

Chaminade University of Honolulu
School of Education & Behavioral Sciences
PSY 321-30-2
The Psychology of Personality

2019-2020 Spring Evening Semester

Instructor Name: BJ Constantine, MSCP
Email: beshara.constantine@chaminade.edu
Phone: 202-744-4575
Telephonic Office Hours: By appointment - please 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 online activities, videos, reading, and writing, students will have an opportunity to explore different approaches to the scientific 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

Textbook (Required Reading): Funder, D.C. (2016). *The Personality Puzzle (7th ed.)*. W.W. Norton & Co. ISBN – 9780393600421 (**NOTE:** 8th ed. may also be used).

Student Learning Objectives

Student performance, relative to the following specific Student Learning Objectives, will be assessed. You will be asked, at various points throughout the course, to demonstrate through online quizzes, papers, presentations, and activities, what you have learned in this course.

Specifically, students 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.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. This class represents one component of your education at Chaminade University of Honolulu. As a student, you should take every opportunity possible to reflect upon the role of these characteristics in your education and development. 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.

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 of explain behavior.

Methods In Behavioral Research; Cozby

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>

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 am required to report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Students with Disabilities

Chaminade University 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 808-735-4845 or, 808-739-4603, (located next to Security) 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 this office as soon as possible so that accommodations are implemented in a timely fashion.

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.

Academic Calendar

Week 1 - 14 April 2020

- Zoom Session #1 (6:00pm, 14 April) Introductions and Expectations
- Read Chapter 1 - The Study of the Person
- Read Chapter 2 - Personality Research Methods
- Take Quiz #1
- Paper #1 Due (19 April 2020)

Week 2 - 21 April 2020

- Read Chapter 3 - Personality Assessment
- Read Chapter 4 - Personality Traits
- Take Quiz #2

Week 3 - 28 April 2020

- Read Chapter 5 - Personality Judgement
- Read Chapter 6 - Personality Traits and Understanding Behavior
- Take Quiz #3
- Activity #1 Due (in Canvas Discussions)

Week 4 - 5 May 2020

- Read Chapter 7 - Personality Stability, Development, and Change
- Read Chapter 8 - The Anatomy and Physiology of Personality
- Take Quiz #4

Week 5 - 12 May 2020

- Read Chapter 9 - The Inheritance of Personality
- Read Chapter 10 - Basics of Psychoanalysis
- Take Quiz #5
- Activity #2 (Canvas Discussion) Due

Week 6 - 19 May 2020

- Zoom Session #2 (6:00pm, 19 May) – Student Discussion of Activity #3; Mid-Course Discussion
- Read Chapter 11 - Psychoanalysis After Freud
- Read Chapter 12 - Experience, Existence, and the Meaning of Life
- Take Quiz #6
- Activity #3 Due

Week 7 - 26 May 2020

- Read Chapter 13 - Cultural Variation in Experience, Behavior, and Personality
- Read Chapter 14 - Personality Processes: Learning to Be a Person
- Take Quiz #7

Week 8 - 2 June 2020

- Read Chapter 15 or 16 - The Self: What You Know About You (Depending on which edition of the text you have).
- Take Quiz #8
- Activity #4 (Canvas Discussion)

Week 9 - 9 June 2020

- Read Chapter 17 - Mental Health, and Physical Health
- Read Chapter 18 - What Have We Learned?
- Take Quiz #9

Week 10 - 16 June 2020

- Zoom Session #3 (6:00pm, 16 June) - Student Discussions of Integrative Paper; End of Course Discussion
- Integrative Paper Due (21 June 2020)

Course Requirements

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart :

90% - 100% A
80% - 89% B
70% - 79% C
60% - 69% D
59% or below F

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

I - Quizzes: (8 x 20 points = 160 points) Quizzes will be 10-questions, multiple choice and fill-in the blank. You will have one hour from the time you open the quiz in Canvas to complete it. You will actually take nine quizzes; I will drop the lowest grade of the nine you will take.

II - Papers: (140 points) Papers will be submitted using 1-inch margins, double spaced, 12-point font with in-text citations and a reference page if quotes are used. Use APA style, with no abstract required. Papers will be posted to Canvas by 11:59pm on the Sunday of the instructional week. Please do not submit papers as PDF documents.

Paper 1: (2-3 pages - 40 points) Address all of the following in this paper: What is the importance of studying personality? What is your interest in personality? Why are you taking this course? What do you hope to learn from the course, and how do you expect you will be able to apply this knowledge in your personal life, in your relationships, and in your professional endeavors?

Paper 2 (Integrative Paper): (3-5 pages - 100 points) Of the six general approaches to the study of personality that we have studied in this course (Trait, Biological, Psychoanalytic, Humanistic, Behavioral/Social Learning, and Cognitive), which is your favorite, and why? Which is your least favorite, and why? How is the study of personality relevant to your own daily life? How can your knowledge of personality help you in understanding and solving social problems or human nature? What do you think you will remember, if anything, from this course 20 years from now? Be prepared to discuss these questions during our final Zoom session.

III – Activities: (4 x 50 points = 200 points)

Activity 1: Explore the web site “16 Personalities.” <https://www.16personalities.com> Take the personality test and analyze your results. Write a paragraph in “Discussions” in Canvas about your experience. What does this test say about you? What did you learn about yourself? Do you agree with the results? Was there anything that surprised you about the results? How do you see yourself using this test in the future?

Activity 2: Answer the question posted under Discussions in Canvas. Then, provide meaningful and relevant comments to at least three of your classmates’ responses.

Activity 3: Explore your Big Five Personality Traits by taking the Big Five Inventory and exploring how the Big Five affect your personal relationships. This inventory may be found at: <http://www.outofservice.com/bigfive/> Read about your own Big Five personality traits and consider the validity and reliability of the Big Five theory. Then, introduce yourself in a 2-page paper, including your Big Five and how they affect how you act, think, feel, and behave. This paper will not be submitted or graded, but you will have 5-7 minutes to discuss your results with the class during our second Zoom session.

Activity 4: Answer the question posted under Discussions in Canvas. Then, provide meaningful and relevant comments to at least three of your classmates’ responses.