PSYCH-UA9030L01,
Personality

Instructor Information

- TBA

Course Information

- T & R 2:45 – 4:00 pm
  - Room 106
- Prerequisite: Introduction to Psychology is strongly recommended

Course Overview and Goals

This course provides an introduction to key topics in the study of personality psychology and individual differences. It covers historical and contemporary aspects of personality psychology including psychodynamic, humanistic, and trait-based approaches. It also discusses the extent to which personality theories predict real-world outcomes, such as educational and professional attainment, mental health, or romantic relationship. This course explores additional individual differences in personality that explain human behavior such as emotional intelligence and the dark triad (narcissism, Machiavellianism and psychopathy). Throughout this course, students will critically evaluate empirical research assessing the influence of nature and nurture on individual differences, and whether human behavior is determined by traits or changes as a function of states. The format of this course is 45 minutes lectures, group discussions based on the readings and seminar-type discussions of research papers led by students.

Upon Completion of this Course, students will be able to:

- Demonstrate an in-depth knowledge of the established theories, as well as historical and contemporary perspectives in personality psychology and individual differences
- Reflect on and critically evaluate historical and conceptual issues underlying the fields of personality psychology and individual differences
- Compare and contrast the competing theories and empirical perspectives in the study of personality psychology and individual differences.
- Communicate effectively in oral and written language.
- Clearly present and defend an evidence-based argument.

Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignments/Activities	Description of Assignment	% of Final Grade	Due
Class Participation	Preparedness and participation in class discussions, and leading discussion of research articles	10%	
Oral Paper Presentation	Oral presentation and critical evaluation of a recent research paper	25%	
Midterm	MCQs	25%	
Final	MCQs & Short-answer Questions	40%	

Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A	Example: 93.5% and higher	Consistent evidence of an organised and inspired understanding of the subject matters. Written work to reflect literacy and lucidity. A command of lectures, required and some additional readings to be evident. All 3 assignments are passed.
B	Example: 82.5% - 87.49%	Evidence of an organised understanding of the subject matters. Written work to be generally literate. A command of lectures and some required reading without much further reading to be evident. At least 2 of the 3 assignments must be passed, including the final exam.
C	Example: 72.5% - 77.49%	Inconsistent evidence of an organized understanding of the subject matters. Written work to show consistent signs of incoherence and an incomplete grasp of the lecture and/or reading materials. At least 2 of the 3
D	Example: 62.5% - 67.49	A consistently partial understanding of the subject matters is evident. Written work is often ill-organised. At least 2 of the 3 assessments are passed.
F	Example: 59.99% and lower	Only 1 of the 3 assessments is passed; little evidence of learning

Course Materials

Required Textbooks & Materials

Textbook:

- *Personality, individual differences and intelligence* (2017, 4th Ed). John Maltby, Liz Day, Ann Macaskill. ISBN 978-1-292-09051-1

Readings:

- Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, *50*(4), 370-396.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, *55*(1), 68-78.
- *Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American psychologist*, *65*(2), 98-109.
- *Koltko-Rivera, M. E. (2006). Rediscovering the later version of Maslow's hierarchy of needs: Self-transcendence and opportunities for theory, research, and unification. *Review of general psychology*, *10*(4), 302-317.
- *Friedman, H. (2008). Humanistic and positive psychology: The methodological and epistemological divide. *The humanistic psychologist*, *36*(2), 113-126.
- John, O. P., & Benet-Martinez, V. (2000). Measurement: Reliability, construct validation, and scale construction. *Handbook of research methods in social and personality psychology. Cambridge: Cambridge University Press*.
- McCrae, R. R., Costa Jr, P. T., Ostendorf, F., Angleitner, A., Hřebíčková, M., Avia, M. D., ... & Saunders, P. R. (2000). Nature over nurture: temperament, personality, and life span development. *Journal of personality and social psychology*, *78*(1), 173-186.
- Ashton, M. C., & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. *Personality and social psychology review*, *11*(2), 150-166.
- *Chamorro-Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of research in personality*, *37*(4), 319-338.
- *Ozer, D. J., & Benet-Martinez, V. (2006). Personality and the prediction of consequential outcomes. *Annu. Rev. Psychol.*, *57*, 401-421.
- * Carver, C. S., & Connor-Smith, J. (2010). Personality and coping. *Annual review of psychology*, *61*, 679-704.
- Tucker-Drob, E. M., Briley, D. A., & Harden, K. P. (2013). Genetic and environmental influences on cognition across development and context. *Current directions in psychological science*, *22*(5), 349-355.
- Triandis, H. C., & Suh, E. M. (2002). Cultural influences on personality. *Annual review of psychology*, *53*(1), 133-160.
- *Schmitt, D. P., Allik, J., McCrae, R. R., & Benet-Martínez, V. (2007). The geographic distribution of Big Five personality traits: Patterns and profiles of human self-description across 56 nations. *Journal of cross-cultural psychology*, *38*(2), 173-212.
- *Geeraert, N., Li, R., Ward, C., Gelfand, M., & Demes, K. A. (2017). A tight spot: How personality moderates the impact of social norms on sojourner adaptation. *Psychological science*, 0956797618815488.
- *Ayoub, M., Briley, D. A., Grotzinger, A., Patterson, M. W., Engelhardt, L. E., Tackett, J. L., ... & Tucker-Drob, E. M. (2018). Genetic and Environmental Associations Between Child Personality and Parenting. *Social Psychological and Personality Science*, 1948550618784890.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: theory, findings, and implications. *Psychological inquiry*, *15*(3), 197-215.
- Locke, E. A. (2005). Why emotional intelligence is an invalid concept. *Journal of organizational Behavior*, *26*(4), 425-431.
- Paulhus, D. L., & Williams, K. M. (2002). The dark triad of personality: Narcissism, Machiavellianism, and psychopathy. *Journal of research in personality*, *36*(6), 556-563.
- Furnham, A., Richards, S. C., & Paulhus, D. L. (2013). The Dark Triad of personality: A 10 year review. *Social and Personality Psychology Compass*, *7*(3), 199-216.

Optional Textbooks & Materials

- Additional recommendations for reading materials will be posted online

Resources

- **Access your course materials**: NYU Classes (nyu.edu/its/classes)
- **Databases, journal articles, and more**: Bobst Library (library.nyu.edu)
- **NYUL Library Collection**: Senate House Library (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing**: NYU Writing Center (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** IT Help Desk (nyu.edu/it/servicedesk)

Course Schedule

Session/Date	Topic	Reading
Session 1	Outline	
Session 2	Introduction to Personality	Chapter 1
Session 3	Psychodynamic Approaches	Chapter 2
Session 4	Psychodynamic Approaches	Chapter 3
Session 5	Humanistic Approaches	Chapter 6
Session 6	Humanistic Approaches	Maslow (1943)
Session 7	Humanistic Approaches	Ryan & Deci (2000)
Session 8	*Student-led Discussion I*	One article from: Shedler (2010) Koltko-Rivera (2006) Friedman (2008)
Session 9	Introduction to Psychometrics	Chapter 23
Session 10	***Visit to London Freud Museum***	
Session 11	Introduction to Psychometrics	John & Benet-Martinez (2000)
Session 12	Trait Approaches	Chapter 7
Session 13	Trait Approaches	McCrae et al (2000)
Session 14	***Midterm***	
Session 15	Trait Approaches	Ashton & Lee (2007)
Session 16	*Student-Led Discussion II*	One article from: Chamorro & Furnham (2003) Ozer & Benet-Martinez (2006) Carver & Connor-Smith (2010)
Session 17	Biological and Social Foundations of Personality	Tucker-Drob et al (2013)
Session 18	Biological and Social Foundations of Personality	Triandis & Suh (2002)
Session 19	*Student-Led Discussion III*	One article from: Schmitt et al (2007) Geeraert et al (2017) Ayoub et al (2018)
Session 20	Emotional Intelligence	Mayer et al (2004)
Session 21	Emotional Intelligence	Locke (2005)
Session 22	The Dark Triad	Paulhus & Williams (2002)
Session 22	Spring Break – No Class	
Session 23	Spring Break – No Class	
Session 24	The Dark Triad	Furnham et al (2013)
Session 25	The Dark Triad	
Session 26	Student Presentations	
Session 27	Student Presentations	
Session 28	Student Presentations	
Session 29	Revision	
Session 30	***Final Exam***	

Co-Curricular Activities

- Visit to the London Freud Museum

Classroom Etiquette

- Toilet breaks should be taken before or after class or during class breaks.
- Food & drink, including gum, are not to be consumed in class.
- Please kindly dispose of rubbish in the bins provided.
- Electronic devices should be set on silent and should only be used with the permission of the teacher.

NYUL Academic Policies

Attendance and Tardiness

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work

You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behavior that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Matthias S Gobel is a Lecturer in Psychology at Brunel University London, where he investigates human thought and behavior as it occurs in sociocultural contexts. Dr. Gobel completed his BA in psychology and his MSc in Social Psychology at the Sorbonne University of Paris – Descartes. He then earned a PhD in experimental psychology from the University College London. Before teaching at NYU London, Dr. Gobel was a researcher and teacher at Kyoto University, Japan and the University of California at Santa Barbara.