

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
Date	Jan 24 th , 2018

Content:

1. About the study guide	2
Purpose of this study guide	2
Structure of this study guide.....	2
2. About the module.....	2
Module administrator.....	2
Study administrative coordinator	2
Teachers.....	2
Module duration	2
Prerequisites	3
Purpose	3
3. The module's subject area/content	3
Curriculum goals for the module	3
Subject-specific objectives.....	3
General aim.....	4
Teaching methods and activities	4
4. Week plans for lectures.....	4
5. Exam	10
6. Literature	11
7. Module evaluation.....	14
11. Specific information regarding purchasing of books.....	14

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@health.sdu.dk
Phone: 6550 7127

Study administrative coordinator

Charlotte Dickmeiss
cdickmeiss@health.sdu.dk
Phone: 6550 3432

Teachers

Steven G. Ludeke (SL), PhD (Psychology) University of Minnesota; Associate 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 75 lecture hours will also include a large number of brief activities conducted individually and in small groups, and some larger and longer activities. Three hours, spread throughout the semester, will be dedicated to smaller-group discussion sessions concerning applying these course concepts to Danish society and understanding them in the Danish language. All lecture and activities are delivered in English by module-coordinator Steven Ludeke, with student teaching assistants leading the smaller-group discussions concerning Denmark and Danish.

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	75
Group work	-
Other teaching activities	3
Total:	78

4. Week plans for lectures

Module week 1 (Week 14)

Friday, April 6th, 10:00 – 14:00, 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 (“Introduction...”) and 2 (“Personality assessment...”)

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

Module week 2 (Week 15)

Wednesday, April 11th, 13:00 – 17:00, U48A

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 (“Traits...”)

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

Thursday, April 12th, 14:00 – 18:00, U150

Personality measurement, measures, and judgment

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 (“Theoretical and measurement...”), Kenrick, Neuberg & Cialdini, ch 3

Articles/other:

Friday, April 13th, 10:00 – 14:00, U140

Part 1 (10:00 – 13:00): Personality and the prediction of behavior: current highlights, the person-situation debate, and the study of moderators

Part 2 (13:00 – 14:00): Personality and social psychology in Danish language and Danish society, session 1

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)

Module week 3 (Week 16)

Tuesday, April 17th, 12:00 – 16:00, U48A

Assorted personality topics: Development, neuroscience, and health

We'll combine three smaller topics into a single session. First, personality and development: 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? We'll then consider how personality differences reflect differences in hormones, neurotransmitters, and brain structures. Finally, we'll explore how personality contributes to health outcomes, particularly as an example of how to reconcile different ways of talking about personality traits vs types.

Textbook: Larsen & Buss, chs 5 ("Personality dispositions"), 7 ("Physiological"), 18 ("Stress...")

Articles/other: Dabbs et al (PPP), Roberts & Mroczek (PPP)

Wednesday, April 18th, 10:00 – 14:00, U48A

Genetics and personality

Prioritize attending this session, as the activities will help understand these difficult concepts. Why do we behave the way we do? Is it our parents, our unique experiences, or even our genes? This session will introduce behavior genetics and its attempts to answer this question. These ideas are as complicated as they are essential to an understanding of contemporary psychology, and our class activities will help improve your grasp of these very challenging concepts.

Textbook: Larsen & Buss, ch 6 ("Genetics")

Articles/other: Chabris et al. (2015), Turkheimer (2000)

Thursday, April 19th, 12:00 – 16:00, U150

Evolution and personality

Prioritize attending this session, as the activities will help understand these difficult concepts. 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. Classroom activities and discussion will help us work through and apply several of the more conceptually challenging concepts from this lecture.

Textbook: Larsen & Buss, ch 8 (“Evolutionary”)
Articles/other: Nettle (2006)

Module week 4 (Week 17)

Monday, April 23th, 13:00 – 17:00, U48A
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 (“Cognitive”) and 13 (“Emotion”)
Articles/other: Mischel (PPP); Shariff & Tracy (2011)

Tuesday, April 24th, 14:00 – 18:00, U48A
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 context for such differences in personality traits, as well as current theories about the origins of these differences. We will use the topic to motivate a brief discussion on the challenges (and even risks) of incautiously discussing scientific research on socially sensitive issues, building off of a recent high-profile incident concerning gender differences in technology firms (see the assigned brief pieces).

Textbook: Larsen & Buss, ch 16 (“Sex, gender...”)
Articles/other: Damore, 2017; Friedersdorf, 2017

Tuesday, April 25th, 10:00 – 14:00, U150
Personality and culture

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.

Textbook: Larsen & Buss, ch 17 (“Culture”...)
Articles/other: Oishi (PPP); McCrae (PPP)

Module week 5 (Week 18)

Wednesday, May 2nd, 12:00 – 16:00, U48A

Disorders of personality

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, ch 19 (“Disorders...”)

Thursday, May 3rd, 12:00 – 16:00, U150

Social psychology, its methods, and replication crisis

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. Students will also 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: Gelman (2016); Kenrick, Maner & Li (HEP), Paolacci & Chandler (2014); Open Science Consortium (2015); Asendorpf et al. (2013)

Module Week 6 (Week 19)

Monday, May 7th, 14:00 – 18:00, U48A

Interpersonal relationships 1: Evolution, sex, and attachment

Evolutionary psychology began with the study of human sexuality, and it remains a crucial approach for understanding the topic. We begin our three-session “interpersonal relationships” topic with a focus on sex and ending with an introduction to ideas of attachment, which will help us build towards understanding romantic relationships in the next session.

Textbook: Kenrick, Neuberg & Cialdini, ch 8

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

Wednesday, May 9th, 10:00 – 14:00, U48A

Part 1 (10:00 – 13:00): Interpersonal relationships 2: Romantic relationships

Part 2 (13:00 – 14:00): Personality and social psychology in Danish language and Danish society, session 2

We build off the previous session by focusing on romantic relationships more broadly. What makes a relationship work well, and *who* might a relationship work well with? We end the session with our second session of applying course concepts to Danish society, with Danish-language discussions led by student assistants.

Textbook: Larsen & Buss, ch 15 (“Personality and social”...)

Module Week 7 (Week 20)

Monday, May 14th, 14:00 – 18:00, U150

Interpersonal relationships 3: Sexual orientation, attractiveness, & friendship.

We close the Interpersonal Relationships area with three separate topics. First, we briefly discuss contemporary efforts to explain differences in sexual orientation. We then discuss differences in attractiveness, learning that those who *feel* attractive are more psychologically distinctive than those who *are*. We close with a discussion of friendship formation and feelings of liking.

Textbook: Kenrick, Neuberg & Cialdini, chs 4 & 7

Wednesday, May 16th, 10:00 – 14:00, U48A

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

Thursday, May 17th, 10:00 – 14:00, U48A

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).

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

Module Week 8 (Week 21)

Wednesday, May 23rd, 12:00 – 16:00, 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)

Thursday, May 24th, 12:00 – 15:00, U150

Part 1 (12:00 – 13:00): Personality and social psychology in Danish language and Danish society, session 3

Part 2 (13:00 – 15:00): Course catch-up

Today we have a final session on understanding B04 concepts in Danish and Denmark, and use the remaining time to catch up on any material we had to miss during the semester.

Textbook: Kenrick, Neuberg & Cialdini, ch 14

Friday, May 24th, 10:00 – 13:00, U150

Integrating social and personality psychology 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.

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

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/bbcswebdav/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* (2nd ed). Academic Press. [Must be 2nd edition]

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

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

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

*Larsen, R. J., & Buss, D. M. (2013). *Personality Psychology: Domains of Knowledge About Human Nature* (5th 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>

Damore, J. (2017). Google's Ideological Echo Chamber. Document Cloud, (July), 10. [Posted on Blackboard]

Friedersdorf, C. (2017). A Question for Google's CEO. *The Atlantic*.

Gelman, A. (2016). Why the replication crisis seems worse in psychology. *Slate*.

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, 2nd 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

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
5230 Odense M

Phone.: 6550 1700