

Course title: Psychology of Personality

Course number: PSY321

Course discipline: Psychology

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

**Program Linking Statement.** This course develops and assesses the skills and competencies for the Psychology program student learning outcomes I.) Students will identify key concepts, principles, and overarching themes in psychology; and IV.) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

**Course Overview.** This course will provide an overview of the major theoretical perspectives related to personality. Through the use of online activities, 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

Course date: May 16 through June 24, 2022

Location: Online

Meeting day(s): N/A

Meeting time(s): N/A

Prerequisite(s): PSY101

### **Instructor Information**

Name: Dale Fryxell

Email: dfryxell@chaminade.edu

Office location: Brogan 111

Office hours: By appointment

Phone: 808 739-4678(o)

Biography: Dr. Fryxell is the Dean of the School of Education and Behavioral Sciences and a Professor of Psychology at Chaminade University. His area of specialization is community psychology. Dr. Fryxell's current research interests include: anger/aggression/violence, developmental disabilities, drug and alcohol prevention, and child and adolescent behavioral problems.

### **Textbooks**

Required reading: Funder, D. C. (2019). *The Personality Puzzle (8th ed.)*. W.W. Norton & Co. ISBN - 9780393421804

### **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 quizzes, papers, and activities, what you have learned in this course.

Students will:

1. describe the historical development of the major perspectives for understanding and assessing personality.
2. discuss the role of ethics and culture in understanding personality.
3. identify current issues and future directions in the field of personality psychology.

## 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
Introduction:	80% - 89% B
	70% - 79% C
	60% - 69% D
	59% or below F

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

	A. Activities (3 @ 50 pts each) = 150 points
	B. Quizzes (18 @ 20 pts each) = 360 points
Requirements:	C. Integrative Paper (1 @ 70 pts) = 70 points
	D. Discussions (5 @ 20 pts each) = 100 points

Total Points = 680

**A. Activities** (3 @ 50 points each = 150 points) Three online activities will be completed during the semester. Each of the activities will be worth a maximum of 50 points. **No activities will be accepted after the due date.** All of the activities and papers should be submitted by depositing them in the appropriate Canvas dropbox.

### ACTIVITY 1: EXPLORING YOUR "BIG FIVE" PERSONALITY

**TRAITS** Take the "Big Five" Inventory and explore how the Big Five affect your relationships ( <http://www.outofservice.com/bigfive/> ). Read about your own Big Five personality traits and consider the validity and reliability of the Big Five theory. Introduce yourself in 3 pages including the "Big Five" and how they affect how you think, act, feel and behave.

**ACTIVITY 2: EXPLORING YOUR SOMATOTYPE:** Are there biological links to Personality? Do some research on Sheldon and his somatotype theory, then rate your own body type (i.e., 5-2-7) and the personality traits that are associated with it.

Discuss your results and your personal views on this theory of personality in a 3 page paper. You can find information on Sheldon's theory regarding somatotypes at sites such as these:

<http://www.kheper.net/topics/typology/somatotypes.html> (Links to an external site.)

<http://www.bodybuilding.com/fun/becker3.htm> (Links to an external site.)

<http://mysomatotype.com/page9.html> (Links to an external site.)

<http://wilderdom.com/personality/L6-1PersonalityTypes.html> (Links to an external site.)

**ACTIVITY 3: PERSONALITY TESTS ONLINE** Explore the types of personality tests on the web and select two tests. Take the tests and assess their validity and reliability. In your 3 page paper review the instruments and their reliability/validity. A variety of personality tests can be found at the following two sites:

[www.queendom.com/tests/personality/index.html](http://www.queendom.com/tests/personality/index.html) or

<http://inst.santafe.cc.fl.us/~mwehr/PersonalityTestsOnline.html>

**B. Quizzes** (18 @ 20 = 360) A quiz for each of the chapters should be completed on the Canvas site. Make sure that you are well prepared before starting each of the quizzes as you will have one hour to complete each quiz. Quizzes should be taken following the course calendar outline.

**C. Final Integrative Paper** (70 points) Each student will write a 3 page paper incorporating what they have learned in this class and how it has impacted their own personal theory on what makes people think, feel, and behave the way they do.

**D. Discussions** (5 @ 20 points) Five class discussion questions will be posted (see dates in the calendar at the end of the syllabus). Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses/> (Links to an external site.) (Links to an external site.).

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor 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 will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days 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.

### **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.

### **Students with Disabilities**

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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

### **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.

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic

engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### 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.

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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.

Social Relations

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**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.

Behavioral Research; Cozby

Methods In

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> (Links to an external site.)

### *Marianist Educational Values*

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

#### **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.

#### **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.

### **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.

### **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.

### ***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 however, the main focus is on the value of educating for adaptation and change. Psychology, by its nature, looks at how people adapt and change depending on the environment and circumstances that they are in. The inability to adapt and change can often lead to psychological problems or disorders. These disorders will be explored in this course.

### **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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a k'uono'ono ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

### **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> (Links to an external site.)

## Course Calendar

Course  
Calendar:

### Week #1 May 16

Read Chapter 1 - The Study of the Person (also review PowerPoint in "Files" folder)

Read Chapter 2 - Personality Research Methods (also review PowerPoint in "Files" folder)

Read Chapter 3 - Personality Assessment, Effect Size, Replicability, and Open Science (also review PowerPoint in "Files" folder)

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Take Chapter 1 - 3 Quizzes

Participate in Discussion 1

### Week #2 May 23

Read Chapter 4 - Persons and Situations (also review PowerPoint in "Files" folder)

Read Chapter 5 - Personality Judgment (also review PowerPoint in "Files" folder)

Read Chapter 6 - Traits and Types: The Big Five and Beyond (also review PowerPoint in "Files" folder)

Take Chapter 4 - 6 Quizzes

Participate in Discussion 2

Activity #1 due - May 29

### **Week #3 May 30**

Read Chapter 7 - Personality Stability, Development, and Change (also review PowerPoint in "Files" folder)

Read Chapter 8 - The Anatomy and Physiology of Personality (also review PowerPoint in "Files" folder)

Read Chapter 9 - Genetics and Evolution: The Inheritance of Personality (also review PowerPoint in "Files" folder)

Take Chapter 7 - 9 Quizzes

Participate in Discussion 3

Activity #2 due - June 5

### **Week #4 June 6**

Read Chapter 10 - Basics of Psychoanalysis (also review PowerPoint in "Files" folder)

Read Chapter 11 - Psychoanalysis After Freud (also review PowerPoint in "Files" folder)

Read Chapter 12 - Humanistic Psychology, Positive Psychology, and the Science of Happiness (also review PowerPoint in "Files" folder)

Take Chapter 10 - 12 Quizzes

Participate in Discussion 4

Activity #3 due - June 12

### **Week #5 June 13**

Read Chapter 13 - Cultural Variation in Experience, Behavior, and Personality (also review PowerPoint in "Files" folder)

Read Chapter 14 - Personality Processes: Learning, Motivation, Emotion, and Thinking (also review PowerPoint in "Files" folder)

Read Chapter 15 - The Self: What you know about you (also review PowerPoint in "Files" folder)

Take Chapter 13 - 15 Quizzes

Participate in Discussion 5

**Week #6 June 20**

Read Chapter 16 - Relationships and Business (also review PowerPoint in "Files" folder)

Read Chapter 17 - Mental and Physical Health (also review PowerPoint in "Files" folder)

Read Chapter 18 - What have we learned? (also review PowerPoint in "Files" folder)

Take Chapter 16 - 18 Quizzes

Final Integrative Paper due – Friday, June 24