PSYC2114 – Personality and Individual Differences

Unit of Study Code: PSYC2114

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Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks
Tutorial sizes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Qualifying: 12 credit points of First Year Psychology including PSYC 1001 and PSYC 1002

Assessment: Classwork:

Personality:
25% of total mark: 1500 words essay
Due Date: (week 8)

Individual Differences:
25% of total mark: Tutorial quiz held in tutorials
(Week 13)

Examination:
50% of total mark: 2-hour examination consisting of 40 multiple-choice questions for Personality and 40 multiple-choice questions for Individual Differences

Unit of study general description:

This unit of study consists of two distinct components. The first 13 lectures will be devoted to theoretical/conceptual accounts of personality. The remainder of the course will deal with empirical/applied accounts of cognitive abilities and intelligence. Readings for the Individual Differences tutorial component will be available at the tutorial in Week 8.

Teaching outcomes:

At the end of this unit of study, students will be able to:

- Describe and contrast Freud’s early and later theories of neurosis.
- Appreciate the mechanisms by which defences operate.
- Evaluate Anna Freud’s account of the various defence mechanisms.
• Outline and contrast Jung's analytical psychology with Freud's psychoanalysis.
• Critically evaluate Jung's approach.
• Describe Karen Horney's interpersonal psychoanalysis and her theoretical differences with Freud.
• Appreciate some of the theoretical and clinical developments in psychoanalysis since Freud.
• Critically evaluate the claim that psychoanalysis is unscientific.
• Describe Eysenck's testing of Jung's typology and dimensional hypothesis and understand the rudiments of the Big Five model of personality.
• Synthesise primary source material and begin to engage in critical analysis of the research literature in Personality Theory.
• Understand the differences between various theories of intelligence.
• Appreciate the methodological aspects of the study of the genetics of intelligence.
• Grasp issues related to the study of giftedness, aging and ethnic and racial difference.
• Become familiar with the use of psychological tests in educational and industrial organizations.
• Gain an understanding of the current debates and future trends in the study of intelligence.
• Ability to describe, explain, evaluate and apply theoretical models and research studies relevant to the development of response inhibition and other 'executive function'.

Evidence of learning:

The Personality component will be assessed by a 1-hour multiple-choice exam, consisting of 40 questions. The questions will address the first nine teaching outcomes and will centre on lectures, tutorials and the recommended readings. The essay will focus on outcome 10 and will draw on both lecture and tutorial material.

The Individual Differences component will be assessed by a 1hr. multiple-choice exam and a tutorial quiz. The exam questions will address the remaining (11-16) teaching outcomes listed above. The tutorial quizzes will draw on readings and material covered in tutorials.

In accordance with the assessment procedures for Psychology 2, meritorious performance in this unit of study will involve: (i) a sound understanding of the conceptual aspects of psychodynamic theories and the structure of theories of cognitive abilities developed this century, AND (ii) reading the recommended references in order to further this understanding, AND (iii) an ability to question and critically evaluate the various theories and approaches covered.

Satisfactory performance in this unit will involve: (i) a broad understanding of each of the theories and approaches covered, AND (ii) some reading of the recommended references in order to further this understanding.

TEXT


For the Individual Differences component: There is no set text. However, the references listed below are considered essential reading to demonstrate meritorious performance in this part of the unit of study.

REFERENCES
