



Department of Psychology
Advanced Topics in Individual Differences and Personality

Psychology 503.59 Fall 2006

Instructor:	Dr. Kibeom Lee	Lecture Location:	A140
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In this course, we will critically discuss issues and controversies prominent in research in individual differences such as intelligence and personality traits. Topics will include the structure and measurement of personality/intelligence, genetic and environmental influences on personality/intelligence, personality and evolution, practical uses of personality/intelligence testing, and how important life outcomes are influenced by individual differences. The course will consist of a combination of lectures by the instructor, student seminar presentations, and discussion of materials assigned in each week.

Each week, 2-3 journal articles will be assigned and all the students are required to do the readings. We will discuss issues raised from the readings for about an hour or so. The second part of the class will be a student led seminar. Specifically, students will prepare for a seminar presentation of approximately one hour in length, which will be followed by class discussion and questions. In Week 1, each student chooses a topic from a list of topics that are provided in this course outline), conducts a comprehensive research on the topic, and delivers a lecture about it.

Each student will hand out a paper of 2-3 pages, summarizing their topic and the main issues they intend to discuss. This summary will also include one key reference which the rest of the class will be expected to read and be prepared to discuss (as such, this reference must be available from our library). After this seminar, students will expand their summary-papers into term-papers of approximately 10 pages, which are to be handed in no later than December 6th. In addition to providing a comprehensive review of the literature and previous research, this term paper will also include a research proposal outlining the development of an original empirical study in the chosen topic area. Grades will be based on the quality of the seminars (30%) and term-papers (50%), as well as attendance and in-class participation (20%).

Seminar: (30 %)

Every student is required to deliver a 60 minute lecture on the topic of his or her choice. The presentation should include an informative overview of the topic and discussion of at least two “burning” issues within the chosen topic. Specifically, students should address at least two issues that have been controversial or unresolved in terms of ethical, scientific, or practical argument, as well as explain the nature and current status of these controversies and draw some conclusions if they are willing to do so. The use of Powerpoint slides is highly recommended. Materials presented in seminars should be accurate and informative. In addition, it is also important to maintain audience attention by facilitating their participation (bringing up issues for class discussion, asking questions, using exercises/questionnaires, etc).

- Accurate and comprehensive overview of the chosen topic – 25 %
- Presentation of two “burning” issues: -- 25 %
- Organization and clarity – 20 %
- Facilitating audience participation – 20 %
- Effective use of media –10%

Term-Paper: 50 %

Students must prepare a manuscript in accordance with Publication Manual of the APA (5th ed.). Typing instructions (all copy must be double-spaced) and instructions on preparing tables, figures, references, and abstracts appear in the Manual.

(1) Review of literature: 25%

This is a written paper that includes a review of the research literature of your choice (i.e., the same topic that you presented in your seminar). This paper should not exceed 15 pages (double spaced) plus a title page, references and any figures.

(2) Research Proposal Section: 25%

The research proposal section of your term-paper will follow your review of the literature in the area of your seminar topic. Based on your reading of the literature, you will develop one or more hypotheses and design a study that could address these. Your study may be either experimental or correlational. The proposed research can be conducted in the future in collaboration with the instructor or another faculty member, ultimately aiming at producing published articles.

Your research proposal should include the following sections: Introduction, Method, Analysis, and Predictions:

- The Introduction should describe the general area of research and the specific issue(s) and problem(s) that your study addresses, including why your study is important. The introduction will conclude with a statement of your specific hypotheses.
- The Method section should present details about how your study will be done: what sort of subjects you will use and where will these obtained; what measures you will be using; the procedure; and instructions that subjects will be given.
- The Analysis section should describe quite generally the statistical procedures that you will use to evaluate your hypotheses. Specific statistical tests do not have to be mentioned; instead use general terms.
- The Predictions section should describe the results you anticipate, and how these results will resolve, or at least address, the issues or problems you described in your Introduction. You should also consider the implications of results that run counter to your predictions, should these occur.

The length of your research proposal is less important than the completeness with which you describe your study. Some studies could conceivably be described in 5 or 10 pages; more complex designs, or studies employing multiple measures or requiring several testing sessions, may require additional length. Regardless of how complex your study is, your proposal should be sufficiently detailed so that another reader could carry out your study without having to come back to you for additional information or clarification. In addition, the proposed research should be feasible (e.g., a project involving “2 million dollars”, involving “20 year longitudinal samples”, or involving “samples from 60 countries”)

Evaluation:

	Weight	Due Date
Seminar	30 %	See class schedule
Term Paper – Literature review	25 %	December 6
Term Paper – Research proposal	25 %	December 6
Attendance and Participation	20 %	Throughout

Grading

A+ 96-100	B+ 80-84	C+ 67-71	D+ 54-58
A 90-95	B 76-79	C 63-66	D 50-53
A- 85-89	B- 72-75	C- 59-62	F 0-49

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%, 89.4% will be rounded down to 89%, etc.).

Assignments are to be handed in during class. Emailed assignments will not be accepted. The penalty for late assignments is 10% per day.

University of Calgary Curriculum Objectives

Based upon the structure and content of this course, the following **Core Competencies** are addressed:

1. Insight and intuition in generating knowledge
2. Critical and creative thinking
3. Effective oral and written communication
4. Abstract reasoning and its applications
5. Interpretive and assessment skills

Class Schedule

Week	DATE	Weekly Topics	Student Presentations
1	Sept. 13	Organizing meeting	
2	Sept. 20	Personality traits	
3	Sept. 27	Personality Structure	
4	Oct. 4	Develop, Stability, and Change	
5	Oct. 11	Genes and Environment	Student 1:
6	Oct. 18	Evolution and Personality	Student 2:
7	Oct. 25	My Personality Profile	
8	Nov. 1	Student 3:	Student 4:
9	Nov. 8	Cognitive Ability	Student 5:
10	Nov. 15	Job and Academic Performance	Student 6
11	Nov. 22	Marriage and Personality	Student 7:
12	Nov. 29	Health and Personality	Student 8:
13	Dec. 6	Religion and personality	Student 9:
	Dec. 11-20	Fall Session Final Examinations	

Readings

Week 1: Organizing week – No Readings

Week 2: Personality traits:

Mischel, W., & Peake, P. K. (1982). Beyond déjà vu in the search for cross-situational consistency. *Psychological Review*, *89*, 730-755. **PDF copy not available.**

Jackson, D. N., & Paunonen, S. V. (1985). Construct validity and the predictability of behavior. *Journal of Personality and Social Psychology*, *49*, 554-570. Could not find.

Funder, D. C., Kolar, D. W., & Blackman, M. C. (1995). On the basis of agreement among judges of personality: Interpersonal relations, similarity, and acquaintanceship. *Journal of Personality and Social Psychology*, *69*, 656-672.

Week 3: Personality structure

Factor Analysis handout (To be posted)

Goldberg, L. R. (1990). An alternative “Description of personality”: The Big-Five factor structure. *Journal of Personality and Social Psychology*, *59*, 1216-1229.

Ashton, M. C., Lee, K., Perugini, M., Szarota, P., de Vries, R. E., Di Blas, L., Boies, K., & De Raad, B. (2004). A six-factor structure of personality-descriptive adjectives: Solutions from psycholexical studies in seven languages. *Journal of Personality and Social Psychology*, *86*, 356-366.

Lee, K., & Ashton, M. C. (2004). Psychometric properties of the HEXACO Personality Inventory. *Multivariate Behavioral Research*, *39*, 329-358.

Week 4: Changes and stability

Robins, R. W., Fraley, R. C., Roberts, B. W., & Trzesniewski, K. (2001). A longitudinal study of personality change in young adulthood. *Journal of Personality*, *73*, 489-521.

Roberts, B. W., Caspi, A., & Moffitt, T. (2001). The kids are alright: Growth and stability in personality development from adolescence to adulthood. *Journal of Personality*, *81*, 670-683.

Lamb, M. E., Chuang, S. S., Wessels, H., Broberg, A. G., Hwang, C. P. (2002). Emergence and construct validation of the Big Five factors in early childhood: A longitudinal analysis of their ontogeny in Sweden. *Child Development*, *73*, 1517-1524.

Week 5: Genes and environment

Bouchard, T.J., Jr., & Loehlin, J. C. (2001). Genes, evolution, and personality. *Behavior Genetics*, *31*, 243-273.

Borkenau, P., Riemann, R., Angleitner, A., & Spinath, F. M. (2001). Genetic and environmental influences on observed personality: Evidence from the German Observational Study of Adult Twins. *Journal of Personality and Social Psychology*, *80*, 655-668.

Week 6: Evolution

Buss, D. M. (1995). Psychological sex differences: Origins through sexual selection. *American Psychologists*, *50*, 164-168.

Ashton, M. C., & Lee, K. (in press). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. *Personality and Social Psychology Bulletin*. **(To be posted in the Blackboard)**

Gosling, S. D., Kwan, V. S. Y., & John, O. P. (2003). A dog's got personality: A cross-species comparative approach to personality judgments in dogs and humans. *Journal of Personality and Social Psychology*, *85*, 1161-1169.

Week 7: Personality Measurement – No readings

Week 8: Two student presentations – No readings

Week 9: Cognitive ability

<http://www.wilderdom.com/personality/L1-5KeyPlayers.html#6Spearman>

Deary, I.J., Whiteman, M.C., Starr, J.M., Whalley, L.J., & Fox, H.C. (2004). The impact of childhood intelligence on later life: Following up the Scottish mental surveys of 1932 and 1947. *Journal of Personality and Social Psychology*, *86*, 130-147.

Grudnik, J.L., & Kranzler, J.H. (2001). Meta-analysis of the relationship between intelligence and inspection time. *Intelligence*, *29*, 523-535.

Schmidt, F. L. & Hunter, J. E. (1981). Employment testing: Old theories and new research findings. *Journal of Personality and Social Psychology*, *86*, 162-173. **(READ 162-168 only)**

Week 10: Job and Academic Performance

Lounsbury, J.W., Sundstrom, E., Loveland, J.M., & Gibson, L.W. (2003). Intelligence, "Big Five" personality traits, and work drive as predictors of course grade. *Personality and Individual Differences, 35*, 1231-1239.

Paunonen, S.V., & Ashton, M.C. (2001). Big Five predictors of academic achievement. *Journal of Research in Personality, 35*, 78-90.

Hurtz, G.M., & Donovan, J.J. (2000). Personality and job performance: The Big Five revisited. *Journal of Applied Psychology, 85*, 869-879.

Week 11: Relationships: Marriage and Friendship

Watson, D., Klohnen, E.C., Cassilas, A., Nus Simms, E., Haig, J., & Berry, D.S. (2004). Match makers and deal breakers: Analyses of assortative mating in newlywed couples. *Journal of Personality, 72*, 1029-1068.

Botwin, M.D., Buss, D.M., & Shackelford, T.K. (1997). Personality and mate preferences: Five factors in mate selection and marital satisfaction. *Journal of Personality, 65*, 107-136.

Metsäpelto, R.L., & Pulkkinen, L. (2003). Personality traits and parenting: Neuroticism, extraversion, and openness to experience as discriminative factors. *European Journal of Personality, 17*, 59-78.

Week 12: Health and Personality

Elkins, I.J., King, S.M., McGue, M., & Iacono, W.G. (2006). Personality traits and the development of nicotine, alcohol, and illicit drug disorders: Prospective links from adolescence to young adulthood. *Journal of Abnormal Psychology, 115*, 26-39.

Terracciano, A., & Costa, P.T. Jr. (2004). Smoking and the five-factor model of personality. *Addiction, 99*, 472-481.

Friedman, H.S., Tucker, J.S., Tomlinson-Keasey, C., Schwartz, J.E., Wingard, D.L., & Criqui, M.H. (1993). Does childhood personality predict longevity? *Journal of Personality and Social Psychology, 65*, 176-185.

Week 13: Religion

Saroglou, V. (2002). Religion and the five factors of personality: A meta-analytic review. *Personality and Individual Differences, 32*, 15-25.

McCullough, M.E., Tsang, J., & Brion, S. (2003). Personality traits in adolescence as predictors of religiousness in early adulthood: Findings from the Terman longitudinal study. *Personality and Social Psychology Bulletin*, 29, 980-991.

Koenig, L.B., McGue, M., Krueger, R.F., & Bouchard, T.J. Jr. (2005). Genetic and environmental influences on religiousness: Findings for retrospective and current religiousness ratings, *Journal of Personality*, 73, 471-488.

Topics

When you choose one of the “any topics” below, you should discuss with me in advance to avoid any overlap with the materials that are assigned in each week.

Week	Date	Possible Topics
5	Oct. 11	Biological correlates of Personality traits OR Any topics related to Genetic and Environmental Influences
6	Oct. 18	Any topics within evolutionary psychology
7	Oct. 25	
8	Nov. 1	Personality Disorders Personality Measurement in Clinical Psychology 2 presenters needed (e.g., MMPI, and Projective techniques)
9	Nov. 8	Any Topics within intelligence (sex differences, alternative theories to g, Flynn effects)
10	Nov. 15	Integrity Testing in Industry
11	Nov. 22	Popularity, Peer relations, Friendship and Personality
12	Nov. 29	Law-Abidingness versus Criminality Psychopathy
13	Dec. 6	Political beliefs and Personality

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along

with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Students can create an account and access the Research Participation System website at <http://ucalgary.sona-systems.com>. The last day to participate in research is December 7, 2006.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is September 22, 2006. The last day to withdraw from this course is December 8, 2006.