

Title	Study guide for Bachelor and <i>Siddefag</i> in Psychology B04/SF-B04, Personality and Social Psychology
Module administrators	Steven Ludeke
Study adm. coordinator	Examination secretary Charlotte Dickmeiss
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## 1. About the study guide

### *Purpose of this study guide*

The study guide provides you with details of a specific module in your education, e.g. it describes what prerequisites you are expected fulfil, teaching and assignments and finally what the goal of the module is and what is expected of you in the exam.

The study guide also helps you find the resources required for the module including recommended and optional literature. Finally it contains all the practical information you will need to complete the course.

### ***Structure of this study guide***

The study guide describes your activities in each week during the course.

**For each week the following is stated:**

1. Lectures in the week with a brief description of the content of each lecture, location, time etc.
2. Group teaching and / or group work in the week together with a description of possible extra material on e-learn.
3. Literature for each lecture in the week.
4. Any homework in the separate activities in the week.

## **2. About the module**

### ***Module administrator***

Steven Ludeke  
lud@sam.sdu.dk  
Phone: 6550 7127

### ***Study administrative coordinator***

Charlotte Dickmeiss  
[cdickmeiss@health.sdu.dk](mailto:cdickmeiss@health.sdu.dk)  
Phone: 6550 3432

### ***Teachers***

Steven G. Ludeke (SL), PhD (Psychology) University of Minnesota; Assistant Professor, SDU.

### ***Module duration***

Instruction for the module begins and week 14 and ends in week 21, with the exam held in week 22.

## ***Prerequisites***

None

## ***Purpose***

The module aims to give the students knowledge and understanding of the basic concepts, theories, and research findings in personality and social psychology so that students after completion of the module can achieve the subject-specific objectives and the general aims. This course introduces and assesses different theoretical explanations of personality and social behavior and individual difference within these two. Moreover, the course sheds light on the interaction between the individual, groups, and society. During the module the students are expected to acquire a fundamental understanding of psychological research methods used in personality and social psychology so that they can evaluate the strengths and weaknesses of various approaches to research in this field as they apply to specific research questions.

The course will introduce and evaluate different theoretical approaches concerning personality and social behavior, and then review state-of-the-art findings in the approaches currently dominant in these fields.

## **3. The module's subject area/content**

- History and development of personality and social psychology
- Basic theories, concepts, and major empirical findings within personality and social psychology
- Contemporary approaches and issues in personality and social psychology
- Reading, understanding, and evaluating the scientific literature in personality and social psychology
- Application of contemporary research methods for solving problems in personality and social psychology
- Ethical issues within personality and social psychology

## ***Curriculum goals for the module***

This study guide describes what we expect the students should be capable of when they have taken the course, i.e. the student's competences.

## ***Subject-specific objectives***

Please see the BA study program ("BA-studieordningen") and the BA-SF study program ("Studieordning for sidefagsuddannelsen") for an elaboration of the subject-specific objectives ("fagspecifikke målbeskrivelser") for this module.

## General aim

Please see the BA study program (“BA-studieordningen”) and the BA-SF study program (“Studieordning for sidefagsuddannelsen”) for an elaboration of the general aims (“generelle målbeskrivelser”) of the Bachelor program and the program for the *sidefagsstuderende*.

## Teaching methods and activities

The class is primarily oriented around lecture, although the 73 lecture hours will also include a large number of brief activities conducted individually and in small groups. Five hours (spread throughout the semester) will be dedicated to longer activity sessions. All lecture and activities are delivered by module-coordinator Steven Ludeke.

Lectures will explore key methodological approaches, concepts, and theories in personality and social psychology. Activities will be used to flesh out some of the more complicated course concepts, to apply course concepts to daily life, and to develop competence in critically reading psychological research studies.

Education type:	Number of lessons:
Lectures	73
Group work	-
Other teaching activities	5
Total:	78

## 4. Week plans for lectures

### Module week 1 (Week 14)

**Tuesday, April 4<sup>th</sup>, 14:00 – 18:00, U150**

#### **Course introduction and core personality methods**

We will introduce the major themes of the course, particularly of the first half of the course concerning personality. We will then begin a focused review of the primary methods used in personality psychology, including both statistical concepts (correlation, factor analysis) and different sources of data (self-report, informant, life outcome, behavioral).

#### **Recommended readings:**

Textbook: Larsen & Buss, chs 1 and 2

Articles/other: McAdams (PPP), Cronbach & Meehl (PPP)

**Thursday, April 6<sup>th</sup>, 14:00 – 18:00, U150**

#### **Trait approach: History and intro**

We will review the development of the primary contemporary approach to personality, the trait approach. Students will learn about the role of the “lexical hypothesis” and of factor analysis in the

origins of the current model of personality structure, “the Big Five.” Students will learn the basics of the Big Five so that they can begin to describe the personality of themselves and others using these characteristics. Students will also become familiar with major shifts and disputes concerning personality traits, such as the distinction between personality “traits” and “types.”

**Recommended readings:**

Textbook: Larsen & Buss, ch 3

Articles/other: Kenrick & Funder (PPP), Allport (PPP)

**Friday, April 7<sup>th</sup>, 10:00 – 14:00, O100**

**Personality measurement and measures**

We will review core methodological principles relating to personality measurement, the development of contemporary personality measures, and comparisons between various alternative personality measures. Students will be introduced to various trade-offs which attend different personality measures, in order to evaluate personality measures as used in the research literature and to consider how they might select a personality measure for use in addressing their own research questions.

Textbook: Larsen & Buss, ch 4

Articles/other:

<b>Module week 2 (Week 15)</b>
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**Monday, April 10<sup>th</sup>, 14:00 – 17:00, U140**

**Personality and the prediction of behavior: current highlights, the person-situation debate, and the study of moderators**

We will discuss the predictive power of contemporary personality measures for a wide range of major life outcomes (employment, divorce, mortality, etc.). Students will then learn of the primary challenge to personality psychology – the person-situation debate – which claimed personality measures had little power to make consequential predictions. We will evaluate this debate in the context of contemporary disputes between personality and social psychologists, and consider how the study of moderators has improved personality science.

Textbook: Kenrick, Neuberg & Cialdini, ch 2

Articles/other: Ozer & Benet-Martinez (PPP); Roberts et al. (2007)

**Tuesday, April 11<sup>th</sup>, 10:00 – 15:00, U150**

**Genetics and development in personality**

**Part 1: Lecture (10:00 – 14:00)**

Is personality “set like plaster” or does it shift over the course of one’s life? How does the answer depend on how we ask the question, and why does the question matter? This session will introduce students to how personality develops over the life course, and the role of genetics for psychological characteristics in general and personality in particular.

**Part 2: Group activities on challenging concepts in behavior genetics (14:00 – 15:00)**

We will use classroom activities and discussion to work through and apply several of the more conceptually challenging concepts from this lecture.

Textbook: Larsen & Buss, chs 5 and 6

Articles/other: Roberts & Mroczek (PPP), Chabris et al. (2015), Turkheimer (2000)

**Wednesday, April 12<sup>th</sup>, 12:00 – 17:00, U150**

**Evolution and biological approaches to personality**

**Part 1: Lecture (12:00 – 16:00)**

Researchers have long sought to identify the basis for personality differences by looking to physiological and neurological differences. We will overview major methods of investigating such differences and several illustrative core findings of the merits of each approach. We then turn to evolutionary psychology, the most recent addition to the contemporary study of personality. After introducing the central concepts of evolutionary psychology, we'll discuss why it may have more potential to contribute to social rather than personality psychology, before outlining some current contributions of the evolutionary approach.

**Part 2: Group activities on challenging concepts in evolutionary psychology 16:00 – 17:00)**

We will use classroom activities and discussion to work through and apply several of the more conceptually challenging concepts from this lecture.

Textbook: Larsen & Buss, chs 7 and 8

Articles/other: Nettle (2006)

<b>Module week 3 (Week 16)</b>
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**Tuesday, April 18<sup>th</sup>, 15:00 – 18:00, U55**

**Psychoanalytic and humanistic approaches to personality**

Psychoanalytic and humanistic approaches reflect a substantial portion of personality psychology's history. Students will be introduced to major concepts from both approaches, before learning of the limitations that lead to their abandonment in contemporary personality research.

Textbook: Larsen & Buss, chs 9, 10, and 11

Articles/other:

**Wednesday, April 19<sup>th</sup>, 10:00 – 14:00, U150**

**Cognition and emotion**

Even though personality is often defined as "characteristic patterns of affect, behavior, and cognition," the first and last of those often attract less attention within personality research. We'll begin by reviewing various cognitive topics (perception, interpretation, goals, and abilities) as they relate to personality, and consider their role in the Big Five and other traits. We then turn to emotions: their conceptualization, variations in emotional experience, and various predictors of positive emotions.

Textbook: Larsen & Buss, chs 12 and 14

Articles/other: Mischel (PPP); Shariff & Tracy (2011)

**Thursday, April 20<sup>th</sup>, 10:00 – 14:00, U1**  
**Personality and gender**

Personality theories and concepts typically aim to be highly generalizable, but do they always meet this aim? We address this in the next two lectures. The first focuses on the role of gender in personality. Students will learn about the typical magnitude of differences observed between men and women in various physical and psychological characteristics to provide differences for such differences in personality traits, as well as current theories about the origins of these differences.

Textbook: Larsen & Buss, ch 17  
Articles/other:

<b>Module week 4 (Week 17)</b>
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**Tuesday, April 25<sup>th</sup>, 12:00 – 17:00, U55**  
**Personality and culture**

**Part 1: (Lecture) 12:00 – 16:00**

We pick up our examination of the generalizability of personality theories and concepts by addressing the role of culture in personality. Cross-cultural comparisons in personality require a particular sensitivity to measurement issues that we will address, and are a central part of any discussion of the putative biological basis for personality traits.

**Part 2: (Group activity) 16:00 – 17:00**

Challenges in cross-group (age, gender, culture) personality assessment and comparison

Textbook: Larsen & Buss, ch 18  
Articles/other: Oishi (PPP); McCrae (PPP)

**Wednesday, April 26<sup>th</sup>, 10:00 – 14:00, U150**  
**Disorders of personality; personality and health**

The conceptualization of personality disorders represents a heated area of controversy in psychology and psychiatry. Students will learn of current competing conceptualizations of personality disorders, and particularly of the limitations of the currently dominant approach. Students will then learn about the importance of personality for major health outcomes.

Textbook: Larsen & Buss, chs 19 and 20  
Articles/other:

**Thursday, April 27<sup>th</sup>, 12:00 – 16:00, U1**  
**Social psychology, its methods, and replication crisis**

**Part 1: (Lecture) 12:00 – 15:00, U1**

Students will also be introduced to the methods and core concepts of social psychology. First, we will review social psychology's core concepts and the usefulness of the evolutionary approach in addressing them. Second, we consider the methods, what kinds of inferences they allow, and what

kinds of ethical questions they raise. We will particularly address the replication crisis and the methods thought to be at the core of the crisis.

**Part 2: (Activity) 15:00 – 16:00, U1**

Students will engage in a group activity concerning the replication crisis and the reading of scientific articles with an eye towards identifying research unlikely to replicate.

Textbook: Kenrick, Neuberg & Cialdini, ch 1

Articles/other: Kenrick, Maner & Li (HEP), Paolacci & Chandler (2014); Open Science Consortium (2015); Asendorpf et al. (2013)

<b>Module week 5 (Week 18)</b>
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**Wednesday, May 3<sup>rd</sup>, 13:00 – 17:00, U1**

**Interpersonal relationships 1**

We will highlight similarities and differences between the personality and social psychological approaches to human behavior in the domain of close interpersonal relationships: friendship, romance, and sexuality. Students will learn of the importance (or lack thereof) of personality similarity in romantic relationships as well as an “individual differences” (i.e. personality) perspective on social influence. They will be introduced to basic motives and processes of friendship and affiliation.

Textbook: Larsen & Buss, ch 16; Kenrick, Neuberg & Cialdini, ch 7

Articles/other:

**Thursday, May 4<sup>th</sup>, 10:00 – 15:00, U1**

**Interpersonal relationships 2**

**Part 1: (Lecture) 10:00 – 14:00, U1**

This lecture will begin by extending the previous lecture on interpersonal relationships into the domain of romantic and sexual relationships. Evolutionary accounts of sexual behavior appear particularly fruitful in contemporary research, but are equally likely to court significant controversy. We’ll examine current thinking along these lines on a range of topics, including love and commitment in romantic relationships, variation in female sexual interests across the ovulatory cycle, and sexual coercion.

**Part 2: (Activity) 14:00 – 15:00, U1**

We will spend an hour in large-group activities applying the concepts from the previous two lectures to daily life situations, with students considering the relevance and applicability of these concepts to their own lives as well as how these concepts might be used in clinical and counseling settings.

Textbook: Kenrick, Neuberg & Cialdini, ch 8

Articles/other: Schmitt (HEP); Gangestad, Thornhill, & Garver-Apgar (HEP); Campbell & Loving (HEP)



## Module Week 6 (Week 19)

**Tuesday, May 9<sup>th</sup>, 13:00 – 17:00, U150**

### **Social cognition; the self**

Students will be introduced to core ideas of how people think about themselves and others. Core concepts covered include self-esteem (how people feel about themselves) and self-presentation (how people present themselves to others).

Textbook: Kenrick, Neuberg & Cialdini, chs 3 & 4; Larsen & Buss, ch 15

Articles/other:

**Wednesday, May 10<sup>th</sup>, 10:00 – 14:00, U150**

### **Attitudes; Social influence**

Many of social psychology's most famous findings concern social influence. Prominent examples include Asch's study of conformity to (obviously false) statements of visual perception and Milgram's studies of conformity to (obviously unethical) instructions. This lecture integrates these various findings, identifying categories of social influence and the mechanisms underlying these behaviors. We will also discuss attitudes and attitude change.

Textbook: Kenrick, Neuberg & Cialdini, chs 5 and 6

Articles:

**Thursday, May 11<sup>th</sup>, 10:00 – 14:00, U1**

### **Politics and religion**

Attitudes about society and politics attract research from both personality and social psychologists, with predictable differences in expectations and approaches. We will review evidence about the stability (or lack thereof) of beliefs in these realms (e.g. ideology, religious beliefs).

Textbook:

Articles/other: Ashton, ch 12; Bang Petersen (HEP);

## Module Week 8 (Week 21) (No lectures Module Week 7)

**Tuesday, May 23<sup>rd</sup>, 13:00 – 17:00, U150**

### **Prejudice and Groups**

Why do some people belong to groups while others don't? Who becomes a leader, and why? Why do people in groups do so many things that people would not ordinarily think to do themselves? Students will learn about groups, and also the origins and evolutionary function of prejudice and discrimination.

Textbook: Kenrick, Neuberg & Cialdini, chs 11 & 12

Articles/other: Neuberg DeScioli (HEP); Kurzban, Tooby, & Cosmides (2001)

**Wednesday, May 24<sup>th</sup>, 10:00 – 14:00, [U150 for 10:00 – 12:00, U140 for 12:00 – 14:00]**  
**Integrating social psychological research, and course wrap-up**

We will synthesize the various themes, findings and concepts from the course, and prepare students for the examination. We will also fill in class evaluations.

Textbook: Kenrick, Neuberg & Cialdini, ch 14

Articles/other:

## **5. Exam**

Exam will take place on May 31 starting at 10:00. Rooms and will be listed on Blackboard. It will be a 150-item multiple choice exam, taken without aids. Duration: 4 hours will be allowed, though students are likely to finish in much less time. Assessment: 7-point scale.

Re-examination will follow the same procedure as the exam, conducted during week 34.

Before the test:

Read about digital exams at the Faculty of Medicine at the following link:

[http://www.sdu.dk/Om\\_SDU/Fakulteterne/Sundhedsvidenskab/Studerende/Digital\\_eksamen](http://www.sdu.dk/Om_SDU/Fakulteterne/Sundhedsvidenskab/Studerende/Digital_eksamen)

You must bring student ID to the test.

Cell phones and other electronic devices must be turned in before the test. Mobile phones must be switched off completely. If it does not turn off, it is left at home.

You have to show up outside the room at least 1 hour before starting.

### **Rating**

The 7-point scale used to rate all exams (as of 1 September 2007) is described here:

<https://www.retsinformation.dk/Forms/R0710.aspx?id=29307>

## **6. Literature**

**OBS: Be aware of the copyright rules. You will find them on Blackboard under General Info, Psykologi SDU → Information til alle:** [https://e-learn.sdu.dk/bbcswbdav/pid-4317726-dt-content-rid-6104988\\_3/orgs/faglig\\_vejleder\\_Psykologi/Ophavsret-A4-DANSK\\_002.pdf](https://e-learn.sdu.dk/bbcswbdav/pid-4317726-dt-content-rid-6104988_3/orgs/faglig_vejleder_Psykologi/Ophavsret-A4-DANSK_002.pdf)

All books will be made available at the library, one copy on the semester loan shelf (semester-låns-hylden) and one copy available for check-out. Additionally, two books which we will read very completely (Larsen & Buss [LB], 2013 and Kenrick, Neuberg, & Cialdini [KNC], 2015) will be available for purchase in the campus bookstore. **Please note a new feature this semester: both of**

**these textbooks will have a modest, optional, online component which can only be accessed by purchasing the relevant textbook from the campus bookstore.** In the case of KNC, this primarily includes access to a digital copy of the text and videos developed to illustrate key ideas from the text. In the case of LB, this includes access to a digital copy of the text as well as an alternate, highlighted version of the text which helps students focus on the most relevant material. The instructor aims to experiment with at least one optional online quiz through one or both of these online programs. Because the online component of the course is “in development,” students are advised that (a) they are entirely able to excel in the course without making use of these online resources, but also that (b) the online resources are likely to provide some help in accelerating learning (e.g. by using the LB text’s highlighting feature) and making the material more engaging and memorable (e.g. the KNC text’s videos).

Instructions concerning how to access the online courses are available on Blackboard.

All articles are available for free download via the SDU Library.

Please see notes below to help you identify readings marked above as “HEP” (Handbook of Evolutionary Psychology) or as “PPP” (Pieces of the Personality Puzzle).

#### **Books:**

\*Indicates books which include access to additional online content if purchased through bookstore.

^Indicates book which students are suggested to *not* purchase.

^Ashton, M. C. (2013). *Individual differences and personality (2<sup>nd</sup> ed)*. Academic Press. [Must be 2<sup>nd</sup> edition]

^Buss, David M. (2015). *The Handbook of Evolutionary Psychology (2<sup>nd</sup> ed)*. John Wiley & Sons. [Must be 2<sup>nd</sup> edition]

^Funder, D. C., & Ozer, D. J. (2010). *Pieces of the Personality Puzzle: Readings in Theory and Research (5<sup>th</sup> ed)*. W. W. Norton. [Must be 5<sup>th</sup> edition]

\*Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2015). *Social Psychology: Goals in Interaction (6<sup>th</sup> ed)*. Pearson.

\*Larsen, R. J., & Buss, D. M. (2013). *Personality Psychology: Domains of Knowledge About Human Nature (5<sup>th</sup> ed)*. McGraw-Hill Education.

#### **Articles:**

Asendorpf, J. B., Conner, M., De Fruyt, F., De Houwer, J., Denissen, J. J., Fiedler, K., ... & Perugini, M. (2013). Recommendations for increasing replicability in psychology. *European Journal of Personality*, 27(2), 108-119.

Chabris, C. F., Lee, J. J., Cesarini, D., Benjamin, D. J., & Laibson, D. I. (2015). The Fourth Law of Behavior Genetics. *Current Directions in Psychological Science*, 24(4), 304–312. <http://doi.org/10.1177/0963721415580430>

Kurzban, R., Tooby, J., & Cosmides, L. (2001). Can race be erased? Coalitional computation and social categorization. *Proceedings of the National Academy of Sciences of the United States of America*, 98(26), 15387–92. <http://doi.org/10.1073/pnas.251541498>

Nettle, D. (2006). The evolution of personality variation in humans and other animals. *The American Psychologist*, 61(6), 622–31.

Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, 349(6251), aac4716.

Paolacci, G., & Chandler, J. (2014). Inside the Turk: Understanding Mechanical Turk as a Participant Pool. *Current Directions in Psychological Science*, 23(3), 184–188. <http://doi.org/10.1177/0963721414531598>

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, 2(4), 313–345. <http://doi.org/10.1111/j.1745-6916.2007.00047.x>

Shariff, A. F., & Tracy, J. L. (2011). What are emotion expressions for? *Current Directions in Psychological Science*, 20(6), 395–399.

Turkheimer, E. (2000). Three laws of behavior genetics and what they mean. *Current Directions in Psychological Science*, 9(5), 160–164.

### **Relevant chapters from...**

#### **\*Handbook of Evolutionary Psychology, 2<sup>nd</sup> edition (2 volume set)**

11 Fundamentals of Human Mating Strategies 294

David P. Schmitt

14 Women's Sexual Interests Across the Ovulatory Cycle 403

Steven W. Gangestad, Randy Thornhill, and Christine E. Garver-Apgar

17 Sexual Coercion 462

Mark Huppin and Neil M. Malamuth

18 Love and Commitment in Romantic Relationships 482

Lorne Campbell and Timothy J. Loving

28 Prejudices: Managing Perceived Threats to Group Life 704

Steven L. Neuberg and Peter DeScioli

39 Evolutionary Social Psychology 925

Douglas T. Kenrick, Jon K. Maner, and Norman P. Li

47 Evolutionary Political Psychology 1084

Michael Bang Petersen

### **\*Pieces of the Personality Puzzle**

*Readings indicated with "PPP" are included in the "Pieces of the Personality Puzzle" text, having been drawn from the existing research literature (and often abbreviated to highlight the salient sections of the article). Students choosing to read the PPP selections may save some time over reading the original (unabridged) article, but citations are provided below in case students prefer to obtain the article themselves.*

Allport, G. W. (1931). What is a trait of personality?. *The Journal of Abnormal and Social Psychology*, 25(4), 368.

Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological bulletin*, 52(4), 281.

Dabbs, J. M., Hargrove, M. F., & Heusel, C. (1996). Testosterone differences among college fraternities: well-behaved vs rambunctious. *Personality and Individual Differences*, 20(2), 157-161.

Kenrick, D. T., & Funder, D. C. (1988). Profiting from controversy: Lessons from the person-situation debate. *American Psychologist*, 43(1), 23.

McAdams, D. P. (1995). What do we know when we know a person?. *Journal of personality*, 63(3), 365-396.

McCrae, R. R. (2004). Human nature and culture: A trait perspective. *Journal of Research in Personality*, 38(1), 3-14.

Mischel, W. (1999). Personality coherence and dispositions in a cognitive-affective personality system (CAPS) approach. The coherence of personality: Social-cognitive bases of consistency, variability, and organization, 37-60.

Oishi, S. (2004). Personality in culture: A neo-Allportian view. *Journal of Research in Personality*, 38(1), 68-74.

Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. *Current directions in psychological science*, 17(1), 31-35.

## **7. Module evaluation**

All modules on the bachelor in psychology get continuously evaluated. The evaluation is anonymous and not mandatory but we strongly recommend all students to take part in this work. The purpose of the evaluation is to improve the education quality and the education will among other things be adjusted according to these evaluations.

## **11. Specific information regarding purchasing of books.**

The purchase of books and supplemental academic literature can take place in:

Studenterboghandelen  
Campusvej 55  
Campustorvet (at the main entrance)  
5230 Odense M

Phone.: 6550 1700