

PSYC 7010

## PERSONALITY PSYCHOLOGY

Th 3:30-6:00pm, Newcomb Hall 208

**Mike Hoerger**

mhoerger@tulane.edu

Stern 3042

**Course Web Site:** <http://psychmike.com/personality>

You can download and print the readings from the course web site. The password is \_\_\_\_\_

**Office Hours:** Th 2-3:15pm, by appointment, and immediately following class

**Course Overview:** Funder describes personality psychology as “the apex of psychology, because it subsumes all the other subfields.... Cognitive, biological, developmental, and even social psychology are important only to the degree that they inform our understanding of the psychology of individual persons. A corollary of this observation is that many people in these other subfields are actually personality psychologists whether they know it – or, rather, admit it – or not.”

Accordingly, this course will provide a survey of contemporary research in personality psychology, focusing on the major topics in current research unlikely to receive significant attention in existing courses. The course will use a seminar format, with the expectation that students will arrive prepared to discuss each of the week’s readings. A major focus of the course is the term paper, which is designed pragmatically to facilitate students’ scientific programs.

**Academic Dishonesty:** Students are responsible for adhering to the Code of Academic Conduct (<http://tulane.edu/provost/upload/Unified-Code-of-GS-Academic-Conduct-11-14-07.pdf>).

Violations include plagiarism, cheating, unauthorized collaboration, fabricating or providing false information, submitting the same work in different courses without approval from both instructors, facilitating others’ misconduct, and sabotage. Any suspected violation will be reported to the Dean and can result in an automatic course failure, probation, suspension, expulsion, a letter in one’s permanent record, and/or revocation of any Tulane degree.

**Plagiarism:** Plagiarism means presenting someone else’s ideas as your own without properly giving credit. For papers, use a citation when expressing another’s idea that is not common knowledge. Use a citation and page number when paraphrasing closely, providing a figure, or providing a number/statistic. Use a citation, page number, and quotation marks when directly copying.

**Classroom Civility:** Students are responsible for adhering to the Tulane Policy on Disruptive and Threatening Student Behavior (<http://tulane.edu/studentaffairs/upload/Disruptive-and-Threatening-Student-Behavior-Final.pdf>). Violations include persistently arriving late or leaving early without prior authorization, talking incessantly during lecture, making frequent interruptions, belligerence, threats or bribes (written, spoken, or non-verbal, even jokingly), substance use, and inappropriate use of electronics. Computers can be used for note-taking only. Electronics should be silenced, including alerts and vibrations. Violations will be handled informally where possible. Repeated or severe violations may result in dismissal from the classroom, referral to the Office of Judicial Affairs, and/or police response.

**Special Needs:** Tulane provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students requiring accommodations to participate in class activities or meet course requirements should first register with the Office of Disability Services (<http://tulane.edu/studentaffairs/disability/index.cfm>), and then contact me as early as possible.

**Grades:** A = 92.0%, A- = 89.0%, B+ = 86.0%, B = 82.0%, B- = 79.0%  
 C+ = 76.0%, C = 72.0%, C- = 69.0%, D+ = 66.0%, D = 62.0%, D- = 59.0%

Category	Number	Points Each	Points Total	Percentage
Term Paper	1	300	300	30.0%
Quizzes	2	250	500	50.0%
Participation	--	--	200	20.0%
Total			1,000	100.0%

### Term Paper

Students are expected to write a term paper that (a) falls within the realm of personality psychology, (b) is consistent with their long-term career goals, (c) facilitates their short-term research agenda, (d) is sufficiently, but not overly, ambitious, and (e) has an identified potential outlet (i.e., journal, book chapter, grant, IRB).

Possible term papers include, but are not limited to, empirical manuscripts involving new data analyses, theoretical manuscripts, detailed study proposals, and grant applications. The term papers are expected to be 5,000-10,000 words, though any-and-all requirements can be modified to meet external requirements, if given prior authorization from me. The process of writing the term paper includes six smaller tasks.

1. Research Agenda (0 points). Come to class on Week 1 prepared to discuss your short- and long-term research goals and brainstorm potential term paper topics. This task can be revisited in office hours or during any week of the course.
2. Topic (0 points). Come to class on Week 3 prepared to describe your research topic.
3. Outline (10 points).\* Develop a detailed outline of your term paper and bring copies for everyone to discuss on Week 6. Include the Outline when you submit any subsequent draft of your paper.
4. First Draft (20 points).\* Submit your term paper as though it were your final draft. I will supply comments to enhance the quality of your second draft. Include this draft, with my hand-written comments, when submitting any subsequent draft.
5. Second Draft (270 points).\*\* This is the final required draft of your term paper. Include this draft, with my hand-written comments, when submitting any subsequent draft.
6. Third Draft (optional).\*\* A third draft may be submitted to earn back half the points missed on the prior version of the term paper.

\* Late work not accepted.      \*\* Late work accepted. Same day = 10% off, then 10% per day.

## Quizzes

Each quiz will include a combination of short-answer and short-essay questions. More details will be provided the week before each quiz.

## Participation

Each week, one student and I will co-facilitate the group discussion. Half of the participation points will come from one's role as a co-facilitator, and half from standard participation in the group discussion. Each unexcused absence will result in a loss of 20 points. Absences can be excused for legitimate reasons by contacting me ASAP and writing a reaction paper 300+ typed words in length, due at the next-scheduled meeting.

## Course Calendar

Week	Date	Topic	Term Paper Deadlines
1	08/29	Introduction	Research Agenda
2	09/05	Person-Situation Debate	
3	09/12	Five-Factor Model	Topic
4	09/19	Other Individual Differences	
5	09/26	Scale Development	
6	10/03	Assessment	Outline
7	10/10	No Class	
<b>8</b>	<b>10/17</b>	<b>Quiz 1 (Regular Time)</b>	
9	10/24	Biological Underpinnings	
10	10/31	Child and Adolescent Personality Development	1st Draft
11	11/07	Adult Personality Development	
12	11/14	Cultural Diversity	
13	11/21	Applications to Health and Well-being	2nd Draft
14	11/28	No Class	
15	12/05	Frontiers in Personality Science	
<b>16</b>	<b>12/10</b>	<b>Quiz 2 (Special Time: Tuesday at 1pm)</b>	
	12/13	Optional Draft, Due to Stern 3042 by Noon	3rd Draft

## Reading List

### Person-Situation Debate

Mischel, W. (1968). Consistency and specificity of behavior. In *Personality and Assessment* (pp. 13-40). New York: Wiley (abridged version).

Kenrick, D. T., & Funder, D. C. (1988). Profiting from controversy: Lessons from the person-situation debate. *American Psychologist*, *43*, 23-34.

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

Roberts, B. W., & Caspi, A. (2001). Personality development and the person-situation debate: It's déjà vu all over again. *Psychological Inquiry*, 12, 104-109.

Roberts, B. W. (2009). Back to the future: *Personality and Assessment* and personality development. *Journal of Research in Personality*, 43, 137-145.

Hogan, R. (2009). Much ado about nothing: The person-situation debate. *Journal of Research in Personality*, 43, 249.

Hodson, G. (2009). The puzzling person-situation schism in prejudice research. *Journal of Research in Personality*, 43, 247-248.

Funder, D. C. (2011). President's column. *P: The Online Newsletter for Personality Science*, 6.

### **Five-Factor Model and Contemporary Theoretical Perspectives**

McCrae, R. R., & Costa, P. T. (1987). Validation of the five-factor model of personality across instruments and observers. *Journal of Personality and Social Psychology*, 52, 81-90.

Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American Psychologist*, 48, 26-34 (and replies published in same volume, pp. 1297-1304).

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

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49, 182-185.

Mischel, W. (1999). Personality coherence and dispositions in a cognitive-affective personality system (CAPS) approach. In D. Cervone & Y. Shoda (Eds.), *The coherence of personality: Social-cognitive bases of consistency, variability, and organization*, (pp. 37-60). New York: Guilford (abridged version).

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

### **Other Individual Differences**

Carver, C. S., & Connor-Smith, J. (2010). Personality and coping. *Annual Review of Psychology*, 61, 679-704.

McWilliams, N. (1994). Primary and secondary defensive processes. In *Psychoanalytic diagnosis* (pp. 96-144). New York: Guilford.

Nisbett, R. E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D. F., & Turkheimer, E. (2012). Intelligence: New findings and theoretical developments. *American Psychologist*, 67, 130-159.

Nye, C. D., Su, R., Rounds, J., & Drasgow, F. (2012). Vocational interests and performance: A quantitative summary of over 60 years of research. *Perspectives on Psychological Science, 7*, 384-403.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist, 63*, 503-517.

### **Scale Development**

Burisch, M. (1984). Approaches to personality inventory construction: A comparison of merits. *American Psychologist, 39*, 214-227.

Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment, 7*, 309-319.

McCrae, R. R., Kurtz, J. E., Yamagata, S., & Terracciano, A. (2011). Internal consistency, retest reliability, and their implications for personality scale validity. *Personality and Social Psychology Review, 15*, 28-50.

Hatcher, R. L., & Rogers, D. T. (2009). Development and validation of a measure of interpersonal strengths: The Inventory of Interpersonal Strengths. *Psychological Assessment, 21*, 554-569.

Hoerger, M., Quirk, S. W., & Weed, N. C. (2011). Development and validation of the Delaying Gratification Inventory. *Psychological Assessment, 23*, 725-738.

Goldberg, L. R. (1999). A broad-bandwidth, public domain, personality inventory measuring the lower-level facets of several five-factor models. In I. Mervielde, I. Deary, F. De Fruyt, & F. Ostendorf (Eds.), *Personality psychology in Europe*, Vol. 7 (pp. 7-28). Tilburg, The Netherlands: Tilburg University Press (plus appended list of IPIP scales).

### **Assessment**

Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., Eisman, E. J., Kubiszyn, T. W., & Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist, 56*, 128-165.

Weiner, I. B. (2003). Assessment psychology. In D. K. Freedheim & I. B. Weiner (Eds.), *Handbook of psychology, history of psychology*, Vol. 1 (pp. 279-302). Hoboken: Wiley (abridged version).

Donnellan, M. B., Oswald, F. L., Baird, B. M., & Lucas, R. E. (2006). The mini-IPIP scales: Tiny-yet-effective measures of the Big Five factors of personality. *Psychological Assessment, 18*, 192-203.

Ben-Porath, Y. S., & Tellegen, A. (2008). MMPI-2-RF introduction and case illustration of Ms. F. In *MMPI-2-RF: Manual for administration, scoring and interpretation* (pp. 1-7, 75-80). Minneapolis: University of Minnesota Press.

Wood, J. M., & Lilienfeld, S. O. (1999). The Rorschach Inkblot Test: A case of overstatement? *Assessment*, 6, 341-351 (plus cards and response scales for those interested).

Siers, B. P., & Christiansen, N. D. (2012). On the validity of implicit association measures of personality traits. *Personality and Individual Differences*, 54, 361-366.

Reynolds, C. R. (2010). Measurement and assessment: An editorial view. *Psychological Assessment*, 22, 1-4.

### **Biological Underpinnings**

Gosling, S. D., & John, O. P. (1999). Personality dimensions in nonhuman animals A cross-species review. *Current Directions in Psychological Science*, 8, 69-75.

DeYoung, C. G., Hirsh, J. B., Shane, M. S., Papademetris, X., Rajeevan, N., & Gray, J. R. (2010). Testing predictions from personality neuroscience brain structure and the Big Five. *Psychological Science*, 21, 820-828.

Bouchard, T. J., & Loehlin, J. C. (2001). Genes, evolution, and personality. *Behavior genetics*, 31, 243-273.

Buss, D. M. (2009). How can evolutionary psychology successfully explain personality and individual differences? *Perspectives on Psychological Science*, 4, 359-366.

Slavich, G. M., & Cole, S. W. (2013). The emerging field of human social genomics. *Clinical Psychological Science*, 1, 331-348.

Rothbart, M. K., Ahadi, S. A., & Evans, D. E. (2000). Temperament and personality: Origins and outcomes. *Journal of Personality and Social Psychology*, 78, 122-135.

### **Child and Adolescent Personality Development**

Soto, C. J., & John, O. P. (in press). Traits in transition: The structure of parent-reported personality traits from early childhood to early adulthood. *Journal of Personality*.

Fraley, R. C. & Shaver, P. R. (2008). Attachment theory and it's place in contemporary personality theory and research. In O. P. John, R. W. Robinson, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (pp. 518-541). New York: Guilford.

Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., ... & Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108, 2693-2698.

Archer, R. P. (2005). Implications of MMPI/MMPI-A findings for understanding adolescent development and psychopathology. *Journal of Personality Assessment*, 85, 257-270.

Caspi, A., & Roberts, B. W. (2001). Personality development across the life course: The argument for change and continuity. *Psychological Inquiry*, 12, 49-66.

## **Adult Personality Development**

McCrae, R. R., & Costa, P. T., Jr. (1994). The stability of personality: Observations and evaluations. *Current Directions in Psychological Science*, 3, 173-175.

Roberts, B. W., Walton, K. E., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: a meta-analysis of longitudinal studies. *Psychological Bulletin*, 132, 1-25 (and replies published in same volume, pp. 26-32).

Lüdtke, O., Roberts, B. W., Trautwein, U., & Nagy, G. (2011). A random walk down university avenue: life paths, life events, and personality trait change at the transition to university life. *Journal of Personality and Social Psychology*, 101, 620-637.

Specht, J., Egloff, B., & Schmukle, S. C. (2011). Stability and change of personality across the life course: the impact of age and major life events on mean-level and rank-order stability of the Big Five. *Journal of Personality and Social Psychology*, 101, 862-882.

Hoerger, M., Chapman, B. P., Prigerson, H. G., Fagerlin, A., Mohile, S. G., Epstein, R. M., Lyness, J. M., & Duberstein, P. R. (2013). Personality change pre- to post- loss in spousal caregivers of patients with terminal lung cancer (Working Paper).\*\*\*

Quoidbach, J., Gilbert, D. T., & Wilson, T. D. (2013). The end of history illusion. *Science*, 339, 96-98.

## **Cultural Diversity**

McCrae, R. R., & Costa Jr, P. T. (1997). Personality trait structure as a human universal. *American Psychologist*, 52, 509-516.

Rentfrow, P. J. (2010). Statewide differences in personality: Toward a psychological geography of the United States. *American Psychologist*, 65, 548-558 (supplemental table/figures embedded in text, from Rentfrow et al., 2008).

Terracciano, A., Abdel-Khalek, A. M., Adam, N., Adamovova, L., Ahn, C. K., Ahn, H. N., ... & Meshcheriakov, B. (2005). National character does not reflect mean personality trait levels in 49 cultures. *Science*, 310, 96-100.

Heine, S. J., Buchtel, E. E., & Norenzayan, A. (2008). What do cross-national comparisons of personality traits tell us? The case of conscientiousness. *Psychological Science*, 19, 309-313.

Cameron, L., Erkal, N., Gangadharan, L., & Meng, X. (2013). Little emperors: Behavioral impacts of China's one-child Policy. *Science*, 339, 953-957.

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

Chapman, B. P., Khan, A., Harper, M., Stockman, D., Fiscella, K., Walton, J., Duberstein, P., Talbot, N., Lyness, J. M., & Moynihan, J. (2009). Gender, race/ethnicity, personality, and interleukin-6 in urban primary care patients. *Brain, Behavior, and Immunity*, *23*, 636-642.

Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology*, *96*, 1029-1046.

### **Applications to Health and Well-being**

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, *2*, 313-345.

Chapman, B. P., Roberts, B., & Duberstein, P. (2011). Personality and longevity: Knowns, unknowns, and implications for public health and personalized medicine. *Journal of Aging Research*.

Dyrenforth, P. S., Kashy, D. A., Donnellan, M. B., & Lucas, R. E. (2010). Predicting relationship and life satisfaction from personality in nationally representative samples from three countries: The relative importance of actor, partner, and similarity effects. *Journal of Personality and Social Psychology*, *99*, 690-702.

Ozer, D. J., & Benet-Martinez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, *57*, 401-421.

### **Frontiers in Personality Science: Moving Past the Person-Situation Debate**

Hoerger, M., Chapman, B. P., & Duberstein, P. R. (2013). Personality and accuracy in affective forecasting: A complementary approach to the error paradigm (Working Paper).\*\*\*

Boyce, C. J., & Wood, A. M. (2011). Personality prior to disability determines adaptation: Agreeable individuals recover lost life satisfaction faster and more completely. *Psychological Science*, *22*, 1397-1402.

Akrami, N., Ekehammar, B., Bergh, R., Dahlstrand, E., & Malmsten, S. (2009). Prejudice: The person in the situation. *Journal of Research in Personality*, *43*, 890-897.

Wilson, T. D. (2009). Know thyself. *Perspectives on Psychological Science*, *4*, 384-389.

Chapman, B. P., Hampson, S., & Clarkin, J. (in press). Personality-informed prevention and intervention for healthy aging. *Developmental Psychology*.\*\*\*

Ferguson, E., Heckman, J. J., & Corr, P. (2011). Personality and economics: Overview and proposed framework. *Personality and Individual Differences*, *51*, 201-209

\*\*\* Not included online, will be emailed the week prior.