

**PSY BC 1123/1125x: PSYCHOLOGY OF PERSONALITY  
FALL 2009**

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415-E Milbank

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**Office Hours:** 1:30- 2:30 Tuesday & Thursday

**Course Description:**

This course is a survey into the main approaches to personality and their implications for personality development, psychological adjustment, and everyday behavior. Lecture and class discussion will pertain to current issues in personality research and their historical antecedents.

**General Education Requirement:** To ensure exposure to different methods in psychology, labs are divided into three different groups. Students must take two lab courses from **different groups** in order to fulfill the College Science Requirement. The Personality Lab is in Group C, therefore if you are using the Personality Psychology lab to fulfill the College Science requirement you must take your second Psychology Lab in either Group A or B. Please see the course catalog for the complete description of lab groups.

**Required Reading:**

The text for this course is *The Person: An Introduction to the Science of Personality Psychology* by D. P. McAdams (**Fifth Edition**), published by Wiley. ISBN # 978-0-470-12913-5. It is available at Book Culture 536 W 112th St. ([www.bookculture.com](http://www.bookculture.com)). Scientific articles are also assigned as readings available on CourseWorks.

**Course Requirements and Methods of Evaluation:**

There will be three exams: two midterms (10/6, 11/5) and a final exam as scheduled. Each of these exams will consist of 50 multiple choice questions. Each student must complete all three exams. The final exam is not comprehensive.

If you are taking lecture only, your course grade will be determined from your three exam scores. Each exam will count toward your final grade.

If you are taking the lab, your grade on the lecture section of this course will count toward two-thirds of your final grade. The procedure for determining your lab grade is described on the lab syllabus. Note: Failing the lab constitutes failing the course, regardless of your lecture grade.

There will be an opportunity to take part in an extra credit project that will be described in class.

**Attendance policy:**

If you need to miss class, please arrange to obtain the lecture notes from a classmate. If you must miss a scheduled exam due to illness, family emergency, or religious holiday (the only reasons considered acceptable), you must arrange to take a make-up exam. Please make arrangements BEFORE the regular scheduled exam whenever possible.

## COURSE SCHEDULE

9/8	Introduction
9/10	Overview of Theory and Research Methods McAdams, Ch. 1
9/15	Human Evolution McAdams, Ch. 2, pp. 32-57 Buss, et al. (1992)
9/17	Attachment Theory and Research McAdams, Ch. 2, pp. 57-66 Ainsworth (1989) Hazan & Shaver (1987)
9/22, 9/24, & 9/29	Freud and the Psychoanalytic Tradition McAdams, Ch.7, pp. 255-270 & Ch. 11 pp. 429-451
10/1	Jung and the Collective Unconscious McAdams, Ch. 11, pp.451-457 Jung (1971)
<b>10/6</b>	<b>Exam 1 (covering course material and assigned readings 9/8 thru 10/1)</b>
10/8, 10/13, & 10/15	Personality Traits McAdams, Ch. 4-6
10/20 & 10/22	Social Learning and Culture McAdams, Ch. 3 Dweck & Leggett (1988) Markus & Kitayama (1991)
10/27 & 10/29	Humanistic Theories McAdams, Ch. 7, pp. 266-274 Maslow (1954) Csikszentmihalyi (1999) Lyubomirsky, et al. (2005)

11/3	Election Day -- No class, but remember to vote!
<b>11/5</b>	<b>Exam 2 (covering course material and assigned readings 10/8 thru 10/29)</b>
11/10 & 11/12	Three Social Motives McAdams, Ch. 7, pp. 279 - 300 McClelland, Koestner & Weinberger (1989) Woike (1995)
11/17	Social-Cognitive Approaches McAdams, Ch. 8 Higgins (1987)
11/19, 11/24	Erik Erikson McAdams, Ch. 9 Franz & White (1985)
11/26	Thanksgiving Day – No class
12/1	Erik Erikson – continued
12/3	Integrative Life Stories McAdams, Ch. 10 & 12 Woike (2008)
12/8 & 12/10	Catch-up/ Reading Class
<b>Finals Week</b>	<b>Exam 3 (covering course material and assigned readings 11/10 thru 12/3)</b>

## ASSIGNED READINGS

### On CourseWorks

- Ainsworth, M.D.S. (1989). Attachments beyond infancy. *American Psychologist*, 709-716.
- Buss, D. M., Larsen, R. J., Westen, D. & Semmelroth, J. (1992). Sex differences in jealousy: Evolution, physiology, and psychology. *Psychological Science*, 3, 251-255.
- Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist*, 54, 821-827.
- Dweck, C.S., & Leggett, E.L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256-273.
- Franz, C.E., & White, K. M. (1985). Individuation and attachment in personality development: Extending Erikson's theory. *Journal of Personality*, 53, 224-256.
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 53, 511-524.
- Higgins, E.T. (1987). Self-discrepancy: A theory of relating self and affect. *Psychological Review*, 94, 319-340.
- Jung, C. (1971). Excerpt from *Psychological Types* translated by R. Hull & H. Bayes. Princeton, NJ: Princeton University Press, pp. 510-523.
- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing Happiness: The architecture of sustainable change. *Review of General Psychology*, 9, 111-131.
- Markus, H., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 2, 224-253.
- Maslow, A. (1954). Excerpt from *Motivation and Personality* revised by R. Frager, J. Fadiman, C. McReynolds, & R. Cox. New York: Harper & Row, pp. 80-106.
- McClelland, D.C., Koestner, R., Weinberger, J. (1989). How do self-attributed and implicit motives differ? *Psychological Review*, 96, 690-702.
- Woike, B.A. (2008). The state of the story in personality psychology. *Social and Personality Psychology Compass*, 2/1, 434-443.
- Woike, B. A. (1995). Most memorable experiences: Evidence of a link between implicit and explicit motives and social cognitive processes in everyday life. *Journal of Personality and Social Psychology*, 68, 1081-1091.

