Course Purpose and Objectives, Learning Outcomes

This is an innovative psychology course on personality, including its fundamental connections to motivation, emotion, and culture. Thus, its topic is personality understood broadly. To a very considerable degree, personality patterns are built largely on more enduring motivational and emotional patterns, and how these are self-regulated. Motivation, in turn, is a fundamental contributor to human behavior, including emotion which is a function in large part of a person’s motivational state and situation. Culture tends to channel personality expression in crucial ways. The course format is primarily a series of talks (i.e., lecture), with discussion and in-class exercises. The course’s exercises-and-discussion component is not obtainable from the class-session slides, nor are important elaborations on the content found in the slides. So, attendance at class sessions is an important component of the experience. The course has extensive readings; you’re expected to read everything assigned.

In addition to providing a solid scientific knowledge-base regarding the subject-matter, the course will help you learn to think more usefully and critically (i.e., carefully) about these core aspects of human behavior -- something useful in psychology and human services professions, but also in many areas of life. More specifically: You can learn to identify patterns in personality, motivation, and emotion, key sources or causes of them, their relation to each other, and the effect of all these on behavior and outcomes in life.

Learning Objectives and Outcomes:
1. To examine human behavioral patterns of personality as well as emotion and motivation, including contributions of situation and of self-regulation to these patterns, extracting a knowledge-base from scientific studies on these topics, which will facilitate identification of these patterns in everyday life.
2. To explore competing theories and perspectives on personality, emotion, and motivation.
3. To develop skills in reading, evaluating, applying critical thinking to, and synthesizing research on the subject matter of this course, that can be applied to other subject matters as well.
4. To apply knowledge regarding personality, emotion, and motivation not only to psychology and human services professions, but also in many areas of everyday life.
5. To communicate clearly and effectively about psychological topics, especially personality, emotion, and motivation, based on understanding strengths/limitations of empirical evidence.
Estimated Student Workload

When you complete this course, you will earn 4 credits toward your degree. Four credits is the equivalent of 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend 3 hours in class each week. The other 9 hours will be spent completing assignments. There are many reading assignments for this course (about 50 hours total for the term). Other work will come from the writing assignments (about 30 hours total for the term, including 15 hours on the research paper, 10 hours on reading responses, and 5 hours on the exploration paper). There is also work (some 10 hours) preparing for the midterm and final exams.

Assignments and Grading

The final course grade is based on the following, by proportions of 400 total ‘course points’:

- 10% ...credit for four advance-reading responses (40 points, 10 per credited response)
- 6% ...grade on early-in-term exploration paper (24 points)
- 7% ...discussion-group credit (28 points, 6 for each of 1st 4 groups participated in, 4 for 5th)
- 2% ...class-session attendance credit (8 points)
- 3% ...grade on the 1-page-only outline in advance of your research-paper essay (12 points)
- 12% ...grade on final version of your research-article analysis paper (48 points)
- 25% ...score on the midterm exam (100 points)
- 35% ...score on final exam (140 points)

What follows in this section is more detail on each of these components...

The two exams are similar in format. Each exam consists of a multiple-choice and true-false section (82% of the point total for the exam) concentrating on key concepts (definitions and examples of them) – followed by two or three open-ended four-sentence-response questions (18% of point total for the exam). Open-ended questions come from the list at end of syllabus.

For the midterm, these very short essay questions will be drawn from among the first open-ended questions at the end of this syllabus; the other sections of the exam will be based on readings and class content up to the midterm exam. For the final exam, the very short essay questions will be drawn from among those not included on the midterm. The other sections of the final exam will be based primarily on readings and class content after the midterm and up to the final exam, but will inevitably include occasional reference to the earlier part of the course. Multiple-choice items especially emphasize material covered both in the assigned readings and in class. For each exam, a study guide will be posted about a week before the exam.

Advance-reading responses are responses to assigned readings. The purpose is to stimulate students to actively engage before class with readings and thus also be earlier and better prepared for class (and exams). To get full credit, you must complete four of these satisfactorily during the term. The length for a reading response is exactly or just slightly less than one (full, can be single- or double-spaced) page of text in a word-processing document for each response. Responses should have complete sentences, good grammar, reasonable organization, and at least two paragraphs. Each reading response must be based on the assigned readings.
corresponding to a due date that has not already passed. For each advance-reading response, you must refer to the content in the assigned reading for that due date, or one farther in the future. You should always cite specifically one or more pages in the reading). You’re free to choose what to write about, but here are suggestions of things that work well for this assignment – any of these might work well for structuring one advance-reading response:

a. Describe an idea or finding you think very important - explain why you think it’s important.

b. Describe an idea or finding you think is questionable and explain why it’s questionable.

c. Think about how content in readings can be applied to understanding the motivational, emotional, or personality patterns of significant others in your life (boyfriend, girlfriend, spouse, partner, etc.) both in present and in past.

d. Think about how content in readings can be applied to understanding the motivational, emotional, or personality patterns of someone you know well (e.g., friend, parent, sibling).

e. Think about times, moments, or situations in which you misjudged somebody – their personality, motivation, or emotion -- or cases where someone else misjudged you: Then describe how something in the reading sheds light on what was going on.

Basically, for advance-reading responses it’s good to ask: “How does this apply to my life experience, the experience of those I know well, or my experience in human relationships; or how does it relate to what I already know?” Personal anecdotes are OK as part of responses.

You are assigned to turn in four (4) advance-reading responses. They should be submitted on Canvas by 15 minutes before class time on the due date. The due dates for these are provided in the syllabus. There are 16 due dates arranged into four [(a), (b), (c), (d)] sections -- you need only get a reading response in on time to the course TAs (via Canvas) for four of these dates, with one advance-reading response associated with an appropriate due-date within each one of the four sections [(a), (b), (c), (d)]. Responses are graded on a “pass versus no-pass” basis.

Late reading responses are absolutely not accepted for credit, since a past-the-due-date response would defeat part of the purpose of an advance-reading response as defined above. If you miss the deadline for one reading response, you could just get the same credit by simply preparing a reading response for the next deadline (due date) instead – unless it’s the last date within a section. You are advised NOT to wait till the last date in a section [(a), (b), (c), (d)], because then you will have no remedy if your reading response fails to get credit; it’s up to you, but it’s better to submit for one of the first two dates within a section, so you allow yourself “second-chance points.” To be clear: For full credit you must give evidence of having done advance reading at least four times during the course, and these should be spread out across the term (early, early and late middle, late) rather than just being bunched up at the beginning or the end.

The exploration paper is intended to help you develop a more personal connection to the subject matter, applying concepts learned in the course to your personal experience as relevant to the topic of the course. Instructions for this paper will be posted within a week from the start of the course. The paper should have complete sentences, good grammar, reasonable organization, and two to three (2-3) complete double-spaced pages of text.

The research-article analysis paper is different from a traditional term paper, using a brief and fairly structured format; it’s more like a critical-thinking exercise on paper. Topics for this
paper come from a menu of at least 10 distinct topics each with an assigned article, and you will have a choice of which topic to focus your paper on. In the paper the main substance will be doing a structured critical-thinking analysis of an assigned research article.

Your paper should have three sections with these subheadings:
1. **What inferences or conclusions, in summary, does this article argue the reader should accept?**
2. **Three distinct kinds of questions that can possibly or plausibly be raised about these inferences or conclusions** (this section will be the majority of the paper, and should best include three of the six types of critical-thinking issues delineated below)
3. **Single-paragraph summary of my main points in section 2 above**

For section 2, you should explicitly **include three of these six types of critical-thinking issues**, each denoted by a letter to make up the otherwise meaningless acronym ‘PLORCA’:

- **P** - Premises or presuppositions or assumptions that aren't acknowledged and may be problematic
- **L** – Limitations that are not acknowledged, regarding either the evidence cited or the reasoning employed (e.g., the evidence so far is insufficient, or based on unrepresentative samples, or there are logical fallacies or nonsequiturs in the reasoning)
- **O** – Objectivity is in question: opinions are stated as facts, there are indications of confirmation bias, or of ‘propaganda’ (non-objective information employed to further some agenda)
- **R** – Rival explanations or hypotheses exist, i.e. multiple or conflicting interpretations can be made of evidence that is cited, or otherwise the article oversimplifies reality into a single limited account or interpretation, where multiple or conflicting accounts or interpretations are possible
- **C** – Consensus that is false or inappropriate: there are reasons to distrust statements made about what is or should be generally believed about some aspect of the topic, either because the consensus doesn’t really exist, or because the existing consensus possibly misunderstands reality
- **A** – Additional issues or questions that can be raised (e.g., irrelevant information brought into the argument, correlations treated as causation, biases other than the ones suggested above)

...You’ll only include three of these, whichever three you feel most confident in describing and discussing, for example you could include only PLO or only RCA, or only LRA or POC, or any other combination of three types). If you can find more than three, don’t overextend yourself, stick to the three you feel most confident about. And remember that your task in this paper is not to write a publishable authoritative critique of the article (which would require an expert!) only to notice and describe some possible issues or questions that would be worthy of consideration.

Students learn more from the writing experience when they have the opportunity to make use of feedback. Here, the first step in preparing your essay during the term is to create an outline, of one page only in length. This is just an **outline or abstract** of your initial points: Since it’s due a few weeks before the actual paper, the minimum requirement is only that you address at least partially the first two subheadings (1 and 2) above; the more you address the more it helps you to get you more useful feedback (likely to make your eventual paper better). This outline/abstract should all fit on one page (1 side of 1 sheet of paper), but it can be single- or double-spaced.
The **final research-article analysis paper** should be a minimum of two full double-spaced pages in length, and at a maximum it should not exceed four full double-spaced pages in length, not counting reference list, it must be double-spaced throughout, and with a size 12 font. *No title page is needed.* Your paper will be graded on the following criteria:

1. Is typed, readable, free of gross spelling and typographic errors
2. Is well-organized and focused (not rambling, or with irrelevant passages). 'Well-organized and focused' includes (but is not limited to) following the recommended structure by including all three subheadings and having relevant content under the subheadings.
3. Reflects independent and original thought on your part
4. Includes a competent summary of the article’s argument, inferences, and/or conclusions in section 1 of the paper
5. Reflects independent and original thought on your part
6. Includes three distinct kinds of questions that can be raised (in section 2 of the paper), and states clearly which three kinds of questions are given focus
7. And each of the three is possible, plausible, and well-described
8. Has a reasonable summary in section 3 of the paper
9. Provides at the bottom an accurate citation of the article analyzed in the paper (preferably in APA style, but for this course this style is not required; if you happen to cite any other sources, include them also here)

**Late Policy:** Papers (exploration, outline, or final research paper) turned in *late* lose 10% of their points for each weekday they are not turned in (starting with the due date). *Advance-reading responses: no late credit ever awarded, at all.* In general, with some course requirements, alternative arrangements for due dates may be possible with an authoritative excuse if presented in advance of an absence.

There is some credit (7% of course grade, 28 course points) for participation in discussion groups during class sessions. Said discussion groups will be convened eight times during the course, each involve about 15 minutes of small-group discussion (though occasionally just an individual exercise). You get 6 course-points for each of the first four you participate in fully, and 4 more points for your fifth one. Thus, you can afford to miss three of these without penalty – credit for only five of eight are necessary to get full credit. (If you participate in more than five discussion-groups, your credit rolls over into helping ensure you get full attendance credit.)

As just mentioned, there is a bit of **credit for attendance** (2% of course grade, 8 course points). You get all this credit automatically, unless the instructor experiences repeated difficulties finding you a participant in class sessions (i.e., evidence indicates you’re not attending class sessions a majority of the time). If you happen to be one of those who participates in more than five discussion groups (see paragraph above), this is tracked, and contributes toward getting all the attendance credit. Nonetheless, missing three discussion groups does not necessarily mean you won’t get all this attendance credit, because of the large role of other criteria just mentioned.

Your **final grade** in the course will be based on the total of your points as defined above. **A** range is 90.00% or better, **B** range is 80.00% to 89.99%, **C** range 70.00% to 79.99%, **D** range
60.00% to 69.99%, Fs are less than 60%. ‘+’ and ‘-’ are added to grades if they fall in the top 1/3 or bottom 1/3 (defined exactly), respectively, of A, B, C, and D range.

Please see psychology department guidelines for a description of the type of achievement that each grade signifies: [http://psychology.uoregon.edu/courses/department-grading-standards/](http://psychology.uoregon.edu/courses/department-grading-standards/)

**Academic Integrity**

This instructor takes academic integrity seriously. Insuring the "validity" of grades requires seeing that they reflect honest work and learning rather than cheating. **Cheating** is defined as providing or accepting information on an exam, plagiarism or copying anyone's written work. Students caught cheating will be given an "F" for the course, and UO's student conduct coordinator will be informed. The instructor retains the right to assign seats for tests, to change individual's seating for test security purposes, to require and check ID for admission to tests.

"**Plagiarism**" is basically a form of theft: putting your name on work that is (in any part) not yours, where you have not fully identified the source from which you borrowed. Even taking someone else's ideas or paraphrasing their expression, without acknowledgment, is plagiarism. Instructor is knowledgeable about computer-age plagiarizing techniques and how to diagnose their use. "Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed" (quote is from Nancy Cotton of Wake Forest U.).

**PSYCHOLOGY 307 SCHEDULE: What's Happening When**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Sept. 26</td>
<td>Syllabus</td>
<td>overview of the course</td>
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<td>✓ Reading Assignment (i.e., for session listed on next line): Funder chs. 1-2</td>
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<tr>
<td>Sept. 28 (a)</td>
<td>Studying individuals; the crucial, basic sources of data; research design</td>
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<td>✓ Reading Assignment: Funder chs. 3-4</td>
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<td>Oct. 3 (a)</td>
<td>Situational specificity versus cross-situational consistency; discussion groups</td>
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<td>✓ Reading Assignment: Vazire &amp; Carlson (2011); Funder chapter 5</td>
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<td>Oct. 5 (a)</td>
<td>Everyday personality judgments and their accuracy</td>
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<td><strong>EXPLORATION PAPER is due October 10!</strong></td>
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<td>✓ Reading Assignment: Funder chapter 6; Saucier (2009)</td>
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<td>Oct. 10 (a)</td>
<td>Language of personality; structure of personality attributes; discussion groups</td>
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<td>✓ Reading Assignment: Funder chapter 17</td>
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<td>Oct. 12 (b)</td>
<td>Pers. structure as related to disorders, interests, work, health</td>
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<td>✓ Reading Assignment: Funder chapter 7; Wagner et al. (2020)</td>
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<td>Oct. 17 (b)</td>
<td>Personality stability/change over time, sources of change; discussion groups</td>
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<td>✓ Reading Assignment: Funder chapter 9; Bouchard (2004); Turkheimer (2000)</td>
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<td>Oct. 19 (b)</td>
<td>Genetic and environmental influences on personality</td>
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<td>✓ Reading Assignment: Funder chapter 8</td>
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<td>Oct. 24 (b)</td>
<td>Molecular genetics, personality, biology, physiology, and the brain</td>
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<td>✓ Reading Assignment: Funder ch. 11; Funder ch. 12 (pp. 420-452)</td>
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<td>Oct. 26 (c)</td>
<td>Early psychodynamic (Freud) theory contrasted with earlier pre-psychology views; discussion groups</td>
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<tr>
<td>Oct. 31</td>
<td></td>
<td><strong>MIDTERM QUIZ</strong></td>
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✓ Reading Assignment: Funder chapter 10

Nov. 2 (c) Later psychodynamic theories, humanistic/existential theories; discussion groups
✓ Reading Assignment: Funder ch.12 (pp. 453-463); Reeve ch. 5-6 (pp. 108-169)

Nov. 7 (c) Needs: autonomy, competence, relatedness, meaning, intrinsic/extrinsic motives

OUTLINE OF RESEARCH-PAPER ESSAY is due November 9!
✓ Reading Assignment: Funder ch. 14; Neal, Wood, & Quinn (2006); Reeve ch. 11 (pp. 297-328)

Nov. 9 (c) Habits, social learning; associated motivation; basics of emotion; discussion groups
✓ Reading Assignment: Reeve ch. 12 (pp. 344-352); Funder ch. 16 (pp. 582-605)

Nov. 14 (d) Emotion/affect, related to motivation, personality, relationships
✓ Reading Assignment: Funder ch. 13; Saucier (2022, pp. 1-26 only)

Nov. 16 (d) Culture and personality, with extensions to politics and religion; discussion groups
✓ Reading Assignment: Leary (2003)

Nov. 21 (d) Cultural-personological variables: individualism, self-esteem, values, worldviews
✓ Reading Assignment: Funder ch. 15

Nov. 28 (d) The self, self-regulation and socialization; discussion groups

FINAL VERSION OF RESEARCH-ARTICLE ANALYSIS PAPER is due Nov. 30!
✓ Reading Assignment: Funder chapter 18

Nov. 30 Integrating course material, and empirical findings, with theory in personality

Dec. 8 (Friday), 8:00 am, FINAL EXAM

What do letters after dates mean? If (a) you could submit an ‘a’ reading response on reading for this day; (b) could submit a ‘b’ reading response on reading for this day; (c) could submit a ‘c’ reading response on reading for this day, (d) you could submit a ‘d’ reading response on reading for this day.

Readings beyond the textbook (all posted on Canvas) are from these sources:


Saucier, G. (2022). Culture, personality, and the psychology of religion. Leiden: Brill. (pp. 1-26 only)


Note: Sometimes the Reeve readings are for only the first part of a chapter in a book, but the entire chapter is posted in case you’d like to read on beyond the required part.
POTENTIAL ‘FOUR-SENTENCE-RESPONSE’ QUESTIONS for midterm and final exam

1. What is a good scientific way to define personality?
2. What are the most important advantages of self-report data as compared to the most important advantages of data from “informants” or acquaintances?
3. What is the very best argument (or two) in favor of a “situationist” view (that behavior is driven mainly by situations, not dispositions)?
4. What is the very best argument (or two) in favor of stable dispositions (that behavior is driven mainly by internal or temperamental tendencies specific or distinct to individuals)?
5. Which is more important for explaining behavior: situations or dispositions?
6. When are personality judgments most accurate and when are they least accurate?
7. What is the “lexical hypothesis” or lexical rationale, and why is it important?
8. What basic dimensions of personality variation replicate well across cultures?
9. How is variation in personality attributes related to syndromes of psychopathology?
10. How stable is personality over time?
11. As far as we know, why does personality change occur (what leads to change)?
12. Based on evidence to date, what are the most important ways in which personality characteristics reflect individual differences in physiology or the brain?
13. What has the evidence from genetics most importantly contributed to our understanding of personality?
14. For purposes of understanding personality, what has been the important contribution from psycho-dynamic (psychoanalytic) theory?
15. For purposes of understanding personality, what has been the important contribution from humanistic or existential theories?
16. How are extrinsic motivation and intrinsic motivation fundamentally different?
17. How is motivation related to positive and to negative reinforcement?
18. How many basic emotions (or, types of mood state) are there, and what differentiates them?
19. How do motives and cognitions impact ‘affect’ (i.e., emotions and moods)?
20. How are basic dimensions of personality variation related to moods or emotions?
21. What is the best way to define “culture”?
22. What generally is the relation of personality to culture?
23. Self and personality: How are these concepts different, and what do they have in common?

Note: Questions 1-13 are eligible to appear on the midterm, with any questions not appearing on midterm quizzes eligible to appear on final exam. For each four-sentence-response question, you will need to respond in four sentences or less. It helps to have an answer that is brief and direct, but it also helps to have an answer that addresses multiple important points in dealing with the question (does not oversimplify). The best responses balance these two ‘desiderata.’ Be aware that there'll be more than one good way to answer open-ended questions like these.