

PSYCHOLOGY 4434.2 – PERSONALITY

Class: Tuesday and Thursday 8:30-9:45am. Loyola 186

Prerequisites: 2350 and 1260.1 (.2) which may be taken concurrently.

Instructor: Brad Peters, M.Sc., Registered Psychologist; Brad.Peters@smu.ca

Office Hours: 9:45-10:30am Tuesday & Thursday (and by appointment) MS 304

Required Readings: From the *Course Pack* & handouts found on the Brightspace site for the course. Please download and keep handy the *Glossary of Terms* for your reference.

Supplementary Readings: On the Brightspace site for the course.

Course Description: This is a *theoretical* psychology course involving an in-depth and critical examination of ways of thinking about human personality. The course will begin by introducing a working definition of personality, followed by discussions about theory construction and the importance of critical thinking within the field of psychology and personality research (students are discouraged from taking this course if they miss any of these introductory classes). The remainder of the course will follow theoretical readings from the course pack, with an emphasis on evaluating the rational and scientific basis of each. The course structure is part lecture, part seminar format. Class-participation is expected (i.e. through discussion, comments, & questions).

Course Requirements: Though attendance is not checked, and therefore not mandatory in terms of grading, those students who frequently miss class are unlikely to get sufficient lecture notes needed to prepare for assignments, study for tests, and pass the course. *It is expected that assigned readings will be read **before** the class covering that topic.* Doing the readings ahead of time will prepare you for the material discussed in class and will allow you to ask questions about concepts that were unclear.

Course Evaluation:

Assignment 1 (brief survey of student interests)	5%
Assignment 2 (short answer questions)	15%
Quiz 1 (multiple choice & fill-in the blank)	15%
Quiz 2 (multiple choice & fill-in the blank)	15%
Test 1 (multiple choice; mostly short-answer)	20%
Test 2 (multiple choice; mostly short-answer)	20%
Test 3 (multiple choice; mostly short-answer)	10%

Each of the three tests will consist of questions covering class lectures and readings from the weeks preceding them. The tests will be based on material since the last written test (i.e. they are not cumulative) though much of the later material is based on concepts that you will need to have understood from earlier lectures/readings. Treat the course as if it were roughly broken up into three modules or sections separated by each test – so within a given section, an assignment, quiz,

and/or test will involve some overlapping material. The final assignment will be announced later in the course and will be based on concepts covered in class.

Bonus Points: A maximum of 5 *bonus points* can be earned by writing short reflection papers on the course content. These are randomly given at the end of a class and worth one point each.

Policy on Note-taking: Each student is responsible for the information presented in class, even in cases involving an excusable absence. In these situations, students are encouraged to ask another student for the lecture notes from the class they missed.

Policy on Make-up Tests and Late Assignments: If you cannot write a test or cannot hand-in an assignment due to severe illness (e.g. flu or emergency operation), accident (e.g. involving hospitalization), or family affliction (i.e. death in your immediate family), you may be able to re-write your test or hand-in an assignment late without penalty. In order to do so, please adhere to the following guidelines:

- If you are unable to attend class due to severe illness or other extenuating circumstance, you must contact me either before commencement of the class you will be missing, or within one hour, if circumstances make prior notification impossible. Treat your class attendance like you would employment. If you were sick with the flu, you would call your work prior to your shift, to let your employer know that you will not be coming in and the circumstances that prevent it. I expect the same courtesy and level of responsibility from my students.
- If you are unable to attend a class due to severe accident involving hospitalization or extenuating circumstance of similar severity, you or someone capable of speaking for you, must contact me as soon as possible to notify me of your situation.

If you do not contact me within the aforementioned timelines, I reserve the right to refuse requests to re-write tests and to *assign a mark of zero*. I also reserve the right to penalize or not accept late assignments. Excusable absences must be supported by medical documentation.

If you attempt to communicate with me through email, you should receive a confirmation response within a reasonable time (e.g. 8hrs). If you do not get a response, do not have email, or if you suspect that your email is not working, you *must* look for alternative ways to contact me. This may include leaving a voice-message or written letter with our departmental secretary.

Policy on Plagiarism: I will be adhering to the University's policy on plagiarism as outlined in the 2015-2016 Academic Calendar under "Academic Integrity and Student Responsibility (pg. 22)." Please read this section of the calendar and be aware of any potential consequences to misrepresentation of work.

Grading Scheme: For information detailing how number grades equate to letter grades, please refer to the Undergraduate Academic Calendar under Academic Regulation 6.

Class Cancellations: If a class needs to be cancelled for reasons other than those involved in a University-wide closure, students will be notified through the Blackboard course home page and/or by a posting on the classroom door.

Class Schedule:

(Schedule is tentative and may change)

1. January 7 (R): Introduction to Personality: Theory and Psychology
 - No pre-assigned reading
 - Handout Assignment #1

2. January 12 (T): Introduction to Personality: Theoretical Foundations I
 - Read:
 - ✓ Rychlak, J. (1981). Introduction: A framework for the study of personality. *In Introduction to Personality and Psychotherapy*, 2nd Ed (pp. 1-36). Boston: Houghton Mifflin Co.
 - Supplementary Reading:
 - ❖ Pfenninger, D. & Leitner, L. (2005). Competing for reality. *Journal of Constructivist Psychology*, 18, 346-363.

3. January 14 (R): Introduction to Personality: Theoretical Foundations II
 - Read:
 - ✓ Gantt & Williams (2013). Psychology and the legacy of Newtonianism: Motivation, intentionality, and the ontological gap. *Journal of Theoretical and Philosophical Psychology*, 34(2), 84-100.
 - Supplementary Readings:
 - ❖ Spencer, M. (1987). The imperfect empiricism of the social sciences. *Sociological Forum*, 2(2), 331-372.

4. January 19 (T): Behavioral Theory
 - Read:
 - ✓ Baum, W. (2004). Behaviorism: Definition and history. In *Understanding behaviorism: Behavior, culture, and evolution*, 2nd Ed. (pp. 3-19). Malden, MA: Wiley-Blackwell.
 - Assignment #1 due

5. January 21 (R): Cognitive-Behavioral Theory
 - Read:
 - ✓ David, Miclea & Opre (2004). The information-processing approach to the human mind: Basics and beyond. *Journal of Clinical Psychology*, 60(4), 353-368.
 - Supplementary Reading:
 - ❖ Horst, S. (1999). Symbols and computation: A critique of the Computational Theory of Mind. *Minds and Machines*, 9, 349-381.
 - ❖ Tallis, R. (1999). Computerizing consciousness. *In The explicit animal: A defense of human consciousness* (pp. 102-140). New York, NY: St. Martin's Press.

6. January 26 (T): Overview & Critique of Evolutionary Psychology
 - Read:
 - ✓ Peters, B. (2015). Brief primer on the evolutionary psychology paper.
 - ✓ Peters, B. (2014). Evolutionary psychology, design reification, and the denial of personhood: A reply to Klasios. *Theory and Psychology*, 24(1), 135-144.
 - Supplementary Readings:
 - ❖ Peters, B. (2013). Evolutionary psychology: Neglecting neurobiology in defining the mind. *Theory & Psychology*, 23(3), 305-322.
 - ❖ Klasios, J. (2014). Evolutionary psychology and design reincarnation: A reply to Peters. *Theory & Psychology*, 24(1), 124-134.

- January 28 (R): TEST #1

7. February 2 (T): Attachment Theory
 - Read:
 - ✓ Siegel, D. (1999). *The Developing Mind*; Chapter 3: Attachment (pg. 67-120).

8. February 4 (R): Attachment Theory
 - Read:
 - ✓ Siegel, D. (1999). The Developing Mind; Chapter 3: Attachment (pg. 67-120).
9. February 9 (T): Attachment Theory
 - Read: None
10. February 11 (R): QUIZ #1 & Begin Psychodynamic Theory
 - First part of the class: Quiz on attachment theory
 - Second part of the class: Begin psychodynamic lectures
 - Read:
 - ✓ Corina, M. (2010). The Future of Psychodynamic Psychotherapy. *Psychiatry*, 73(1), 43-56.
11. February 23 (T): Psychodynamic Theory
 - Read:
 - ✓ Gabbard, G. (2006). A Neuroscience Perspective on Transference. *Psychiatric Annals*, 36(4), 282-288.
12. February 25 (R): Psychodynamic Theory
 - Read: None.

March 1 (T): TEST #2
13. March 3 (R): Social Neuroscience & Personality
 - Read:
 - ✓ Cozolino, L. (2002). The human nervous system: From neurons to neural networks (pp. 67-82).
14. March 8 (T): Social Neuroscience & Personality
 - Read:
 - ✓ Siegel, D. (2006). An Interpersonal Neurobiology Approach to Psychotherapy. *Psychiatric Annals*, 36, 4 (pg. 248-256).
15. March 10 (R): Social Neuroscience Criticisms
 - Read:
 - ✓ Peters, B. (2012). The mind does not reduce to the brain. Online publication.
 - Supplementary Reading:
 - ❖ Tallis, R. (2011). A mind of one's own: The metaphysical limitations of neuroscience. *New Statesman*, February 21, 44-47.
16. March 15 (T): Uniquely Human: Investigations in Comparative Psychology
 - Read:
 - ✓ Povinelli & Bering (2002). The mentality of apes revisited. *Current directions in psychological science*, 44(4), 115-119.
 - ✓ Liszokowski, et al. (2015). Prelinguistic infants, but not chimpanzees, communicate about absent entities.
 - Supplementary Reading:
 - ❖ Cuccio & Carapezza (2015). Is displacement possible without language? Evidence from preverbal infants and chimpanzees. *Philosophical Psychology*, 28(3), 369-386.
 - ❖ Wynne, C. (2008). Aping language: A skeptical analysis of the evidence for nonhuman primate language. *Skeptic*, 13(4), p. 10-14.
 - ❖ Vaesen, K. (2012). The cognitive bases of human tool use. *Behavioral and Brain Sciences*, 35, 203-262.
 - Hand-out Assignment #2

17. March 17 (R): QUIZ #2 & Begin Humanistic and Existential Theories

- First part of the class: Quiz on social neuroscience lectures
- Second part of the class: Begin humanistic-existential theories
- Read:
 - ✓ May, R. (1980). *Existential Psychotherapy* (pg. 21-29 & 51-62).

18. March 22 (T): Humanistic and Existential Theories

- Read:
 - ✓ Becker (1971). *The Birth and Death of Meaning*. Chapter 3 (pg. 13-26).
- Supplementary Reading:
 - ❖ Solomon, Greenberg, & Pyszczynski (2015). Chapter 2: The scheme of things. *In The worm at the core: On the role of death in life* (pp. 15-37). New York, NY: Random House.

19. March 24 (R): Humanistic and Existential Theories

- Read:
 - ✓ Becker (1973). *The Denial of Death*. Chapters 1 & 2 (pg. 1-24).

20. March 29 (T): Humanistic and Existential Theories

- Read: None

21. March 31 (R): Course wrap up

- Assignment #2 Due
- Class wrap-up; latter-half is optional Q/A discussion for students interested in graduate training in psychology

April 5 (T): TEST #3