



Course Syllabus
PSY 321-01-1: Psychology of Personality
Fall 2024

Course Number: PSY 321-01-1

Course Title: Psychology of Personality

Term: Fall 2024; 8/19/2024 – 12/6/2024

Class Meeting Days: Tues/Thurs; Henry Hall 104

Class Meeting Hours: 11:30-12:50 pm F2F

Course Website Address: (Canvas): <https://chaminade.instructure.com>)

Instructor Name: Dr. Silvia Koch

Email: silvia.koch@chaminade.edu

Phone: (808) 386-1258 cell; (808) 739-4644 office

Office Location: Behavioral Science Bldg. Room 115

Office Hours: Available anytime by appointment or request

Instructor Availability: Questions for this course can be emailed to the instructor at silvia.koch@chaminade.edu. Online, in-person and/or phone conferences can be arranged. Every effort will be made to respond in a timely manner. Response time may take up to 1 day in some circumstances.

Text:

Funder, David C. (2016). *The Personality Puzzle (7th edition)*. 2016. W.W. Norton & Co. New York, NY. ISBN – 9780393600421

University 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 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 examine include the following: the Trait Approach, The Biological Approach, The Psychoanalytic Approach, The Humanistic Approach, The Behavioral/Social Learning Approach, and the Cognitive Approach.

Program Learning Outcomes (PLO)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communications skills within the context of the field of psychology.
4. 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.

Student Learning Outcomes (SLO)

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

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 a 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.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 48 hours in class, 25 hours writing response papers, completing activities, and preparing chapter presentations, 5 hours studying for the midterm exam, 20 hours writing and revising the research paper, and 5 hours studying for the final exam. There will be an additional 32 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2 hours a week.

Description of Course Requirements

Class Attendance (Attendance Policy): 150 points

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. For an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course will receive a failing grade. 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.

Who Am I Paper: 15 points

This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to write, you may use the prompts below as a guide.

1. What is your legal name?
2. What name would you like to be addressed with?
3. Does your name have a special meaning?
4. What is your intended field of study or major?
5. What kind of career are you interested in?
6. Where were you born?
7. If grades were not a factor, how would you know that you did well in this class?
8. How do you learn best in class (i.e.: lecture, reading, hands-on activities, videos, etc...)? Why?
9. What is something interesting about you that I haven't asked you about yet?
10. What is one thing you wish others would know about you that they don't know yet?

You may choose to submit a video response to this assignment. This assignment, whether written or in video response form, will be shared with the class.

The Personality Puzzle Text Chapter Presentation: 75 points

Each student will present a chapter from the text “The Personality Puzzle” on a chosen date (sign-up sheet will be available on the first day of class.) An activity will be presented with each chapter presentation to ensure that major points of the chapter have been adequately covered and understood. With each presentation, a typed double-spaced paper should be available to all classmates and instructor that outlines the important points of the chapter. Total value is 75 points. The breakdown of points is below:

Organization & Clarity – 25 points

Outline – 25 points

Activity – 25 points

Total – 75 points

Exams: 50 points each for a total of 100 points

You will be given a mid-term and final exam. Which chapters each exam will cover will be determined by the pace of the class.

Activities: 3 activities worth 20 points each for a total of 60 points

Three online activities will be completed during the semester.

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

Papers: 50 points each for a total of 100 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. 3-5 pages in length, using APA style with no abstract required.

Paper 1: Address all 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: Final Integrative Paper: 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? What have you learned in this class and how has it impacted your own personal theory on what makes people think feel, and behave the way they do? What do you think you will remember, if anything from this course 20 years from now?

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 – 150 points

“Who Am I?” paper – 15 points

Chapter Presentation – 75 points

Midterm & Final Exams – 50 points each for a total of 100 points

3 Activities – 20 points each for a total of 60 points

2 Papers – 50 points each for a total of 100 points

Total Points – 500

Course Grading:

A = 90-100% 450-500

B = 80-89% 400-449

C = 70-79% 350-399

D = 60-69% 300-349

F = Below 60% 299 and below

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.

Disability Access

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.

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 in 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.

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>

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.

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 kū’ono’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

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you

log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Tentative Course Schedule

Date 2024	Class Activity	Readings Due:	Assignments Due
Week 1: 8/20, 8/22	Welcome & Introductions Review Course Syllabus & Assignments	none	Class Attendance
Week 2: 8/27, 8/29	Chapter 1: The Study of the Person – chapter presentation Chapter 2: Personality Research Methods – chapter presentation Sharing of Who Am I papers	Chapters 1 & 2	Class Attendance Who Am I Exercise presentations Chapter Presentations
Week 3: 9/3, 9/5	Chapter 3: Assessment, Effect Size, and Ethics – chapter presentation The Trait Approach Chapter 4: Personality Traits, Situations, and Behavior – chapter presentation Continuation of sharing of Who Am I papers.	Chapters 3 & 4	Class Attendance Who Am I Exercise presentations (cont) Chapter Presentations
Week 4: 9/10, 9/12	Chapter 5: Personality Judgment – chapter presentation Chapter 6: Using Personality Traits to Understand Behavior – chapter presentation	Chapters 5 & 6	Class Attendance Chapter Presentation
Week 5: 9/17, 9/19	Chapter 7: Personality Stability, Development, and Change – chapter presentation Activity 1 sharing	Chapter 7	Class Attendance Chapter Presentation Activity 1 Due

Week 6: 9/24, 9/26	The Biological Approach Chapter 8: The Anatomy and Physiology of Personality – chapter presentation	Chapter 8	Class Attendance Chapter Presentation
Week 7: 10/1, 10/3	Chapter 9: The Inheritance of Personality: Behavioral Genetics and Evolutionary Psychology – chapter presentation Paper 1 Sharing	Chapter 9	Class Attendance Adaptation for Change Paper Chapter Presentation Paper 1
Week 8: 10/8, 10/10	Activity 2 sharing Review for Midterm Exam Mid-Term Exam – including chapters 1-9		Class Attendance Mid-Term Exam Activity 2 Due
Week 9: 10/15, 10/17	The Psychoanalytic Approach Chapter 10: Basics of Psychoanalysis – chapter presentation	Chapter 10	Class Attendance Chapter Presentation
Week 10: 10/22, 10/24	Chapter 11: Psychoanalysis After Freud: Neo-Freudians, Object Relations, and Current Research – chapter presentation Humanistic and Cross-Cultural Psychology Chapter 12: Experience, Existence, and the Meaning of Life: Humanistic and Positive Psychology - chapter presentation	Chapters 11 & 12	Class Attendance Chapter Presentation
Week 11: 10/29, 10/31	Chapter 13: Cultural Variation in Experience, Behavior, and Personality – chapter presentation Behaviorism and Social Learning Theories	Chapters 13 & 14	Class Attendance Chapter Presentation

	Chapter 14: Learning to Be a Person: Behaviorism and Social Learning Theories – chapter presentation		
Week 12: 11/5, 11/7	Chapter 15: Personality Processes: Perception, Thought, Motivation, and Emotion – chapter presentation	Chapter 15	Class Attendance Chapter Presentations
Week 13: 11/12, 11/14	Chapter 16: The Self: What You Know About You – chapter presentation Activity 3 sharing	Chapter 16	Class Attendance Chapter Presentation Activity 3 Due
Week 14: 11/19, 11/21	Chapter 17: Personality, Mental Health, and Physical Health – chapter presentation Other content area presentations	Chapter 17	Class Attendance Chapter Presentation
Week 15: 11/26, 11/28	Paper 2 Sharing Other content area presentations		Class Attendance Paper 2 Due
Week 16: 12/3, 12/5	Review for Final Exam Final Exam – including chapters 10-17		Class Attendance
Final's Week	Final Exam		Final Exam

Chapter Presentations

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Chapter 13

Chapter 14

Chapter 15

Chapter 16

Chapter 17

Choose a topic from the Epilogue –

Biological roots of personality

The unconscious mind

Free will and responsibility

The nature of happiness

Culture and personality

