



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PSY 321-02-1

Course Title: The Psychology of Personality

Department Name: Psychology

College/School/Division Name: School of Education & Behavioral Sciences

Term: Fall 2019

Course Credits: 3

Class Meeting Days: MWF

Class Meeting Hours: 2:30pm-3:20pm

Class Location: Behavioral Sciences Building 102

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT

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Phone: 808.739.7495

Office Location: Behavioral Science Building 118

Office Hours: By appointment- please feel free to email me to set up a time to meet

University Course Catalog Description

This course reviews multiple perspectives of personality including psychodynamic, trait, behavioral, cognitive and phenomenological approaches.

Course Overview

This course will provide an overview of the major theoretical perspectives related to personality. Through the use of activities, videos, reading, and writing, students will have an opportunity to explore different approaches to the study of personality from a multidisciplinary and cross-cultural perspective with a focus on understanding human behavior. General approaches to the study of personality that we will study include the following:

The Trait Approach

The Biological Approach

The Psychoanalytic Approach

The Humanistic Approach

The Behavioral/Social Learning Approach

The Cognitive Approach

Interdisciplinary Component

This course contains an Interdisciplinary Collaboration component. Students will get a chance to partner with students from another field of study on a final project for this class.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Learning Outcomes

Student performance, relative to the following specific course objectives, will be assessed. You will be asked, at various points throughout the course to demonstrate through exams, papers, presentations, activities, etc., what you have learned in this course.

Student will demonstrate an understanding of:

1. The historical development of the study of personality.
2. The scientific method and its use in the assessment and study of personality.
3. The theoretical development of the several major perspectives for understanding and assessing personality.
4. The conditions necessary for optimal development of personality during the development process.
5. Current issues and research in the assessment and study of personality.
6. The role of culture in the development and assessment of personality.
7. The ethical issues related to the study of personality.
8. How the Five Marianist Educational Values are integrated into the course.

Learning outcomes for Interdisciplinary Collaboration Project:

- i. Student will develop a creative and meaningful understanding of human personality and constructed environments.
- ii. Students will engage in an interdisciplinary collaboration that results in a completed project.
- iii. Students will expand their exposure to different fields of study and understand the connection to each other.

Course Prerequisites

PSY101

Required Learning Materials

Funder, D. C. (2016). *The Personality Puzzle* (7th ed.). New York, NY: W.W. Norton & Co. (ISBN # 978-0-393-26514-9)

Course Website:

Canvas PSY321 course site

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Assessment

My goal is that each assignment is essential, meaningful, and a very important part of the course. I hope the assignments enhance, not detract, from your learning.

Assessment	Description	Points	Applicable SLO
Attendance and class participation	Each student is expected to attend classes. Attendance and active engagement include participation in group discussions, debates, and critical thinking exercises. As part of class participation points, students will also complete in-class assignments (e.g. minute papers, cultural application question, construct a quiz question, muddiest point, etc.). Students demonstrate engagement by not being distracted, not having side conversation, or using excessive technology not related to class materials.	90pts 35 classes x 2pts 4 in-class assignments x 5	1-8
Personality Inventories	Students will complete at least 4 personality inventories throughout the term, the first 3 provided by the instructor. Upon completing and scoring the inventories, you will also submit a 1½ page reflection on your experience taking the inventory and how accurate the results are for you. For each reflection paper: 1) Describe the purpose of the instrument 2) Research and comment briefly about the validity and reliability of the measure 3) Summarize your results and/or descriptions of your personality according to the inventory and comment on whether it was accurate according to your family/friends and how you see yourself	40pts (4 @10 pts)	1, 5, 6, 7
Exams	There will be three non-cumulative exams throughout the term. The exams will focus on material covered in the textbook and lectures, supplemental readings and classroom activities. Exams will consist primarily of multiple choice questions along with a few short answer questions. You must be present for all exams. Make-up exams will be given only if: (1) you were seriously ill with verifying documentation, (2) you were unavoidably detained the day and time of the exam,	150 pts (3 @ 50 pts)	1-8

	<p>or (3) you made arrangements with the professor prior to the exam for an urgent matter (e.g., a funeral). In any of these cases, you must notify the professor in advance of the time of the exam (even if that simply means leaving a voicemail). Appropriate documentation will be required prior to taking the exam. Missing an exam for any other reason will result in a 0 for that exam. For an approved absence with proper documentation, you will have 1 week to make up the exam. It is your responsibility to get in contact with the instructor about arranging the make-up. Keep in mind that make-up exams are intended to be more comprehensive to compensate for additional study time. Make-up exams will not necessarily be multiple choice format. If you are concerned about an exam grade, please contact the instructor within one week of the grades posting to schedule a time to discuss the issue.</p>		
Student Group Lecture	<p>Students will each choose one of the 6 Personality Disorders from Chapter 17. Students will read about the select diagnosis and compile 2-3 academic journal articles on the diagnosis. They will present 1) a description of the personality disorder (symptoms, etiology, prevalence & prognosis), and 2) summary of the research articles in class. This presentation will last no more than 8 minutes. More information and a rubric will be provided on Canvas.</p>	20 pts	2, 3, 5, 7
Final Project	<p>This is an interdisciplinary project. Students will collaborate with a Design student for the completion of this project. Characters from a popular tv show will be provided for personality analysis. Students will utilize trait theories of personality to determine how this character rates on different personality traits. Students will meet and work with their Design student partner to develop a plan for a living space for the character based on the personality traits. Students will be graded on 3 things, a preliminary presentation, a final paper, and a final presentation <i>Grading rubric and more instructions will be provided on Canvas.</i></p>	200 pts	1, 2, 3, 4, 6, 7, 8 i, ii, iii
a) Paper (100pts)	<p>For PSY321 students: Final Paper</p> <p>You will submit a paper that a) examines the character using personality trait theory, try to paint a rich picture of this person; make sure you capture his or her idiosyncrasies and let the reader really get to know him or her, b) describes how the living space matches the personality of the character (i.e. needs, preferences, hobbies, tendencies, etc.). In your paper please avoid simply retelling the plot of the story or film, and be specific about which theory you are using when you are writing about the theories.</p> <p>For EID200 students: Living Space Plan</p>		

<p>b) 1st Presentation (30pts)</p> <p>c) Final Presentation (70pts)</p>	<p>Each Personality student and Design student pair will present their project (at whatever stage of their project) to the rest of the class. The presentation must include an identification of the character, a description of the character with an initial understanding of their personality, a description of initial understandings of the living space for the character.</p> <p>Each Personality student and Design student pair will present their complete project to the rest of the class. This will include a complete Personality profile of the character and a walk through of the living space plan for the character.</p>		
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Grading Scale

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements.

Attendance and class participation	90 pts		
Personality Inventories	40 pts	Course Grading-	
Exams	150 pts	A = 90-100 %	450-500
Student Group Lecture	20 pts	B = 80-89 %	400-449
Final Project	200 pts	C = 70-79 %	350-399
(1 st presentation=30pts, Final presentation=70pts, Final paper=100pts)		D = 60-69 %	300-349
		F = Below 60 %	299↓
Total Points	= 500		

The instructor will determine the final grade for all students based on the above Grading Scale.

Personality Resources Websites:

<https://discovermyprofile.com/tag/Intelligence>

<https://sapa-project.org/>

<https://openpsychometrics.org/>

Late Work Policy

- All assignments will be due by 11:59 pm on the due date specified on this syllabus.
- No late assignments will be accepted unless a special arrangement was made 48 hours prior to the due date or test date. Late submissions will be accepted within 7 days of the due date (except past the last week of class) and a 5 percent late deduction per day will be incurred for each class day it is late.
- You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). Documentation may be necessary.

Grades of "Incomplete"

Incomplete grades are not automatically issued without prior correspondence with the instructor and deliberation.

Writing Policy

All papers should be written in APA format (excluding an abstract). APA format includes 1-inch margins, double-spaced, and 12-point serif font, with in-text citation, and a reference page.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at [blendine.hawkins@chaminade.edu]. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours to 3 days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58).

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options.

Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

Schedule

	Topic	Class Activity	Readings Due	Assignments Due:
Week 1: Monday, 8/26/19	Review Class Objectives & Requirements	Introductions, Syllabus Review		
Week 1: Wednesday, 8/28/19	The study of a Person	Lecture & Discussion of Reading	Ch. 1	
Week 1: Friday, 8/30/19	Quantifying character and personality	Constructing a Personality Measure		In-class Assignment 1
Week 2: Monday, 9/2/19	LABOR DAY HOLIDAY			
Week 2: Wednesday, 9/4/19	Research Methods	Lecture & Application of Reading	Ch. 2	
Week 2: Friday, 9/6/19	1st meeting, Introduce Project and Expectations, Groups Assigned	Joint PSY321 & EID200 meeting at Eiben 120		
Week 3: Monday, 9/9/19	Assessment, Effect size, Ethics	Lecture & Discussion of Reading	Ch. 3	In-class Assignment 2
Week 3: Wednesday 9/11/19	Trying out an inventory	Eysenck Personality Questionnaire		
Week 3:	Traits, Situations & Behavior	Lecture & Discussion of Reading	Ch. 4	

Friday, 9/13/19				
Week 4: Monday, 9/16/19	Personality Judgements	Lecture & Application of Reading	Ch. 5	Personality Inventories 1 Due
Week 4: Wednesday, 9/18/19	The Trait Approach	Lecture & Discussion of Reading	Ch. 6	
Week 4: Friday, 9/20/19	2nd meeting, Watch The Office, assign characters	Joint PSY321 & EID200 meeting at BS102		
Week 5: Monday, 9/23/19	Personality Stability, Development & Change	Lecture & Discussion of Reading	Ch. 7	In-class assignment 3
Week 5: Wednesday, 9/25/19	Review of Chapters	Exam Review	Ch. 1-7	
Week 5: Friday, 9/27/19	EXAM 1			
Week 6: Monday, 9/30/19	3rd meeting, Intro to Design the connection to personality	Joint PSY321 & EID200 meeting at Eiben 120		
Week 6: Wednesday, 10/2/19	Anatomy of Personality	Lecture & Discussion of Reading	Ch. 8	
Week 6: Friday, 10/4/19	Trying out an inventory	Fischer's Personality Scale		
Week 7: Monday, 10/7/19	Inheritance of Personality	Lecture & Discussion of Reading	Ch. 9	
Week 7: Wednesday, 10/9/19	Psychoanalytic Approach	Lecture & Discussion of Reading	Ch. 10	
Week 7: Friday, 10/11/19	4th meeting- Group work day	Joint PSY321 & EID200 meeting at BS102		Personality Inventories 2 Due
Week 8: Monday, 10/14/19	DISCOVERERS' DAY HOLIDAY			
Week 8: Wednesday, 10/16/19	After Freud	Lecture & Discussion of Reading	Ch. 11	
Week 8: Friday, 10/18/19	Trying out an inventory	The Big 5		
Week 9: Monday, 10/21/19	Trying out an inventory	The Big 5		
Week 9:	Humanistic Approach & Positive Personality	Lecture & Discussion of Reading	Ch. 12	

Wednesday, 10/23/19				
Week 9: Friday, 10/25/19	5th meeting, Informal Presentation	Joint PSY321 & EID200 meeting at WS102		Graded Presentation of Project
Week 10: Monday, 10/27/19	Phenomenology & Self- determination	Critical Thinking Discussion		Personality Inventories 3 Due
Week 10: Wednesday, 10/29/19	Review of Chapters		Ch. 8-12	
Week 10: Friday, 11/1/19	Exam 2			
Week 11: Monday, 11/4/19	Multicultural Considerations	Lecture & Discussion of Reading	Ch. 13	
Week 11: Wednesday, 11/6/19	Trying out an inventory	Start the MMPI		
Week 11: Friday, 11/8/19	Trying out an inventory	Finish the MMPI		
Week 12: Monday, 11/11/19	VETERAN'S DAY HOLIDAY			
Week 12: Wednesday, 11/13/19	Behaviorism & Learning	Lecture & Discussion of Reading	Ch. 14	Personality Inventories 4 Due
Week 12: Friday, 11/15/19	6th meeting, Q&A Working Group Meeting	Joint PSY321 & EID200 meeting at Eiben102		
Week 13: Monday, 11/18/19	Perception, Thought, Motivation & Emotion	Lecture & Discussion of Reading	Ch. 15	
Week 13: Wednesday, 11/20/19	The Self Self-Reflection	Lecture & Critical Thinking Exercise	Ch. 16	In-class Assignment 4
Week 13: Friday, 11/22/19	Trying out an inventory	Relational Inventory		
Week 14: Monday, 11/25/19	6th meeting, Final Presentations of Projects			
Week 14: Wednesday, 11/27/19	7th meeting, Final Presentations of Projects	Joint PSY321 & EID200 meeting at WS102		Case Study Paper Due
Week 14: Friday, 11/29/19	THANKSGIVING RECESS			
Week 15:	Personality Disorders	Lecture & Discussion of Reading	Ch. 17	Student Lectures

Monday, 12/2/19				
Week 15: Wednesday, 12/4/19	Personality Disorders	Video & Discussion		
Week 15: Friday, 12/6/19	Review of Chapters		Ch. 13-17	
Week 16	FINAL EXAM MONDAY 12/9, 1:15PM-3:15PM			

* Syllabus is subject to change by instructor according to class needs.