Psych 115-S: Introduction to Personality Psychology  
Summer 2016  
M,W 11:30am-1:20 pm  
Location: LATHROP299

Instructors
Natalie Colich  
Room 169, Jordan Hall  
ncolich@stanford.edu

Lucy Zhang Bencharit  
Room 181, Jordan Hall  
ylzhang@stanford.edu

Sarah Raposo  
Room 122, Jordan Hall  
sraposo@stanford.edu

Office hours by appointment

Office hours: Mondays 2-3 or by appointment

Office hours: Wednesdays, 2-3pm

Prerequisites
Psych 1 or a comparable introductory course in psychology is strongly recommended.

Course Description
The class meets twice a week. Class meetings will be comprised of lecture, discussion, and class exercises. There is no section for this course.

At the end of the course, students should have a solid understanding of:

(1) The different ways of measuring personality and emotion
(2) Various theoretical approaches to personality and emotion
(3) How to critique and evaluate empirical research in personality and emotion
(4) How cultural ideas and practices shape personality and emotion
(5) Current challenges and controversies in personality and affective science
(6) Applications of personality and affective science to everyday life

Course Materials
The textbook is put on reserve at Green library. 5th Edition is acceptable as well.

Additional readings will be made available in class and on the course website.  
https://canvas.stanford.edu/
Expectations

Attendance. Students are expected to attend each class meeting. You are allowed to miss ONE class unexcused. For any other classes you miss unexcused, you must complete an additional make up assignment to receive attendance credit. If you know in advance you will have to miss a class, you must notify the instructors prior to class and provide written documentation.

Class Preparation. Before each class meeting, students are expected to have: (1) read the assigned readings for that class and (2) completed class assignments.

Active Participation. The purpose of this course is to encourage critical thinking about personality and emotion. In order to achieve this goal, students must take active roles in their education. We acknowledge, however, that students vary in the ways in which they demonstrate their participation. Therefore, to demonstrate that they are active participants in class, students are required to do one or more of the following: (1) ask and respond to questions presented during lecture, (2) schedule a meeting with the instructors during office hours, AND/OR (3) email the instructors with a substantive (not just a clarification) question or comment related to the course material.

Student Conduct. Students are expected to listen to and interact with each other in a respectful manner. Malicious racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Because students in the class are very diverse, they will have different values, beliefs, and opinions. Students are expected to maintain open minds to differences among themselves. Students may argue with others who hold opinions different from their own, but must maintain respect for all students at all times. Scholarly misconduct and other violations of the Honor Code (see below) will not be tolerated and will be punished accordingly.

Honor Code:
1. The Honor Code is an undertaking of the students, individually and collectively:
   1. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
   2. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.
Violations of the Honor Code:
Examples of conduct that have been regarded as being in violation of the Honor Code include:
  - Copying from another’s examination paper or allowing another to copy from one’s own paper
  - Unpermitted collaboration
  - Plagiarism
  - Revising and resubmitting a quiz or exam for regrading, without the instructor’s knowledge and consent
  - Giving or receiving unpermitted aid on a take-home examination
  - Representing as one’s own work the work of another
  - Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

For more information about the honor code please see:
http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code

Student Feedback. Students are encouraged to provide feedback about their experiences of the course. Office hours are designed for students to contact the instructors individually with their concerns or suggestions.

Special Circumstances. We learn in different ways and with varying degrees of success. If students know of any factors in their lives that hinder their abilities to learn up to their potential in this course, they must notify Lucy Zhang Bencharit (ylzhang@stanford.edu) at once. If these factors are recognized disabilities, under the ADA, please provide the professor with appropriate notification. Specifically, students will need to present the instructor with a letter from the Disability Resource Center. If these factors fall outside official categories, students should discuss them with the instructors.

Grading

Final grades will be based on three criteria:
1. Two quizzes and a final exam (10% each quiz; 40% final)
2. Attendance and participation (10%)
3. Assignments (30%)

Examinations

Students will take two short quizzes throughout the quarter that will be in class. The final exam will be cumulative. The examinations will include multiple choice, short-answer, and essay questions.

Quizzes: Monday, July 11th and Wednesday, July 27th in class
Final Examination: Friday, August 12, 12:15pm-3:15pm
Thought Papers

Students will be asked to write two 2-page papers (double spaced) that will be due June 29th and August 8th in class. Papers will be graded based on clarity and quality of writing as well as thematic coherence and content.

More details about the paper and grading criteria will be distributed in class.

Extra Credit

Students have an opportunity to receive up to 2% added to their final grade by either participating in research or by completing an extra credit writing assignment. More details about this option will also be distributed in class and available on coursework.
**Course Outline and Readings***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Funder Reading / Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 06/20</td>
<td>Introduction</td>
<td>NC</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>W 06/22</td>
<td>What’s my sign? Good and bad indicators of personality. What does my score on a test say about me?</td>
<td>NC</td>
<td>Ch. 2-4, 7; Do Personality Assessment</td>
</tr>
<tr>
<td>M 06/27</td>
<td>Can you judge a book by its cover? Assessing others’ personalities</td>
<td>NC</td>
<td>Ch. 5, 6</td>
</tr>
<tr>
<td>W 06/29</td>
<td>What parts of my personality are set at birth? 1st Paper Due</td>
<td>NC</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>W 07/06</td>
<td>How does my upbringing affect my personality?</td>
<td>SR</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>M 07/11</td>
<td>QUIZ 1</td>
<td>Guest Lecturer: Craig Williams</td>
<td>Kindness Articles, PDF on Canvas</td>
</tr>
<tr>
<td>W 07/13</td>
<td>How aware am I of my thoughts, feelings, and behaviors?</td>
<td>LZ</td>
<td>Ch. 10, 11, 12</td>
</tr>
<tr>
<td>M 07/18</td>
<td>What makes people happy?</td>
<td>LZ</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>W 07/20</td>
<td>Does where I live affect who I am?</td>
<td>LZ</td>
<td>Neighborhood Articles, PDF on Canvas</td>
</tr>
<tr>
<td>M 07/25</td>
<td>Personality and Culture</td>
<td>LZ</td>
<td>Funder Ch. 14; Markus &amp; Connor Introduction, Ch. 1-2 PDF on Canvas</td>
</tr>
<tr>
<td>W 07/27</td>
<td>QUIZ 2</td>
<td>SR</td>
<td>Ch. 16, 17</td>
</tr>
<tr>
<td></td>
<td>Can I change my personality and my emotions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reader(s)</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>M 08/01</td>
<td>Can you see my personality and emotions in my brain?</td>
<td>Guest Lecturer: Erika Weisz</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>W 08/03</td>
<td>Can my personality make me sick?</td>
<td>SR</td>
<td>Ch. 18</td>
</tr>
<tr>
<td>M 08/08</td>
<td>What can I look forward to in old age?</td>
<td>SR</td>
<td>Aging Articles, PDF on Canvas</td>
</tr>
<tr>
<td>M 08/08</td>
<td><strong>2nd Paper Due</strong></td>
<td>SR</td>
<td></td>
</tr>
<tr>
<td>W 08/10</td>
<td>Q &amp; A for final exam with snacks</td>
<td>LZ, NC, SR</td>
<td>None</td>
</tr>
<tr>
<td>F 08/12</td>
<td><strong>Final Exam</strong></td>
<td>LZ, NC, SR</td>
<td></td>
</tr>
</tbody>
</table>

*Schedule and course requirements are subject to change.*