topper, L., Castellanos-Ryan, N., Mackie, C., & Girard, A. (2013). Effectiveness of a selective, personality-targeted prevention program for adolescent alcohol use and misuse: a cluster randomized controlled trial. *JAMA Psychiatry, 70*(3), 334-342.

Israel, S., Moffitt, T. E., Belsky, D. W., Hancox, R. J., Poulton, R., Roberts, B., ... & Caspi, A. (2014). Translating personality psychology to help personalize preventive medicine for young adult patients. *Journal of Personality and Social Psychology*, *106*(3), 484-498.

Leger, K. A., Charles, S. T., Turiano, N. A., & Almeida, D. M. (2016). Personality and stressor-related affect. *Journal of Personality and Social Psychology*, *111*(6), 917-928.

Social/Cultural

Furler, K., Gomez, V., & Grob, A. (2014). Personality perceptions and relationship satisfaction in couples. *Journal of Research in Personality*, *50*, 33-41.

Lippa, R. A. (2008). Sex differences and sexual orientation differences in personality: Findings from the BBC internet survey. *Archives of Sexual Behavior*, *37*(1), 173-187.

Schmitt, D. P., & Shackelford, T. K. (2008). Big Five traits related to short-term mating: From personality to promiscuity across 46 nations. *Evolutionary Psychology*, *6*(2), 147470490800600204.

Other

Roberts, B.W., & Yoon, H.J. (In press). Personality Psychology. *Annual Review of Psychology*, *73*. 10.1146/annurev-psych-020821-114927

General Policies

ADA/Accessibility Statement. Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **Goldman Center contact information:** goldman@tulane.edu; (504) 862-8433; accessibility.tulane.edu.

Code of Academic Conduct. The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#) and [Code of Student Conduct](#)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Plagiarism. Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work-in-progress or working drafts as well as final drafts. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Additional information on practices that constitute plagiarism will be presented in class.

Religious accommodation policy. Both Tulane's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to

choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered. A [religious calendar](#) is available.

One Wave (Title IX). Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at titleix.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, at https://cm.maxient.com/reportingform.php?TulaneUniv&layout_id=0.

Confidential	Private
<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>

<p>CAPS for Counseling Services (504) 314-2277 or The Line (504) 264-6074</p>	<p>Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu</p>
<p>Student Health Center (504) 865-5255</p>	<p>Tulane University Police (TUPD) Uptown: (504) 865-5911 Downtown: (504) 988-5531</p>
<p>Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543</p>	<p>Title IX Coordinator (504) 314-2160 or msmith76@tulane.edu</p>

Emergency Preparedness & Response:

<p>EMERGENCY NOTIFICATIONS: TU ALERT</p>	<p>SEVERE WEATHER</p>
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> ▪ Follow all TU Alerts and outdoor warning sirens ▪ Seek shelter indoors until the severe weather threat has passed and an all-clear message is given ▪ Do not use elevators ▪ Do not attempt to travel outside if weather is severe <p>Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event</p>
<p>ACTIVE SHOOTER / VIOLENT ATTACKER</p>	<p>EVERBRIDGE APP</p>
<ul style="list-style-type: none"> ▪ RUN – run away from or avoid the affected area, if possible ▪ HIDE – go into the nearest room that can be locked, turn out the 	<ul style="list-style-type: none"> ▪ Download the Everbridge app from the App Store or Google Play store

<p>lights, and remain hidden until all-clear message is given through TU ALERT</p> <ul style="list-style-type: none">▪ <u>FIGHT</u> – do not attempt this option, except as a last resort▪ For more information or to schedule a training, visit emergencyprep.tulane.edu	<ul style="list-style-type: none">▪ The Report feature allows you to silently and discreetly communicate with TUPD dispatchers▪ The SOS button allows you to notify TUPD if you need help▪ The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD
---	--

From: Tulane Office of emergency preparedness and response