

# PSY430H5S – Special Topics in Personality

## IN-PERSON

Thursday 3:00 pm – 6:00 pm ROOM: MN 4107

### Course Delivery

**Winter 2022 Return to Campus Update:** In order to curb the spread of COVID-19 amid the emergence of the Omicron variant, most in-person learning has been **delayed until Jan 31, 2022.** Keep in mind this date is subject to change as per the Universities need to monitor any new developments and will be keeping with the latest evidence and public health guidelines.

### Delivery Method until January 31, 2022

**ONLINE VIA Zoom:** Please see the Quercus website for the course to find out how to attend the Zoom lectures which will be offered on the days and times specified above. We will try to make these lectures as interactive as possible. For instance, you can ask questions during a lecture using the question function. A TA will be monitoring the question line (which is private) and convey the questions to the lecturer, who will attempt to answer them.

- Learn Anywhere Guide for Students  
<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>
- University of Toronto tech [requirements for online learning](#)

### Delivery Method after January 31, 2022

It is currently unclear how this course will be delivered after January 31. Even if the course will be offered in person after January 31, students will have the opportunity to participate online via zoom. A reliable and good internet connection is needed for active participation in group discussions.

### Contact Information

[Need help? Please check Quercus first!]  
[post general questions on the discussion board]  
[if information is not available, email your TA]  
[email me to request individual appointments]

**Teaching Assistant**  
Jason Payne  
[jason.payne@mail.utoronto.ca](mailto:jason.payne@mail.utoronto.ca)

**Dr. Ulrich Schimmack (Prof. Schimmack, he/him)**

e-mail: [ulrich.schimmack@utoronto.ca](mailto:ulrich.schimmack@utoronto.ca)  
[include PSY430 in subject line]

#### **OFFICE HOURS**

By appointment online VIA ZOOM

---

## Course Description

This course offers an In depth examination of selected topics in personality.

The focus is on cutting edge research in personality psychology as published in recent or seminal articles in the top journals of the field (e.g., Journal of Personality and Social Psychology). The course examines fundamental research questions (e.g., state vs. trait, causal modeling of correlations, mediation vs. moderation, genetic vs. environmental causes of individual differences, etc.)

---

## Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** You don't need to create a new login for Quercus; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the following help site:

<https://q.utoronto.ca/courses/46670/pages/student-guide>

---

## Learning Objectives

By the end of this course, students should be able to;

- Understand of research methods in personality psychology
- A basic understanding of latent variable models and measurement in psychology.
- Critically evaluate the validity of psychological instruments/tests
- Understand causal models of correlational data

---

## Reading Material

The course is based on readings of original research articles (see suggested articles in course outline below).

---

## Course Evaluation

The evaluation in this course is based on oral and written participation.

20% of the mark is based on active oral participation in class discussions. Evaluations are based on quantity and quality of participation. The best 8 marks will be used for the participation mark (You can miss some classes).

Marking scheme:

0% = Did not come to class

25% = Did come to class, but didn't participate actively (say something)

50% = Did come to class and participated at least once.

70% = Did come to class and made several contributions to class discussion.

90% = Did come to class and made several original contributions to class discussion.

40% of the mark is based on written answers to posted questions and online discussion that are due weekly before class.

40% of the mark is based on a term paper on a select topic in personality research.

The term paper should be 8-12 pages long (excluding title page, abstract, and reference list). It should be written with 1-inch margins, font 12, and double-spaced. 5%-points of the term paper marks are based on an outline of the term paper due by February 1. 10%-points of the term paper are based on a draft of the term paper due by March 1. 15%-points of the term paper are due for the final term paper due by April 1. All submissions are done electronically through the Quercus.

Students have to notify me as soon as possible to request extensions of deadlines if they have a valid reason to do so, at least four days before a deadline. Illness or computer problems during the last four days before a deadline are not valid excuses!

---

## **IMPORTANT COURSE POLICIES \*\*PLEASE READ\*\***

### **Extension of Time Special Consideration Request Process**

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request **directly to the Instructor** for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

### **Supporting Documentation**

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

### **Missed Final Exam or Extension of Time beyond exam period**

Missed final exams or for extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions> and follow their procedures.

### **Penalties for Lateness**

A penalty of 10% per calendar day (i.e., including week-ends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

### **Academic Guidelines**

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you **WILL BE REMOVED** from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

## **AccessAbility Services**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847. <http://www.utm.utoronto.ca/accessability/>

## **Privacy and Copyright Disclaimer**

### ***Notice of video recording and sharing (Download and re-use prohibited)***

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

## **Academic Honesty and Plagiarism**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

### In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

### On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

### In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

### Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

### Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [vpequity@utmsu.ca](mailto:vpequity@utmsu.ca).

### Academic Rights

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth more than 25% in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

## Course Outline

M01: January 13

- Introduction;  
Non-Experimental Psychology  
Latent Variables

M02: January 20

### **Construct Validity**

- Schimmack, U. (2010) What Multi-Method Data Tell Us About Construct Validity. EUROPEAN JOURNAL OF PERSONALITY (Volume: 24 Issue: 3) Pages: 241-257.  
Schimmack, U. (2020). The validation crisis in psychology. META-PSYCHOLOGY (Volume 5 Issue:

M03: January 27

### **Multi-Method Measurement of Big 5**

- Anusic et al. (2009). The Nature and Structure of Correlations Among Big Five Ratings: The Halo-Alpha-Beta Model. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY (Volume: 97 Issue: 6) 1142-1156.

M04: February 3

### **Multi-Method Measurement of Prejudice**

- Schimmack, U. (2021). The Implicit Association Test: A Method in Search of a Construct. Perspectives on Psychological Science, 16(2), 396–414. <https://doi.org/10.1177/1745691619863798>  
Kurdi, B., Ratliff, K. A., & Cunningham, W. A. (2021). Can the Implicit Association Test Serve as a Valid Measure of Automatic Cognition? A Response to Schimmack (2021). Perspectives on Psychological Science, 16(2), 422–434. <https://doi.org/10.1177/1745691620904080>  
Schimmack, U. (2021). Invalid Claims About the Validity of Implicit Association Tests by Prisoners of the Implicit Social-Cognition Paradigm. Perspectives on Psychological Science, 16(2), 435–442. <https://doi.org/10.1177/1745691621991860>

M05: February 10

### **Spousal Similarity in Well-Being**

- Schimmack, U. & Lucas, R.E. (2010). Environmental Influences on Well-Being: A Dyadic Latent Panel Analysis of Spousal Similarity. SOCIAL INDICATORS RESEARCH (Volume: 98 Issue: 1 ). 1-21.

M06: February 17

### **Stability of Personality and Well-Being**

- Anusic & Schimmack (2016) Stability and Change of Personality Traits, Self-Esteem, and Well-Being: Introducing the Meta-Analytic Stability and Change Model of Retest Correlations

No Meeting, February 24 (Spring Break)

M07: March 3

### **Structure of Affect I**

- Schimmack & Grob (2000). Dimensional models of core affect: A quantitative comparison by means of structural equation modeling EUROPEAN JOURNAL OF PERSONALITY (Volume: 14 Issue: 4) 325-34.

M08 - March 10

### **Structure of Affect II: Mixed Feelings**

- Pleasure, displeasure, and mixed feelings: Are semantic opposites mutually exclusive? COGNITION & EMOTION (Volume: 15 Issue: 1). 81-97.  
Hunter et al. (2008). Mixed affective responses to music with conflicting cues. COGNITION & EMOTION (Volume: 22 Issue: 2). 327-352.

M09 – March 17

### **Self-Enhancement and Well-Being**

- Schimmack, U., & Kim, H. (2020). An integrated model of social psychological and personality psychological perspectives on personality and wellbeing. Journal of Research in Personality, 84, Article 103888. <https://doi.org/10.1016/j.jrp.2019.103888>

M10 – March 24

### **Growth-Modeling of Well-Being**

- Nakazato et al. (2011). Effect of Changes in Living Conditions on Well-Being: A Prospective Top-Down Bottom-Up Model. SOCIAL INDICATORS RESEARCH (Volume 100, Issue 1), 115-135

M11 – March 31 / April 07

### **Presentation and Discussion of Term Papers**