

SEMESTER AT SEA COURSE SYLLABUS
Colorado State University, Academic Sponsor

Voyage: Fall 2016
Discipline: Psychology
Course Number and Title: PSY325, Psychology of Personality
Division: Upper
Faculty Name: Karla Gingerich
Semester Credit Hours: 3
Pre-requisite: PSY100 (General Psychology)

COURSE DESCRIPTION

Personality refers to a person's characteristic pattern of thinking, feeling, and behaving, and the mechanisms that explain and underlie those patterns; in other words, it is about being a *person*. Personality influences our motivations, choices, attitudes, and performance in virtually every aspect of our lives, including our work, relationships, and leisure activities. In this course, special emphasis will be given to the role of socio-cultural, situational, and gender influences on personality and to research examining personality across the globe. Students will learn about the major historical and contemporary theories of personality, and about research and assessment methods used by psychologists to measure and understand personality. We will talk about how personality unfolds over the lifespan, and about issues of stability and change. We will also explore some significant applications of personality research in various areas of psychology, including clinical, social, cognitive, health, and vocational psychology.

LEARNING OBJECTIVES

Students in the Psychology of Personality course will:

- identify and describe historical and contemporary theories of personality, including similarities and differences among them and their relative strengths and weaknesses
- distinguish between various research designs and methodologies used by psychologists to study personality, and know the pros and cons of each
- demonstrate an understanding of the ways in which culture, gender, and age play important roles in the psychology of personality
- apply theories of personality to many aspects of people's lives around the world, including work, relationships, and both mental and physical health

REQUIRED TEXTBOOK

AUTHOR: David C. Funder
TITLE: The Personality Puzzle
PUBLISHER: Norton
ISBN #: 978-0393600421
DATE/EDITION: 2016, 7th Edition (paperback)

TOPICAL OUTLINE OF COURSE

Depart Hamburg—September 10

A1—September 12: Introduction to the course. What is personality?

A2—September 14: Personality and culture, part 1

Read Chapter 13, pages 457-477

No Classes—September 16

A3—September 17: Personality and culture, part 2, and field class preparation

Read Chapter 13, pages 477-497

Read *The Way Greeks Live Now* (ship intranet)

Piraeus—September 19-23

Field Class: Greek Culture and Personality. DERE—The American College of Greece,
September 19, 2016

A4—September 24: How do psychologists study personality?

Read Chapter 1 and Chapter 2, pages 21-54

Read *An Extrovert's Struggles in Small-Town Italy* (ship intranet)

Civitavecchia: September 26-30

A5—October 1: Inkblots, heavy metal, and sausage: What makes a good personality test?

Read Chapter 3, pages 67-91

Read *How Spain Has Shown Unexpected Resilience to the Crisis* (ship intranet)

Barcelona—October 3-7

A6—October 8: Different around mi abuelita: The person-situation controversy

Read Chapter 4, pages 113-136

Read *The Typical Image of Moroccan Women* (ship intranet)

Read *Morocco—People and Culture* (ship intranet)

Casablanca—October 10-14

A7—October 15: Personalities in relationships and jobs

Read Chapter 4, pages 137 - 145

A8—October 17: Exam 1

A9—October 19: Are there universal “primary colors” of personality?

Read Chapter 6, pages 199-214

Read *Ethical Issues Related to Psychological Testing in Africa: What I Have Learned (So Far)* (ship intranet)

Read *Religion and Traditional Values Complicate Gender Roles in Senegal* (ship intranet)

Dakar—October 21-24

A10—October 25: Are there personality types?

Read Chapter 6, pages 215-217

A11—October 27: Developing personalities. Is there stability?

Read Chapter 7, pages 222-236

No Classes—October 28

A12—October 30: Do personalities change?

Read Chapter 7, pages 236-253

Read *Brazilians are the Most Optimistic People in the World, According to Survey* (ship intranet)

Read *Where are the Brazilian Introverts?* (ship intranet)

Salvador—November 1-6

A13—November 7: The inheritance of personality

Read Chapter 9, pages 320-342

A14—November 9: Personality a la Freud

Read Chapter 10, pages 351-385

A15—November 11: Psychoanalysis after Freud, part 1

Read: Chapter 11, pages 391-406

Port of Spain—November 13-14

A16—November 15: Psychoanalysis after Freud, part 2

Read Chapter 11, pages 406-416

A17—November 17: Exam 2

No Classes—November 18

A18—November 20: Phenomenology: Can I see it like you do? Can you see it like I do?

Read Chapter 12, pages 423-439

Callao—November 22-26

A19—November 27: Personal constructs, and positive psychology

Read Chapter 12, pages 439-451

A20—November 29: What do people want? How do they try to get it?

Read Chapter 15, pages 558-579

Guayaquil—December 1-4

A21—December 5: The self: What you know about you

Read: Chapter 16, pages 585-610

A22—December 7: Personality and mental health

Read Chapter 17, pages 615 -636

Read *And So We Left: Why One Black Mom Moved Her Family to Costa Rica* (ship intranet)

Puntarenas—December 9-13

A23—December 14: Personality and physical health

Read Chapter 17, pages 636-645

A24—December 16: Epilogue

Read the Epilogue, pages 653-662

*Focused Reflection Journals due

Study Day—December 18

A25—December 19: Exam 3

San Diego—December 22

FIELD WORK

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

FIELD CLASS AND ASSIGNMENT

Field Class: Culture and Personality in Greece,

Location: DEREЕ - The American College of Greece

Date: September 19, 2016

The Experience: Before the field class, students will have an introduction to Greek culture, to some of the ways psychologists think about culture, and to the ways in which culture may affect personality. We will spend time in class identifying questions that will help us address the objectives below. The field experience will involve participation in guided discussions and activities with students and faculty at DEREЕ - The American College of Greece. Through our discussions and activities, we will learn about life in Greece, and about significant elements of Greek culture as well as about other cultures (depending on the countries of origin of the

students at DERE). We will identify similarities and differences between our own experiences and home cultures, and those we learn about in the field experience.

Field Class Assignment and Assessment: Upon return, students will each create a reflective and informational presentation (power point or approved alternative) highlighting their observations and integrating course concepts with what they learn during the field experience. Presentations should demonstrate how students have met the objectives below. Students will be encouraged to give their presentation to willing audiences during and after the voyage. The presentation project will be worth 80 points, or 20% of the student's final grade.

Objectives:

- Learn about life in Greece and in the home countries of students at DERE through guided interactions and activities
- Consider how Greek and other cultures may be similar or different from our own home cultures with regard to age- and gender-related social norms and expectations, family and other relationships, education expectations, etc.
- Consider how social, political, religious, and economic factors may affect the behavior of groups and individuals in Greece
- Understand how people from other cultures interpret and cope with stressors, and how resilience is conceptualized
- Learn about the Department of Psychology at DERE, including research programs and educational emphases, degree requirements, career options for Psychology students in Greece, etc.
- Learn about programs for studying personality in Greece, and popular approaches

INDEPENDENT FIELD ASSIGNMENTS

Focused Reflection Journal: During the voyage, students will be keeping a journal of responses to questions focused on applications of course material as related to port experiences and observations, class discussions, and the Semester at Sea experience in general. Every class day, you will be given one or more questions to answer in your journal. Typically, you will journal outside of class, but you may also be asked to bring your journal to class for in-class writing. A portion of your grade will reflect timely progress on your journal entries. The focused reflection journal is worth 80 points (20% of the final grade).

Peer Teaching assignment: Over the course of the semester, each student will choose an article (from a list compiled by the instructor and posted on the ship's intranet) to present to their classmates. In addition to teaching classmates about the main points of the article, students should relate the reading to previous course material, other relevant readings (such as those assigned in the Global Studies course), class discussions, and Semester at Sea experiences. This assignment is worth 20 points (5%).

Engagement Writing assignments: Five times during the semester, an engagement writing assignment will be given spontaneously during class, and these are to be written and turned in at the time they are offered in class. Students must be present to complete these as they

reflect attendance as well as engagement. Each of the in-class engagement writings is worth 8 points, for a total of 40 points (10%).

METHODS OF EVALUATION / GRADING SCALE

Grades in this course are based on the following assignments:

Three exams (3 x 60 points each, or 15% per exam)	180 (45% of final grade)
Peer teaching assignment	20 (5%)
Field class presentation project	80 (20%)
Focused reflection journal	80 (20%)
Engagement writing assignments (5 x 8 points)	<u>40 (10%)</u>
Total points possible:	400

The following Grading Scale is utilized for student evaluation:

Grade

A	Excellent	90-100%, or 360-400 points
B	Good	80-89%, or 320-359 points
C	Satisfactory	70-79%, or 280-319 points
D	Poor, but passing	60-69%, or 240-279 points
F	Failure	59% or below, or 239 or fewer points

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor's discretion to assign a grade to the participation and attendance requirement. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

UNION SEMINARS

Faculty members on the Fall 2016 Voyage will present on various academic topics during the evening Union Seminars, held during sea days. These topics will present relevant cultural information in various disciplines, depending on the location on the itinerary. Students are encouraged to attend at least one of these sessions, relevant to the academic topic of this course. An appropriate assignment can be made at a time when the Union Seminar schedule has been finalized.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of

accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS AND FILMS FOR THE LIBRARY

N/A

ELECTRONIC COURSE MATERIAL:

The Way the Greeks Live Now

http://www.nytimes.com/2012/02/19/magazine/the-way-greeks-live-now.html?_r=1

An Extrovert's Struggles in Small-Town Italy

<http://expatedna.com/2014/11/26/extroverts-struggles-in-small-town-italy/>

How Spain Has Shown Unexpected Resilience to the Crisis

http://elpais.com/elpais/2016/03/15/inenglish/1458043447_291799.html

The Typical Image of Moroccan Women

<http://www.moroccoworldnews.com/2012/05/40957/the-typical-image-of-moroccan-women-4/>

Morocco—People and Culture

<http://www.expatsfocus.com/expatriate-morocco-culture>

Ethical Issues Related to Psychological Testing in Africa: What I Have Learned (So Far)

<http://www.wvu.edu/culture/foxcroft.htm>

Religion and Traditional Values Complicate Gender Roles in Senegal

<http://berkleycenter.georgetown.edu/letters/religion-and-traditional-values-complicate-gender-roles-in-senegal>

Brazilians are the Most Optimistic People in the World, According to Survey

<http://www.brasil.gov.br/centro-aberto-de-midia/news/brazilians-are-the-most-optimistic-people-in-the-world-according-to-survey>

Where are the Brazilian Introverts?

http://www.nytimes.com/2014/08/28/opinion/vanessa-barbara-where-are-the-brazilian-introverts.html?_r=0

And So We Left: Why One Black Mom Moved Her Family to Costa Rica

<http://www.essence.com/2015/09/30/why-one-black-mom-moved-family-costa-rica>

DVDs on Reserve:

The Color Purple

Schindler's List