

## **PSY 321 Psychology of Personality**

<b><u>Instructor:</u></b>	Robert G. Santee, Ph.D.	<b><u>Time:</u></b>	M/W/F 10:30am – 11:20am
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<b><u>Office Hours:</u></b>	M/W 12:30pm – 1:30pm By appointment Behavioral Sciences Bldg. 105A	<b><u>Email:</u></b>	rsantee@chaminade.edu
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**Text:** Personality, Jerry Burger 10<sup>th</sup> Edition, ISBN: 9781337557010

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### **Catalog Course Description**

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

### **Course Description**

This course is an examination of Personality, and covers theoretical perspectives of personality, including Freudian, Neo-Freudian, trait, biological, humanistic, behavioral/social learning, and cognitive approaches. Personality will be examined in the context of neuroscience and evolutionary theory. As part of the requirements for this course students will assess their own personality. To assist the exploration of one's personality, Taijiquan and Qigong will be taught as part of each class.

### **Program Linking Statement**

This course develops and assesses the skills and competencies for the program student learning outcomes of Life Span Development and Applied Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

### **Student Learning Outcomes**

Student will demonstrate

1. **Declarative Knowledge** (concepts, facts, theories, information, meaning, descriptions of things, events, processes, attributes, and their relationships. Essentially it is what we know about a topic/knowing that) of the field of Personality Psychology **via** a multiple-choice midterm and final exam.
2. **Procedural/Performance knowledge** (essentially knowing how to do something) **via** writing a paper on **1:** Your personality in the context of performing Taijiquan and Qigong and **2:** Assessing your own personality from the perspective of your own self observations and a series of personality assessment inventories.

## **Assessment**

**Mid-Term Exam:** 25 item multiple-choice exam

**Final Exam:** 50 item cumulative multiple-choice exam

**Paper 1:** The context of this paper is your experiences performing Taijiquan and Qigong at the start of each class in relationship to your personality. **First** describe yourself/personality based on your own observations. Then describe yourself/personality on the following five personality trait continuums. For example, on one end of the **neuroticism** continuum is calm/secure/relaxed while at the other end is worried/stressed/insecure. Do you find yourself/personality being more at one end or the other of the continuum, somewhere in the middle, or leaning more so to one end or the other? Do you find self/personality assessment to be fairly stable across the neuroticism continuum or does it depend on the context/situation?

<b>Neuroticism:</b>	Calm vs worried, secure vs insecure, stressed vs relaxed
<b>Extraversion:</b>	Sociable vs retiring, outgoing vs reserved, talkative vs quiet
<b>Openness:</b>	Trying something new vs staying in your comfort zone, variety vs routine, independent vs conforming, welcoming vs resistant
<b>Agreeableness:</b>	Cooperative vs uncooperative, trusting vs suspicious, soft-hearted vs ruthless
<b>Conscientiousness:</b>	Organized vs disorganized, careful vs suspicious, disciplined vs Undisciplined

**Next** describe your experiences performing Taijiquan and Qigong over the last 4 weeks. What impact has practicing Taijiquan and Qigong had on you physically, cognitively, emotionally, behaviorally, interpersonally, and spiritually over the last 4 weeks? What changes have you noticed from when you first started practicing Taijiquan and Qigong in this class to this point in time when you are writing this paper.

**Then**, utilizing each of the five personality traits and your own self-observation of your personality, assess your personality within the context of practicing Taijiquan and Qigong over the last 4 weeks. For example, regarding the **neuroticism** trait, did you find yourself somewhat stressed, insecure and worried when you first began practicing taijiquan and qigong, but after 4 weeks of practice you felt more relaxed, calm and secure? Did you get more stressed, insecure, and worried? Stayed the same?

**Finally**, what did you learn about yourself and your personality.

- **Minimum** 3 full single space pages. **Feel free to write more!**
- Separate paragraph for each of the five personality traits. **Bold each personality trait**
- Separate paragraph for each of the six descriptors (physically, cognitively, emotionally, behaviorally, interpersonally, and spiritually) regarding your experience practicing taijiquan and **Bold** each one.
- **Do not use outside references or quotes.**
- **See Format for Papers for additional requirements for writing papers in this class**

**Paper 2.** This paper describes your personality from the perspective of your own self observations (you may include observations from friends, family, classmates, co-workers, etc.) and the results of taking 10 personality assessment inventories in class.

After the Introduction, **Begin** with your self-observations section and describe your personality indicating the basis for your description (minimum 1 page). In other words, why you see yourself the way you have described.

**Next**, for each of the personality inventories, in separate paragraphs indicate the name (make sure the name is in **bold**) of each personality inventory, what it assesses/is about, the average/mean normed score, what your score was, what your score indicates/is telling you about your personality, if you agree or disagree with the results and why you agree or disagree with the results.

For most of the personality inventories you will be writing about you can probably address in 2-3 paragraphs (you can of course write more). For the *NEO-PI* (five factor model) you will need to have separate paragraphs for each of the five factors (make sure each factor is in **bold**) in addition to the basic information regarding the inventory. This will also be the case for the Myers-Briggs where you will need additional paragraphs for not only your specific personality type (make sure it is in **bold**), but also for each of the 4 preferences (make sure each is in **bold**) that makeup each specific type.

**Then**, integrate the information from both your self-observations with the information from the 10 personality inventories and describe your personality. Finally, what did you learn from this exercise about your personality and yourself?

**Personality Inventories will 1) come from the book and 2) some will be provided by the instructor.**

- Minimum 5 full single space pages. Feel free to write more!
- Separate paragraphs for each of the inventories
- Separate paragraphs for each of the 5 factors in the NEO-PI
- Separate paragraphs for the overall type and each of the 4 preferences
- **See Format for Papers for additional requirements for writing papers in this class**

#### **Format for Papers**

**All papers must be single spaced, use Times New Roman, size 12 font, 1" margins on all sides and have:**

- A Cover Page with the title of the paper, the name of the course with its number, your name, the current semester, and the due date
- Narrative/Paper and cover sheet must be stapled together.
- Cover page does not count as a page

#### **The paper/narrative must**

- Have an introduction
- Have a conclusion
- Be in paragraph format with separate paragraphs (no single paragraph papers)
- Have the first line of each paragraph indented
- Not have spaces between paragraphs.
- Meet the minimum full page length requirement.

**Grading**

<b>Paper 1</b>	<b>30 points</b>
<b>Paper 2</b>	<b>100 points</b>
<b>Mid-Term</b>	<b>100 points</b>
<b>Final</b>	<b>200 points</b>

**Total            430 points**

A = 387 and above

B = 344-386

C = 301-343

D = 258-300

F = below 258

**Points Taken Off on the Papers**

Not following format papers

Missing requirements as noted in descriptions of the papers under **Assessment**

Grammar

**Due Date/Points Policy for Papers:**

Due date, after class time      10% deduction

2<sup>nd</sup> day                                20% deduction

3<sup>rd</sup> day                                30% deduction

4<sup>th</sup> day                                40% deduction

5<sup>th</sup> day                                50% deduction

Not Accepted after 5<sup>th</sup> day

**All work must be completed within the time frame of the course. Nothing will be accepted after the last class of the term**

**Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). 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 absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### **Classroom Rules**

- **Cell phones can only be used for voice recording of class lectures. No video recording, taking pictures, texting, tweeting, internet use, etc.**
  - No sleeping in class.
  - No reading outside materials in class.
  - *No doing homework for other classes during class.*
  - No eating in class.
  - No behavior that is viewed as inconsiderate and disrespectful to your classmates who are here to learn.
  - No behavior that is viewed as inconsiderate and disrespectful to your instructor who is here to teach.
  - If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.
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- **COMPUTER USE, TABLETS, IPADS, CELL PHONES, ETC. ARE ONLY FOR CLASS WORK, THEY CANNOT BE USED FOR ANYTHING ELSE DURING CLASSTIME. NO PICTURE TAKING OF POWER POINT PRESENTATIONS.**

### **Students with Disabilities**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the **Counseling**

**Center** ([counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)) to make an appointment in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

### **Title IX**

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, 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, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following: Personal Counseling Center: 808-735-4845**

### **Tutoring Center**

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Smarthinking online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/>. The center can be contacted at [\(808\) 735-4815](tel:8087354815) or [advising@chaminade.edu](mailto:advising@chaminade.edu). The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

### **Marianist Educational Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

#### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

#### **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### 3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### 4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### 5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*,  
Published in 1999 by Chaminade University of Honolulu, St. Mary’s  
University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Characteristics of Marianist Education	Short Version
<b>Educate for the Formation of Faith</b> ‘Ike Kainu’u Ho’ola’a (Knowledge embodying a sanctifying spirit)	<b>Kainu’u La’a</b> (Sacred Spiritual Embodiment)
<b>Provide an Integral Quality education</b> ‘Ike Ulana Ho’omana Kina’ole (Unblemished weave of empowering knowledge)	<b>Mana Kina’ole</b> (Perfected Power)
<b>Educate in Family Spirit</b> ‘Ike Pilipo’ohala Kū’ono (Knowledge bound in deep family values)	<b>Pilina Po’ohala</b> (Embraced Family Virtues)
<b>Educate for Service, Justice and Peace</b> ‘Ike Kuleana Kaiao (Knowledge of enlightened duty)	<b>Kuleana Pono</b> (Righteous Responsibility)
<b>Educate for Adaption and Change</b> ‘Ike Huli Wānana (Knowledge of Prophetic Change / Searching)	<b>Loli a Ma’a</b> (Adapt to Change)

Thought and Translation by: Kumu Keahi Renaud, 2018



### **Tentative Course Schedule**

<b><u>Week</u></b>		<b><u>Topic</u></b>	<b><u>Readings for Berger</u></b>
8/26		Introduction. What is Personality? Personality in the context of Neuroscience and Evolutionary Theory. Personality Inventories	Chapters 1 and 2
9/02		Introduction. What is Personality? Personality in the context of Neuroscience and Evolutionary Theory. Personality Inventories <b>Labor Day – September 2<sup>nd</sup> no classes</b>	Chapters 1 and 2
9/09		Psychoanalytic Approach: Freud	Chapters 3 and 4
9/16		Psychoanalytic Approach: Freud	Chapters 3 and 4
9/23		Psychoanalytic Approach: Neo-Freudian <b>PAPER 1 PAPER DUE FRIDAY 9/27</b>	Chapters 5 and 6
9/30		Psychoanalytic Approach: Neo-Freudian	Chapters 5 and 6
10/07		The Trait Approach	Chapters 7 and 8
10/14		The Trait Approach <b>MID-TERM EXAM ON FRIDAY 10/18</b> <b>Discoverers' Day – Oct. 14<sup>th</sup> no classes</b>	Chapters 7 and 8
10/21		The Biological Approach	Chapters 9 and 10
10/28		Humanistic Approach	Chapters 11 and 12
11/04		Humanistic Approach	Chapters 11 and 12
11/11		Behavioral Social Learning approach <b>Veterans' Day – Nov. 11<sup>th</sup> no classes</b>	Chapters 13 and 14
11/18		Behavioral Social Learning approach <b>PAPER 2 DUE FRIDAY 11/22</b>	Chapters 13 and 14
11/25		Cognitive approach <b>Thanksgiving Holiday 11/28 – 29/19</b>	Chapters 15-16
12/02		<b>Review</b>	
12/12		<b>FINAL EXAM DATE: 11:00am – 12:00pm</b>	