

**PSY230: Personality & Its Transformations
F2023**

University of Toronto, St. George
Tuesdays & Thursdays 11:30 am (really 11:40 am) – 1 pm
In Person @ Sidney Smith 2135

Recordings of all lectures will be posted within 24 hours on the course Quercus page

Instructor	Email	Office Hours
Dr. William Ryan (Will)	ws.ryan@utoronto.ca	Online: Mondays 4:30-5:30 (https://app.gather.town/app/8ETR7Z5Iq4aUir6j/WillsOffice) In-person: Tuesdays 1:30-2:30 (SS 4029)

Please contact the TA listed next to the first letter of your surname (last name) as noted below:

Student surname	TA	Email	Office Hours
A-I	Amy Gourley	amy.gourley@mail.utoronto.ca	Available via email, or by appointment as needed
J-Q	Shernell Hines	shernell.hines@utoronto.ca	
S-Z	Nathan Wheeler	nathan.wheeler@mail.utoronto.ca	

Description, Goals, & Prerequisites

Course Overview:

In what ways do people differ from one another and why? This course aims to provide students with an overview of research and theory in personality psychology. We will cover both classic and contemporary perspectives on personality including trait, psychoanalytic, evolutionary, humanistic, and narrative perspectives. We will broadly address the following questions:

1. What is personality?
2. How do researchers measure personality?
3. What factors determine and/or shape our personality?
4. How reliable is the association between personality and behaviour?
5. How stable is personality across time and situations?

Intended Learning Outcomes:

By the end of this course you should be able to:

1. Understand foundational concepts and research methods in personality psychology.
2. Understand and apply various approaches to the study of individual differences in personality (e.g., trait, psychoanalytic, humanistic, narrative).
3. Critically evaluate research and theory on personality and its relation to key outcomes.
4. Apply research and theory on personality to current events and your own life.

Note about prerequisites:

- **PSY100H1/ PSY100Y5/ PSYA02H3/ COG250Y1**
- **Exclusion: PSY230H5/ PSYB30H3**

It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites the department may cancel your registration at any time, so please double check that you have met the prerequisites!

Land Acknowledgement & Statement of Equity, Diversity, and Inclusivity

I wish to acknowledge and honour the history of this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. [Learn more about the acknowledgement of traditional land in the University of Toronto.](#)

I am committed to creating a learning environment for my students, where your diverse perspectives and identities are respected and represented. I intend for this course to respect and promote diversity, equity, and human rights, so you will gain a more comprehensive understanding of psychology beyond historical biases. Your suggestions are encouraged and appreciated! Please let me know how I could improve the effectiveness, equity, inclusivity, and diversity of perspectives included in this course as well as the sense of belonging you and other students experience in the classroom. If you'd like to provide feedback anonymously, the weekly surveys are a great way to do that! You should, of course, also feel welcome to discuss any issues or concerns you have with me directly in person, in office hours, over email, or by appointment. I am always open to and actively looking for ways to improve my courses and myself, especially in relation to principles of diversity, equity, and inclusion.

Course Structure

This is an in-person course and is listed on the course timetables as such. However, all lectures will ALSO be recorded and posted on Quercus. This is to allow you maximum flexibility and opportunities for success in the course. Please take advantage of this flexibility to prioritize not just your success in this course, but your health, well-being, and other obligations, values, and needs. That said, I encourage those who can, to join in person as there will be opportunities for discussion and engagement. If you are attending class in person, please follow the University's health and safety guidelines (whatever those are at the time) and consider wearing a mask even if not required. If you are feeling sick, please do NOT attend in person. Take care of yourself and your classmates by staying home! If you are sick, take a nap and watch the recording later!

In-Person Lectures. Lectures will take place in Sid Smith 2135 on **Tuesdays and Thursdays 11:30am-1pm** Eastern.

Lecture Recordings. All lectures will be recorded and posted on the weekly Quercus page within 24 hours after the live lecture ends. Students are welcome to utilize this option, however, these are not intended to be used as a complete substitute for in person attendance. These are best used in cases of illness or if you missed something live and would like to listen again.

Course Requirements & Marking Scheme

Your grade in this course will be based on your performance on three exams (two midterms and a final exam) and a multi-part assignment culminating in a final paper. Details regarding each assignment are provided in the sections below.

Assessment	Weight	Due Date(s)
Class Survey	1%	Due before class (11:30 am) Tuesday Sept 19 th
Pre-registration	8%	Due before class (11:30 am) on Thursday October 19 th
Final Paper	25%	Due before class (11:30 am) on Thursday November 30 th
Midterm Exam I	18%	Thursday Oct 5 th (in class)
Midterm Exam II	18%	Thursday Nov 16 th (in class)
Final Exam	30%	During Final Assessment Period- Date TBA
Extra Credit	Up to 1.5% bonus	Sept 29 th , Nov 10 th & Dec 5 th by 11:59 pm

Course Materials

Required Textbook: The required text for this course is *The Personality Puzzle* (8th edition) by David C. Funder. The e-book and print versions are available through the university bookstore and a .pdf version can also be found very affordably online by doing a google search with the italicized words in this paragraph as your search terms.

Other Required Readings: In some cases, I have assigned empirical and review articles or podcasts and popular press articles instead of the textbook. These will be available on the course page on Quercus/Canvas under the “library course reserves” tab and/or posted directly to our course Quercus page.

Course Website: We will be using Quercus/Canvas (q.utoronto.ca) as a primary means of (1) accessing and submitting course assignments, (2) communicating announcements, and (3) posting/tracking grades. A current version of the syllabus and other relevant course resources will also be posted. Please make sure you check Quercus regularly for important announcements and course information.

Lecture Slides: Slides presented in lecture will be uploaded in PDF format to Quercus *just prior* to each lecture. The reason for not posting slides sooner is that I like to be able to update and edit the lectures right up until the time of that lecture.

Asking Questions & Getting Help

There are several options for getting your questions answered. You should feel free to use any of these options.

1. **Questions during lecture.** If you are attending the lecture in person, you will be able to ask clarifying questions at various points throughout lecture. I will not be able answer questions before the lecture as I am setting up the PowerPoint and preparing to start class. I may be able to answer a few individual questions after lecture as time allows, but this should not be your primary mode of question-asking.
2. **Office Hours with Will/Dr. Ryan**
 - a. Online drop-in hours **Mondays 4:30-5:30** pm (except Monday Sept 11th which will be 3:30-4:30) on Gathertown. Link: <https://app.gather.town/app/8ETR7Z5Iq4aUir6j/WillsOffice>
 - b. In-person drop-in hours **Tuesdays 1:30-2:30** pm in Sid Smith 4029
 - c. If you cannot make any of these times, you may email Will/Dr. Ryan for an appointment.
3. **Weekly Survey.** For each lecture you will have the opportunity to submit feedback and questions after each lecture. On each class page a link will be provided where you can indicate any questions, concerns, or areas of confusion. Wherever possible, I will address these questions and concerns in the following lecture.
4. **General Discussion Board.** If you have questions about content and/or assignments, you can post these on the general discussion board on Quercus. Will/Dr. Ryan and the TAs will answer questions there and other students can provide answers if they have them as well. This is a great place to ask questions that other students may have as well.
5. **Emails.** Emails should be reserved for idiosyncratic or personal questions that can not be addressed via the above options. This is not because your TAs and I don't care about you, but because with so many students this simply isn't an efficient or effective way to provide support to all our students.
 - a. Any questions about course content, assignments, or policy should be addressed to your TA. Your surname (last name) determines which TA you should be emailing.

Student surname	TA	Email
A-I	Amy Gourley	amy.gourley@mail.utoronto.ca
J-Q	Shernell Hines	shernell.hines@utoronto.ca
S-Z	Nathan Wheeler	nathan.wheeler@mail.utoronto.ca

- b. Personal questions (such as those about accessibility accommodations) can come directly to me (Dr. Ryan/Will).
- c. The TAs and I will do our best to reply to all emails within two business days.
- d. Before emailing, please check to make sure the information you are seeking is not already available on Quercus.
- e. Email is best for quick questions that are specific to you, while content or other questions that may be shared by your classmates are best posted on the discussion

board. Longer, more complex questions are best addressed in office hours (online or in-person).

Overview of Assignments

Personality Assignment (34% Total)

In this assignment, you will have the opportunity to apply your knowledge of personality psychology by developing and testing a hypothesis. This assignment will help you understand the relationship between personality variables and various outcomes while also familiarizing you with the process of hypothesis testing and interpretation.

1. **Survey Participation (1% of course grade):** Complete an anonymous class survey on personality variables and outcomes. This will serve as your class dataset on which we will test our hypotheses.
2. **Pre-Registration (8% of course grade):** Develop a correlational hypothesis that predicts a relationship between two specific variables: one personality variable, and one behaviour/attitude/demographic/other variable. “Pre-register” your hypothesis by submitting it with a brief explanation of why you made this prediction on Quercus.
3. **Hypothesis Testing and Results:** After pre-registrations are submitted, the instructor will test all student hypotheses using our class survey data and share results with the class. You will NOT be accessing or analyzing the data directly. You will report the results relevant to your hypothesis in your final paper.
4. **Final Paper (25%):** Write a 3-4 page paper. In addition to stating your hypothesis and results, your paper will also include an introduction summarizing theory and research relevant to your hypothesis and a discussion section in which you interpret your results.

Extra Credit Option (up to 1.5% total added to course grade)

For the first time I am providing an option to earn a small amount of extra credit by writing *multiple-choice exam questions* to be used on the exams, .5% per exam. This might sound small, but it adds up, and this will make a big difference for those on the edge of a grade boundary!

- Submit 5 multiple choice questions at least 5 days before the exam.
 - Due dates: Friday Sept 29th (Midterm 1), Friday Nov 10th (Midterm 2) & Friday Dec 6th (Final Exam).
 - All questions must be submitted to Quercus by 11:59 PM on their due date.
- Each question should have 5 possible answers. Please indicate (by bolding or highlighting) which option is the correct answer.
- Earning points:
 - If one or more of your questions is used on the exam OR if 3 out of 5 are of high quality (as determined by Dr. Ryan/Will), you will earn .5% extra credit for that exam.
- You may submit questions for just one exam, or for all of them!

Midterm & Final Assessments

Weight:

There will be three exams in this course, two midterms (worth 18% of course grade each) and a final exam (30% of course grade).

Timing:

All exams will take place *in person*. The midterms will be held during class time, locations TBA (I am booking additional space so we don't all have to cram into one classroom). The final exam will be held over the exam period and scheduled by A&S. They will announce the date, time, and location sometime in October.

Structure & Content:

All exams will consist of multiple choice and short answer questions. Exams will be based on the lectures and required readings. You will be responsible for ALL material covered in both the lectures and the required readings, regardless of whether they overlap in content. Questions will require knowledge not just of specific content, but ability to critically about course themes, connect topics in the course, and apply what you have learned to real-world situations. Each midterm exam will focus on the new material covered since the last exam, however since this material does build on itself, Midterm 2 is technically cumulative. The final exam is cumulative, integrating across the course while also including questions specifically addressing new content since Midterm 2. More details will be posted on Quercus and discussed in class.

Review Sessions:

We will hold Question & Answer review sessions prior to the midterms and final assessments, time and date TBA. These review sessions will be question and answer based so come prepared with questions to aid your studying. Sessions will be recorded for those who cannot attend. More details will be provided prior to each assessment.

Course Policies

On the use of Generative Artificial Intelligence (Gen AI) Tools: Gen AI tools (such as ChatGPT) should not be used to generate your entire assignment submissions, though they can be helpful tools. If you choose to use generative artificial intelligence tools to assist you in the assignments in this course, this use MUST be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used (e.g., include your prompts), and how the results from the AI were incorporated into the submitted work. These tools can be most helpful in improving your writing and the clear expression of your ideas (rather than trying to generate complete content, which is unlikely to meet the standards of the assignments).

Lecture Slides & Recording Policy: All lectures will be recorded on video by the instructor and will be available to students in the course for viewing after each session. Recordings are intended to permit lecture content review to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class, except as necessary for illness or similar short-term situations. Students should note that although only the instructor and slides are captured

visually, student voices will be captured on the recording if they ask questions during class. Please speak to the instructor if this is a concern for you.

Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened!). The University will support me in asserting and pursuing my rights, and my copyrights in such matters.

Penalties for Late Assignments: Assignments handed in late will incur a 5% deduction in points for EACH day that they are late.

The 48 Hour Late Ticket: Each student gets one 48-hour late ticket good for (almost) any assignment*. To use this late ticket, all you have to do is comment "Late ticket" in the comments box on your late submission. You do NOT need to seek permission to use your late ticket or let the TA or I know. We will keep track of who uses their late tickets on each assignment. Although Quercus may automatically flag your assignment as late (it doesn't know you are using your ticket), no points will be deducted and it will be treated as on time.

*Note: This ticket may NOT be used for the exams.

Missed Exams: As a rule, makeup exams are not given. If you miss a midterm assessment, you must submit documentation that demonstrates your inability to complete that assessment (i.e., the ACORN illness self-declaration tool) and let Will/Dr. Ryan know within 7 calendar days of the due date of the missed assessment. In these cases, the weight of the midterm assessment will be added to the final assessment. If you miss the final assessment, you must get in touch with your College Registrar as soon as possible to work out a plan.

Grade Dispute Policy: The 24/14 Policy. You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. If, after review, you are still concerned about the grading of a particular item or assignment, you may submit a Regrade Request Form detailing your concern. This form will be made available on Quercus and will be due within 14 business days of the return of the assignment/assessment (the specific date will be specified for each returned submission). Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.

Accommodation for Illness & Personal & Family Emergencies: If you become ill or face a personal or family emergency that negatively impacts your ability to do your academic work, please consult me right away (over email or in office hours) so we can work out a plan that best supports your needs. Indeed, I am here to support you and will make accommodations where reasonable, possible, and in fairness to other students. You do NOT need to divulge specifics of

your situation to me, just the duration of the absence and the support or accommodation requested. The university does, however, require documentation for accommodations made. Therefore, you will need to complete either: the ACORN absence declaration form (<https://registrar.utoronto.ca/policies-and-guidelines/absence-declaration/>) OR the Verification of Illness (VOI) form (<http://www.illnessverification.utoronto.ca/index.php>). The ACORN absence declaration tool can be used for medical emergencies as well as personal and family emergencies whereas the VOI is for medical absences only. Please note that as of Fall 2023, the University is allowing students to use the ACORN absence declaration tool only *once per term* and for a period of up to 7 days. Additional absences will require the Verification of Illness form or other similar documentation from a medical professional. More information on the current Faculty of Arts & Science Policy is available here: <https://www.artsci.utoronto.ca/current/academics/student-absences>. Depending on your circumstances may also be a good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with many situations and concerns. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Religious Accommodation: As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. I will make every reasonable effort to avoid scheduling, assessments, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you cannot complete a component of the course or meet a course deadline due to a religious observance, please let me know as early in the course as possible, so that we can work together to make alternate arrangements.

Academic Integrity and Plagiarism: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>).

Plagiarism Detection: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>). Please note that I (Will/Dr.

Ryan) understand that this is an imperfect tool and will always do additional investigation before interpreting a specific “plagiarism detection score”. Sometimes the scores on this are inflated for reasons other than plagiarism and I will always take this into consideration and will never rely solely on this automatic analysis in registering an academic integrity concern. I am also aware that there are many ways to prevent these programs from detecting plagiarism, artificially reducing the score. Again, this is but one tool I use in assessing the originality of student writing.

Participation & Conduct in Class: In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging issues and increase our understandings of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour are not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

Harassment/Discrimination: The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

Academic & Other Resources

Accessibility Services (AS): Students with diverse learning needs are welcome in this course. If you have an ongoing disability issue or accommodation need, I encourage you to register with Accessibility Services (AS) (<http://accessibility.utoronto.ca>) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your specific situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Success Centre: “Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and

take an individualized approach to supporting you. [They] know there is no ‘right’ way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater balance between life and learning.” Check out their study spaces, attend a workshop or meet with a learning strategist here: <https://www.studentlife.utoronto.ca/asc/about-us>

Mental health, well-being: As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries, or general anxiety about the state of the world. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle; there is no shame in needing help or in asking for help. There are many helpful resources available through Student Life (www.studentlife.utoronto.ca/feeling-distressed) and Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or from me to help learn what supports are available. We are here to support you!

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>

Tips for Success

Everyone has different learning preferences and strategies that work best for them. However, there are a few things that everyone can do to ensure they receive the best possible grade in this course:

1. “Attend” lecture weekly (aka come in person and/or watch recording). When watching, avoid other distractions. Put your phone away, close other windows on your computer, and take notes.
2. After watching lectures review the lecture slides. Compare these to your notes. Reorganizing and combining this information can help you to consolidate and remember it.
3. Do all the readings. Required readings will be covered on the assessments. Read and take notes. Most students find it helpful to read more than once.
4. Study hard. Review your notes, make flashcards, form a study group.
5. Come to office hours! The instructor and the TAs are here to help you. If you have any concerns or questions regarding the course or material, please email us with questions or to set up an appointment!

Contingency Planning

Given the global pandemic and the inherent uncertainties, I want to briefly address our back up plan for the course should the situation worsen and we are no longer able to meet in person. If this occurs, I will still deliver our lectures at the regular class time over zoom and provide options for students to attend synchronously or asynchronously. In-person discussion groups and would move to zoom. The plan for assignments, assessments, and online office hours, would remain the same as this can all be completed remotely.

Additional Required Readings & Podcasts

For some lectures we will have required articles or podcasts in addition to or instead of text book readings.

Lecture 8:

- Goldberg (2019). Personality tests are the astrology of the office. *New York Times*. <https://www.nytimes.com/2019/09/17/style/personality-tests-office.html>

Lecture 9:

- Qadar, S. (Host) (2022). Can you change your personality? [Audio Podcast Episode]. *All in the Mind*. ABC. <https://www.abc.net.au/listen/programs/allinthemind/can-you-change-your-personality/13888958>

Lecture 12:

- Ward, A. (Host) (2019). Personality psychology with Dr. Simine Vazire. [Audio Podcast Episode]. *Ologies*. <https://www.alieward.com/ologies/personalitypsychology>

Lecture 13:

- Fraley, R. C. (2023). Attachment through the life course. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/s3kj9ufv>

Lecture 20:

- McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current directions in psychological science*, 22(3), 233-238.

Course Calendar						
#	Date	Lecture Topic	Required Readings	Optional Reading	Assignments Due	
1	Thurs Sept 7th	What is Personality Psychology?	Syllabus & Chapter 1			
2	Tues Sept 12th	What is Personality? Person vs. Situation	Chapter 4			
3	Thurs Sept 14th	Methods in Personality	Chapter 2 (up to Research Design section on pg 54)	Chapter 2 (Research Design pg 54-61); Chapter 3 (Evaluating Assessment & Research, pgs 85-96)		
4	Tues Sept 19th	Personality Assessment 1: Personality Tests	Chapter 3 (Personality Tests, pgs. 67-85)		Class Survey Due before class starts	
5	Thurs Sept 21st	Personality Assessment 2: Best Practices & Impression Formation	Chapter 5 (147-170 up to Realistic Accuracy Model section)	Chapter 3 (Ethical Issues, pgs 96-102)		
6	Tues Sept 26th	Trait Approaches 1: Single vs. Many Trait Approaches	Chapter 6 (First 3 sections: Four Ways to Study Personality, Single Trait Approach, Many Trait Approach)			
7	Thurs Sept 28th	Trait Approaches 2: The Big 5	Chapter 6 (The Essential Trait Approach)			
8	Tues Oct 3rd	Trait Approaches 3: Beyond the Big 5	Chapter 6 (Typologies); Goldberg (2019) NYT Article			
	Thurs Oct 5th	Midterm 1				
9	Tues Oct 10th	Personality Development & Change	Chapter 7; All in the mind podcast episode: Can you change your personality?			
10	Thurs Oct 12th	Personality Neuroscience	Chapter 8 (Last two sections- The Big 5 & the Brain and Biology: Cause & Effect))	Chapter 8 (Anatomy and Biochemistry of Personality Sections)		
11	Tues Oct 17th	The inheritance of personality	Chapter 9 (All except 5 Stress Tests for Evolutionary Psychology section)	Chapter 9 (5 Stress Tests for Evolutionary Psychology section)		
12	Thurs Oct 19th	Pet Personality	Ologies Podcast episode: Personality Psychology with Simine Vizire		Preregistered Hypotheses due	

13	Tues Oct 24th	Developmental approaches	Fraley (2023) Attachment through the life course.	Chapter 16 Love & Attachment (pg 599-605)	
14	Thurs Oct 26th	Culture	Chapter 13		
15	Tues Oct 31st	Psychoanalytic approaches	Chapter 10		
16	Thurs Nov 2nd	Neo-psychoanalytic approaches	Chapter 11		
	Tues Nov 7th	Reading Week			
	Thurs Nov 9th				
17	Tues Nov 14th	Behaviourist & Social Learning Approaches	Chapter 14 (Behaviourism & Social Learning Sections only)		
	Thurs Nov 16th	Midterm 2			
18	Tues Nov 21st	Existential & Humanistic Personality Psychology	Chapter 12 (First Four sections, up to (but not including) Positive Psychology)		
19	Thurs Nov 23rd	Motivation & Goals	Chapter 14 (Motivation Section Only)		
20	Tues Nov 28th	Narrative Approaches	McAdams & McLean (2013) Article		
21	Thurs Nov 30th	The Self	Chapter 15		Final Paper Due
22	Tues Dec 5th	Return to Big Questions	Chapter 18		
	TBD	FINAL EXAM			