Module Convenor

Dr Joachim Stoeber; Senior Lecturer in Psychology; Keynes College, Room A3.2; Extension: 4691; Email: J.Stoeber@kent.ac.uk

My office hours are on Tuesdays 15.00-16.00 hrs and Wednesdays 13.00-14.00 hrs.

Time and Location

Spring Term (Week 13-24): Tuesdays, 11.00-13.00 hrs, Rutherford Lecture Theatre 1 (RLT1).

Summary of Intended Learning Outcomes

- Advanced knowledge and understanding of personality and individual differences
- Advanced historical and conceptual understanding of the development of personality theory from Freud to the present day
- Critical thinking
- Development of writing skills, such as clarity
- Development of reading skills
- Time management and preparation
- Organization of information in a clear way

Assessment

Your attention is drawn to the following information to be found on the departmental website:

- Regulations relating to coursework deadlines are available at www.kent.ac.uk/psychology/studying/learning-resources/assessment.htm#deadlines.
- Guidelines on plagiarism and duplication of material are available at www.kent.ac.uk/psychology/studying/learning-resources/plagiarism.htm.
- Guideline Criteria for Assessment of Stage 2 and 3 Undergraduate Work are available at http://www.kent.ac.uk/psychology/studying/learning-resources/criteria2.htm.

Your essay will provide 100% of your overall coursework mark. The essay should be no more than 2,500 words. Please word-process your essays and put the number of words on the title page of your essay. Coursework counts toward 20% of your final degree mark for the module. Two copies of your essay should be submitted to the departmental office by the deadline.

SP529 will be examined by a 2-hour exam in the Summer term. Please note that the whole module will be examined, this will include material from all the lectures, seminars, and essential readings. The exam will count for 80% of your final mark for the module.

In the case of short-term exchange students unable to sit the exam, this piece(s) of assessment may be replaced by a single piece of coursework of increased length.
Information about marking and feedback is available at http://www.kent.ac.uk/psychology/department/literature.htm. Essays should be typed, and two copies must be submitted. For those of you who are honours students in the Department of Psychology, submission deadlines for the three core modules in Spring (SP529, SP605, and SP619) will be 12 noon on the Thursday of Weeks 16 (12/02/2009), 20 (12/03/2009), and 24 (09/04/2009). You will be able to choose which deadline to use for which module. If you are taking two out of the three core Stage 2 modules running in a given term, you may choose two out of the three deadlines for that term. Alternatively, you may submit both essays on the same deadline providing you choose questions that correspond to that deadline. If you are taking one module, you may choose out of the three deadlines but you must still choose a question corresponding to that deadline.

**Electronic Submission of Coursework**

On the same day that you submit one hard copy of your coursework to the Psychology Office, you also have to submit an electronic version via WebCT.

To access WebCT you need to login at: http://webct.kent.ac.uk/ Please, login with your University username and password. The module “Electronic submission of coursework Psychology stage 1 or 2” should automatically appear. By clicking on this “module” you will be directed to its homepage and further instructions can be found here.

On the coursework submission homepage you will find the function Turnitin. This function allows you to electronically submit all kinds of documents. It automatically screens for matches/overlap with other texts such as Internet sites, online articles, book chapters, and student reports. Markers and staff will use this function to screen for possible cases of plagiarism (i.e., high text overlap makes it more likely that one has copied existing material).

Please note, you MUST hand-in one hard copy of your coursework to the Psychology office and one electronic copy via Turnitin, **BOTH before the coursework deadline**. Failure to hand in one of the two on time will be treated as late submission.

You will receive training on electronic submission of coursework at the beginning of the academic year at a specially organised session. Instructions about how to submit coursework electronically can also be found on WebCT.

For more information about how to use WebCT please visit http://www.kent.ac.uk/elearning/documentation.html.

To learn more about the purpose and function of Turnitin please visit https://www.kent.ac.uk/uelt/ai/students/usingturnitin.html.

For Departmental guidelines about plagiarism, please refer to http://www.kent.ac.uk/psychology/studying/learning-resources/plagiarism.html

If you experience difficulty with electronic submission, please alert the technical support staff or ask advice from the UELT (learning@kent.ac.uk).

The student skills and development unit regularly organises workshops related to e-learning. Please see http://www.kent.ac.uk/student/skills/.
Module Evaluation

You will be asked to provide feedback on this module by completing a module evaluation questionnaire. The questionnaires will be considered at a special meeting of the departmental Learning and Teaching Committee, and the minutes of the meeting will be published on the departmental website at http://www.kent.ac.uk/psychology/department/minutes/index.html.

Main Texts

Module Textbooks


OR


AND


AND


Further Textbooks


Main Journals in Personality

New theories, comprehensive reviews, and meta-analyses:

• Annual Review of Psychology

• Personality and Social Psychology Review

• Psychological Bulletin

• Psychological Review

Larger empirical studies with more important theoretical contributions:

• Journal of Personality

• Journal of Personality and Social Psychology

• Personality and Social Psychology Bulletin
Smaller empirical studies with more limited theoretical contributions:

- European Journal of Personality
- Journal of Individual Differences
- Journal of Personality Assessment
- Journal of Research in Personality
- Personality and Individual Differences

Teaching Programme

You should note that the attendance at lectures, seminars and supervisions and the submission of written work are obligatory. For further information, see the Faculty of Social Sciences Stage 2 and 3 Handbook.

SP529 will consist of eleven lectures and two small-group seminars. The lectures will take place on Tuesdays, 11.00-13.00 hrs in Rutherford Lecture Theatre 1 (RLT1). Each lecture topic appears with essential reading from the module textbook. You are advised to read this prior to the lecture. The lecture will provide more detailed information about some aspects of each topic. Both the information from the textbooks AND the information from the lectures is necessary for the module.

Lecture Topics and Essential Readings

| Week 13 | Introduction to the Scientific Study of Personality  
(Essential reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 1 & 2) |
| Week 14 | Psychodynamic Approaches: From Freud to Today  
(Essential reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 3 & 4) |
| Week 15 | Roger’s Phenomenological Approach  
(Essential reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 5 & 6) |
| Week 16 | Trait Approaches to Personality–Part 1  
(Essential reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 7) |
| Week 17 | — Reading Week (no lecture) — |
| Week 18 | Trait Approaches to Personality–Part 2  
(Essential reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 8) |
| Week 19 | Biological Approaches to Personality  
(Essential reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 9) |
| Week 20 | Social-Cognitive Theory–Part 1  
(Essential reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 12) |
| Week 21 | Social-Cognitive Theory–Part 2  
(Essential reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 13) |
| Week 22 | Motivational Approaches  
(Essential Reading: McAdams, Chap. 7 and Mischel/Shoda, Chap. 16) |
| Week 23 | Personality in Context: Interpersonal Relations, Culture, Life-Span Development  
(Effective reading: Cervone/Pervin or Pervin/Cervone/John, Chap. 14) |
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<td>Week 24</td>
<td>An Integrative Summary</td>
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**Seminars**

Two seminars will be linked to the module; these will be arranged in conjunction with your other Stage 2 modules. The seminars are designed to complement the lectures rather than simply repeat lecture material. In order to cover all the material on the module it is vital that everyone in the seminar group reads the key readings for each seminar. Your seminar leaders will hold a copy of all the seminar readings for the module, and the main readings will also be scanned and put on the module's folder on Ward and/or on WebCT. The journal articles can also be downloaded from Templeman's online journals website at http://www.kent.ac.uk/library/online/journals/.

**Seminar 1: Intelligence (Week 16)**

The topic of intelligence has been important in psychology for more than a century. It had attracted much debate regarding conceptualizing and measuring it. There are basically two camps on the theory of intelligence: those who believe in one unilinear construct of general intelligence (g), and those who believe in many different intelligences. Binet founded the French school of intelligence, in which intelligence tests were regarded as a practical means of separating the bright from the dull. Intelligence quotient (IQ) was regarded as simply an average of numerous dissimilar abilities, not as a real thing with definite properties that could be studied. Galton founded the English school of intelligence, in which it was believed that intelligence is a real faculty with a biological basis and could be studied using reaction times on simple cognitive tasks.

Measuring intelligence is one of the most challenging and important issues in the study of individual differences. The aims of this seminar are to sharpen understanding of the challenges in conceptualizing and measuring intelligence.

1. What are the challenges in conceptualising intelligence? What kinds of intelligence would be more important for various occupations as well as for a student in university?
2. What are the challenges in measuring intelligence?
3. As an exercise, try to write “IQ” test items that are biased in each of the following ways.
   - Biased against women in favour of men.
   - Biased against men in favour of women.
   - Biased against immigrants to Britain in favour of people who were born in Britain.
   What is the bias in each item? How would you change these items in order to minimize the bias? Is it possible to write a completely unbiased IQ test?
4. The Flynn effect shows that IQ results have improved internationally. IQ has been rising fast throughout the 20th century and in into the 21st century. Would you expect that this effect increased or decreased differences in IQ scores amongst ethnic groups?

**Essential Reading:**

Further Readings:


You are also encouraged to review the commentaries on the Neisser et al.’s article that appeared in the January 2007 issue of *American Psychologist*; see *American Psychologist, 52*, Issue 1, pp. 69-81.

Seminar 2: Social Desirability (Week 20)

For over 50 years it has been recognized that responses to personality tests can easily be distorted, for example, to give a more favourable impression of oneself. The tendency to give a more favourable impression was called “social desirability” by Edwards in 1957, and soon scales were developed to measure—and to control for—socially desirability in personality tests. Because of the promise to detect “faking” in personality tests, social desirability scales became very popular. Many tests in the 1960s and 70s included scales to detect social desirability (e.g., the so-called “Lie Scale” of the Eysenck Personality Inventory)—and some still do today.

In the 1980s, however, the practice of controlling for social desirability in personality tests came under critique when McCrae and Costa (1983) demonstrated that social desirability scales capture “more substance than style” and suggested that there is no need to control for socially desirability responding.

Nevertheless, the construct flourished and further evolved with Paulhus’s two-component model of socially desirable responding—differentiating self-deceptive enhancement and impression management (later renamed communion management)—being the most important recent development in this regard (see Paulhus, 2002). And as personality research still tries to understand how, when, and to what degree socially desirability influences personality tests (e.g., Lönnqvist et al., 2007), the issue of social desirability continues to be debated.

In the seminar, you will discuss

- how social desirability scales are constructed
- how they are supposed to work
- why they may not work
- why there is both substance and style in how people respond to social desirability scales
- different ways how to test the validity, or lack thereof, of social desirability scales
- in which situations social desirability may play a role and, related to this question, whether there is a need to control for social desirability in your final year project

Essential Readings:


Further Readings:

Essays

* Important! * In general, the essays in this module rely heavily on your own analyses. You will find general readings that will give you the basis for your analyses, but not necessarily readings that fully answer the question for you. Moreover, please note that if you want to achieve a high mark, your essay needs to demonstrate that you went beyond the essential readings and lectures (for details, please see the Guideline Criteria for Assessment of Stage 2 and 3 Undergraduate Work at http://www.kent.ac.uk/psychology/studying/learning-resources/criteria2.html).

Essay 1 (Deadline 1: Week 16, Thursday, 12/02/2009 at 12.00 noon)

Compare Roger’s phenomenological approach to Freud’s psychodynamic approach and to today’s psychodynamic approaches. How are they similar, and how are they different? And what is Roger’s influence on today’s theory and research psychology compared to the psychodynamic approaches’ influence?

Essay 2 (Deadline 2: Week 20, Thursday, 12/03/2009 at 12.00 noon)

Compare Eysenck’s personality theory with Cattell’s personality theory, and both with the Big Five personality theory. How are they similar, how are they different? And have Eysenck’s and Cattell’s theory become obsolete now that we have the Big Five?

Essay 3 (Deadline 3: Week 24, Thursday, 09/04/2009 at 12.00 noon)

Compare the social-cognitive approaches to personality with the biological approaches. How are they similar, how are they different? And are they as incompatible as it may appear on the first look—or could the two approaches be integrated?

General Guidelines for Writing an Essay Comparing Different Theories/Approaches

- You will have a number of issues on which you compare the two theories (e.g., view of the person, research methods, consistency of behaviour across situations and time). Under each issue write how each approach relates to it. So the flow of your essay may be: Issue 1, how approach/theory 1 relates to it, how approach/theory 2 relates to it; issue 2, how approach/theory 1 relates to it, how approach/theory 2 relates to it; etc.
- To decide on issues on which to compare you can look at the lecture notes to see what issues we have talked about, you can look at the textbooks (where you will see that the subtitles are organized in the same way across chapters), you can look at the table in the inner cover of the basic textbook, or any other way you wish to do it.
- You do not have to cover all possible issues. Select a few central issues that you find important.
- If you think that it would add to give an example of a study, do it under the relevant issue (e.g., research methods, personality development).
- It is also acceptable to start by describing one approach/theory, then describe the other approach/theory and for each element in the other theory/theory say how it is similar to or different from the first one. What is not acceptable is to describe each approach/theory separately, and end with a small comparison paragraph.
• You can start the essay by introducing the basic features of each approach/theory, but try to keep it short. The introduction should help the reader understand what will come later, but not take up too much space. Please note that you have no more than 2,500 words!