**PSY 236, Personality Psychology**

**Spring 2021**

**Mondays and Wednesdays, from 12:40 – 2:00**

**Taught remotely (synchronously) via Top Hat**

# Contact Information

## Instructor: Emily Durbin (she/her)

 Psychology 224

 Email: cdurbin@msu.edu; Phone: 847-802-8026

 Office hours (held via zoom): Tuesdays 9:30 – 10:30 and Fridays 12:00 – 1:00; or by appointment (email for appointment); Zoom links are at the end of this syllabus.

## TA: Alejandro Carrillo

 Email: carril52@msu.edu

Office hours: TBD

## UAs: TBD

# Required Materials

This course will use Tophat, including the custom textbook, *Personality*, I wrote for this course. The *Personality* text is available via Tophat and is included in the Tophat course (called “Personality Text”).

You must also read one of the biographies listed at the end of this syllabus. Many are available at the MSU library, and all are available for purchase in paper and digital versions through online retailers.

Other readings will be provided to you via D2L in the folder called “Content\readings”. Their due dates are listed on the course calendar below.

Top Hat will be used in this course for the course textbook, as well as attendance, quizzes, in-class activities, and exams. All course sessions will be hosted via video on Tophat. Exams will be hosted on D2L.

# Course Overview

This course covers major aspects of human personality, with a particular emphasis on the structure of personality and how personality develops across the lifespan from early life through old age.

# Course Goals

At the end of this course, I hope you will have gained an appreciation of (1) both the lawful nature and the complexity of patterns of human personality; (2) why individual differences in personality exist; (3) what the different levels of personality are; (4) how the different levels of personality develops over the lifespan; and (5) how personality science helps us to understand an individual human life.

|  |  |  |  |
| --- | --- | --- | --- |
| *Date* | *Topic* | *Reading* | *Assignment* |
| 1/20/21 | Introduction |  |  |
| 1/25/21 | What is personality and why does it exist? | Chapter 1 |  |
| 1/27/21 | Where does personality come from? | Chapter 2 | **Syllabus quiz due** |
| 2/1/21 | Scientific study of personality | Chapter 3 | **Homework # 1 due (Big 5 personality test)** |
| 2/3/21 | Traits | Chapter 4Funder, D. C. (1991). Global traits: A neo-Allportian approach to personality. *Psychological Science. 2*, 31-39.  | **Psychobiography assignment # 1 due** |
| 2/8/21 | Traits | Chapter 4 |  |
| 2/10/21 | The emotional core of personality | Chapter 5 |  |
| 2/15/21 | The emotional core of personality | Chapter 5 |  |
| 2/17/21 | Conscientiousness | Chapter 6  |  |
| 2/22/21 | The Big Five | Chapter 7 | **Homework # 2: Big 5 items** |
| 2/24/21 | The Big Five | Chapter 7 |  |
| 3/1/21 | Exam 1 |  | **Exam 1 (hosted on D2L)** |
| 3/8/21 | Why personality matters | Soto, C. J. (2019). How replicable are links between personality traits and consequential life outcomes? The Life Outcomes of Personality Replication Project. *Psychological Science*, *30*(5), 711-727. Chapter 8 | **Psychobiography assignment # 2 due** |
| 3/10/21 | Person-situation debate | Chapter 8 | **Homework # 3** |
| 3/15/21 | Stability and how personality develops | Chapter 9 |  |
| 3/17/21 | Motivations | Chapter 10Vergauwe, J., Wille, B., Hofmans, J., Kaiser, R. B., & De Fruyt, F. (2018). The double-edged sword of leader charisma: Understanding the curvilinear relationship between charismatic personality and leader effectiveness. Journal of Personality and Social Psychology, 114(1), 110-130. | **Psychobiography assignment #3 due** |
| 3/22/21 | Motivations and life tasks |  |  |
| 3/24/21 | Values |  |  |
| 3/29/21 | Interests + discussion of psychobiography assignment # 3 |  | **Homework # 4**  |
| 3/31/21 | The life story  | Chapter 11 |  |
| 4/5/21 | Generativity |  | **Homework # 5** |
| 4/7/21 | **Exam 2** | **Exam 2** | **Exam 2 (hosted on D2L)** |
| 4/12/21 | End of life issues  |  | **Psychobiography assignment #4 due** |
| 4/14/21 | Personality processes | Caspi, A., & Moffitt, T. E. (1993). When do individual differences matter? A paradoxical theory of personality coherence. *Psychological Inquiry*, *4*(4), 247-271. |  |
| 4/19/21 | Personality processes |  |  |
|  | Culture | Chapter 12Ramírez-Esparza, N., Gosling, S. D., Benet-Martínez, V., Potter, J. P., & Pennebaker, J. W. (2006). Do bilinguals have two personalities? A special case of cultural frame switching. *Journal of Research in Personality*, *40*(2), 99-120. |  |
| 4/21/21 | Personality myths |  |  |
| 4/21/21 |  |  | **LAST day to complete research through SONA** |
| 4/24/21 | NO CLASS |  | **Psychobiography assignment # 5 due** |
| 4/26/21 | **EXAM 3** | **5:45-7:45** | **Exam 3 (hosted on D2L)** |

# Course requirements

##  Attendance and attention.

 You should attend all class meetings, and importantly, you should strive to minimize distractions to your learning and maximize your attention to the course. I realize that this can be challenging given the current circumstances, but do your best to control what you can, namely refraining from engaging in other activities during class (i.e., checking your phone/the internet) and getting yourself into a mindset conducive to learning by listening actively, using smart note-taking practices, and asking questions and making comments in the course chat function.

If you miss anything or if reviewing is helpful, please make use of the recorded lectures. Because all course lectures and meetings will be recorded via TopHat, you can rewatch any session on TopHat (see the “Recordings” button at the bottom left of the screen for lectures, listed by date). All slides are available on TopHat for you to review, download and save, and edit. Therefore, you should think carefully about how much note-taking you need to do during class itself. Teaching assistants will also post their notes from class on D2L for you to review so if you miss writing something down, all the information will be in those notes as well. The chat functions in TopHat are an excellent place to pose questions during class.

Attendance will be taken using Top Hat. It is inevitable there will be some technology issues, so attendance grades will be curved very generously to reflect that. Please inform the instructor if you are having technology issues that impact your attendance or ability to record attendance through Tophat. The best way to do that is to send an email to the TA, either during class or soon after so that the attendance record can be corrected.

##  Completion of assigned readings.

 The assigned readings are the primary material for stimulating class discussion and will also serve (along with lecture material) as the basis for exam questions. You are responsible for completing the material listed for each course meeting. These are primarily the chapters in the *Personality* text on TopHat, but also include a few pdfs of journal articles as well (available on D2L).

##  Exams.

There will be 3 exams. Exams are NOT cumulative (although the last exam is given during our assigned final exam period, it is not cumulative).

Exams will be administered in the course D2L site, using the “quiz” function. All exams are “open book”, which means you can use any materials in your possession to answer questions, including your own notes, any material on the D2L course site, any material on TopHat. You may NOT collaborate with other students on any exam.

Procedures and policies for proctoring of exams will be at the discretion of the instructor. These arrangements are subject to change in the event of unanticipated circumstances that necessitate a change to how exams are administered and/or proctored. If you have a need for an alternate day/time for any exam, please inform the instructor at least **one week prior** so specialized access can be set for you in D2L.

##  Quizzes and in-class activities.

I will periodically administer brief (1-4 item) quizzes in class. Quizzes provide an opportunity for you to solidify your knowledge of the material. There is consistent evidence that repeated testing of material results in greater learning. Therefore, a subset of quiz items will also appear on your exams. Taking the quizzes gives you advance knowledge of some exam items. Quizzes will be administered using Top Hat; 50% of each quiz grade will be for participation (completing all items) and 50% for correct answers. Therefore, you will get partial credit just for answering the questions. Your final “Tophat grade” is a combination of % attendance and the scores for completion and accuracy of quiz items; I **generously** curve this final score so that students do not need to have perfect attendance and completion of quiz items to receive a perfect score for this TopHat grade item.

I will administer a take-home quiz regarding the syllabus. The purpose of this quiz is to ensure that you are knowledgeable about the course requirements and have had the opportunity to think about them and plan for the workload ahead. This is to be submitted via the D2L dropbox labeled “syllabus quiz”. You should be able to get 100% on this assignment.

##  Homework and psychobiography assignment.

You will have several opportunities to use the information you learn in this course to demonstrate how personality science helps us to understand ourselves, others, and how people shape their worlds.

First, I will assign a handful of brief homework assignments during the semester. These are to be turned in via D2L on the due date(s) in the course calendar, submitted by 5 PM Eastern Standard Time. **Each is to be submitted in their own D2L assignment dropbox. Please follow all requirements regarding formatting and submission to the correct dropbox so that there are no delays in grading your assignments or penalties for late submissions.**

Second, you will apply the information you learn in this course to demonstrate how personality science can help us to understand the psychology of an individual person. To do so, you will read one of the biographies listed at the end of this syllabus and complete several short exercises applying personality theory and evidence to the biographical material. The work will be distributed across the semester, and you will be given a grade for each element that you turn in. Please know that I consider the clarity and quality of your written work in my grading of those assignments; therefore, you should edit them carefully to eliminate any spelling or grammatical errors and to make sure you are communicating your ideas as clearly as possible. You will be provided with a rubric for each of these written assignments prior to their due date. These are available on D2L in the folder ‘rubrics for psychobiography papers’. Please read and follow these carefully to make sure you are responding to the aim of the assignment.

The **main goal** of these assignments is to **use the information you gained from the book, other course readings, and lecture materials** to inform your reading of the biography or autobiography you chose. You should clearly connect your analysis of the book to material from class and class readings and demonstrate your understanding both of the course material and how it applies to the subject of your biography/autobiography. That means you should refer to the personality concepts and variable discussed in class and use these to organize your essays. Your personal reaction to or analysis of the subject will be less useful in demonstrating your knowledge of personality science than your critical analysis, based on the material you learned in class.

 A brief description of each assignment is below. **A full description of the requirements for each assignment is available on D2L – please review those carefully so that you understand what is required for each assignment.**

###  Psychobiography Assignment # 1: Selecting your biography

For this assignment, please report on which of the biographies listed at the end of the syllabus you have selected for your psychobiography project. One sentence will suffice.

### Psychobiography Assignment # 2: Given an initial impression of your biographical subject

Please submit 1-2 paragraphs describing your initial impressions of your biographical subject, based on what you have read to date. Any of the following are appropriate topics: personality-relevant behaviors, important life events, life circumstances that seem important to understanding his/her personality, and important change over their lifespan. Maximum length = ¾ page, double-spaced.

### Psychobiography Assignment # 3: Describe the basic personality trait structure of your subject

Please submit a description of your biographical subject’s profile on the 5 traits that make up the Big Five/Five Factor model of personality (e.g., average, low, high). Provide a rationale/evidence from the biography for your estimate of their standing on each trait. Maximum length = 1.5 pages, double-spaced.

### Psychobiography Assignment # 4: Describe the important motives, life tasks, and values of your subject

Please submit a description of your biographical subject’s central motivations and values that are relevant to understanding his/her personality. Maximum length = 1 page, double-spaced.

### Psychobiography Assignment # 5: A 3-page description of the personality of your subject

Describe your analysis of your biographical subject’s personality, including each ‘level’ of personality (traits, motivations/values, and narrative identity). Provide evidence from the book to defend your analysis. Describe how the subject ‘operates’ as a function of these personality levels, how their levels combine together to explain important parts of their life, and how their personality can help to understand how their life unfolded. Minimum length = 3 double-spaced pages, maximum length = 5 double-spaced pages.

Here are some common **errors** made by previous students that resulted in **lower grades** on this final psychobiography assignment. Do your best to avoid them. They include: (1) describing the person in ways not relevant to personality/including irrelevant information about the person that is not telling with respect to their personality or personality development; (2) relying on minor examples to characterize personality traits, rather than drawing on multiple examples across the person’s behavior, choices, or life trajectory; (3) giving an “armchair psychoanalysis” of the subject (especially trying to explain why the person behaved the way they did as a function of their early home environment or how their parent(s) treated them), rather than the point of the assignment, which is to do a personality analysis using the concepts you learn in this class (4) only including an analysis of traits, and leaving out information about the other layers of personality (e.g., motives and narratives).

## Participation in psychological research.

 To provide you with firsthand experience with how psychological research is conducted, you will be required to participate in research being conducted in the Department of Psychology through the Human Subjects Participant Pool. Much of the literature on personality traits and processes is based on data collected using just these methods. Seeing “the other side” of research will give you a different perspective as you learn about the findings of research and how to critique its methods.

 This assignment is worth 3% of your final grade. To receive full credit, you must complete 3 hours (i.e., 3 credits) of experiments through the SONA system. Sign up for these experiments early in the semester; the last day you can participate is **Wednesday, April 21st, 2021.**

It is your responsibility to sign up, participate in the experiments, and to allocate your research credits to PSY236 using the SONA system. For any issues with HPR/SONA, please contact Audra Jeffrey at jeffre22@msu.edu.

***Alternative to research participation:* If you do not wish to participate in psychology experiments, you may obtain credit by writing a one-page paper for each point (i.e., 3 one-page papers for full credit). If you wish to pursue this option, you can find the prompts for these papers on D2L under the folder ‘alternatives to SONA’.**

## Submitting assignments to D2L

**IMPORTANT:** **I cannot read files submitted using the pages program; you must submit as a word (.doc or .docx) or pdf document or type directly into the submission portal. I will NOT consider late submissions incurred when you attempt to correct the use of a disallowed document format, so please follow this guideline when you submit anything to D2L.**

# Honors option

 For students in the Honors College, you may complete an honors option for this course. That entails writing a more detailed version of the final psychobiography assignment (minimum length = 9 double-spaced pages; maximum length = 15 double-spaced pages) that will be graded for achievement of honors by your ability to use the course material critically and the sophistication and clarity of the ideas presented.

 To do the honors option, you must initiate an Honors Option Agreement Form, located on the Registrar’s website by selecting “Student-Instructor Forms”. I will approve the agreement and at the end of the semester, if you have satisfied the requirements for Honors, I will complete the approval. Please note that it takes some time for the final approval of honors options to route through the various MSU offices, so our completion of the honors option will not appear immediately after the semester end.

# Grading

##  Exams: Total = 30%

Exam 1: 8%

 Exam 2: 10%

 Exam 3: 12%

##  Syllabus quiz: Total = 5%

 Syllabus quiz = 5%

##  Attendance, in-class assignments & quizzes: Total = 7%

##  Homework assignments: Total = 17%

##  Participation in psychological research: Total = 3%

## Psychobiography assignments: Total = 38%

 # 1 = 2%

 # 2 = 3%

 # 3 = 6%

 # 4 = 9%

 # 5 = 18%

# Grading Scale

90-100 4.0

 85-89 3.5

 80-84 3.0

 75-79 2.5

 70-74 2.0

 65-69 1.5

 60-64 1.0

 <60 Fail

# Disclaimer

**Elements of this syllabus are subject to change per the discretion of the instructor. Any changes to this syllabus will be provided to the students in writing; the syllabus will be updated to reflect any changes and uploaded to D2L. You will be notified in class and via D2L if there are any changes.**

# How to join zoom office hours

## Tuesday 10:00 – 11:00 am zoom office hours link:

Catherine E Durbin is inviting you to a scheduled Zoom meeting.

Topic: PSY 236 Tuesday office hour

Time: Jan 26, 2021 10:00 AM Eastern Time (US and Canada)

 Every week on Tue, 17 occurrence(s)

 Jan 26, 2021 10:00 AM

 Feb 2, 2021 10:00 AM

 Feb 9, 2021 10:00 AM

 Feb 16, 2021 10:00 AM

 Feb 23, 2021 10:00 AM

 Mar 2, 2021 10:00 AM

 Mar 9, 2021 10:00 AM

 Mar 16, 2021 10:00 AM

 Mar 23, 2021 10:00 AM

 Mar 30, 2021 10:00 AM

 Apr 6, 2021 10:00 AM

 Apr 13, 2021 10:00 AM

 Apr 20, 2021 10:00 AM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: https://msu.zoom.us/meeting/tJ0vd-CvrTkiG9Ljenf4FPcueZLPVeBuGhDH/ics?icsToken=98tyKuChrDsjHdeXuBiBRox5AIigXe3ztnpHjfpxlhrrBXR1UgDjM9huAoR6Ms33

Join Zoom Meeting

https://msu.zoom.us/j/99209732816

Meeting ID: 992 0973 2816

Passcode: 145877

One tap mobile

+13126266799,,99209732816#,,,,\*145877# US (Chicago)

+16468769923,,99209732816#,,,,\*145877# US (New York)

Dial by your location

 +1 312 626 6799 US (Chicago)

 +1 646 876 9923 US (New York)

 +1 301 715 8592 US (Washington D.C)

 +1 346 248 7799 US (Houston)

 +1 669 900 6833 US (San Jose)

 +1 253 215 8782 US (Tacoma)

Meeting ID: 992 0973 2816

Passcode: 145877

Find your local number: https://msu.zoom.us/u/adGbcNgMWs

Join by SIP

99209732816@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

Meeting ID: 992 0973 2816

Passcode: 145877

## Friday 1:00 – 2:00 PM zoom office hours link:

Catherine E Durbin is inviting you to a scheduled Zoom meeting.

Topic: PSY 236 Friday office hours

Time: Jan 22, 2021 01:00 PM Eastern Time (US and Canada)

 Every week on Fri, 16 occurrence(s)

 Jan 22, 2021 01:00 PM

 Jan 29, 2021 01:00 PM

 Feb 5, 2021 01:00 PM

 Feb 12, 2021 01:00 PM

 Feb 19, 2021 01:00 PM

 Feb 26, 2021 01:00 PM

 Mar 5, 2021 01:00 PM

 Mar 12, 2021 01:00 PM

 Mar 19, 2021 01:00 PM

 Mar 26, 2021 01:00 PM

 Apr 2, 2021 01:00 PM

 Apr 9, 2021 01:00 PM

 Apr 16, 2021 01:00 PM

 Apr 23, 2021 01:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: https://msu.zoom.us/meeting/tJ0pfuusqDkvG9wLojZoPfBRXmaZUsT71Xm2/ics?icsToken=98tyKuChqjIoHtKXtRiPRox5Bor4a-jwpnpYjfpKsBDvOS9jZCHEDu9DCIdsJI-B

Join Zoom Meeting

https://msu.zoom.us/j/99492462518

Meeting ID: 994 9246 2518

Passcode: 990803

One tap mobile

+13126266799,,99492462518#,,,,\*990803# US (Chicago)

+16468769923,,99492462518#,,,,\*990803# US (New York)

Dial by your location

 +1 312 626 6799 US (Chicago)

 +1 646 876 9923 US (New York)

 +1 301 715 8592 US (Washington D.C)

 +1 346 248 7799 US (Houston)

 +1 669 900 6833 US (San Jose)

 +1 253 215 8782 US (Tacoma)

Meeting ID: 994 9246 2518

Passcode: 990803

Find your local number: https://msu.zoom.us/u/acm9Zy0zDn

Join by SIP

99492462518@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

Meeting ID: 994 9246 2518

Passcode: 990803

## **Top Hat**

The deadline for signing up for Top Hat is **1/21/21**. On that date, we will begin to use Top Hat for formal evaluation of attendance and for in-class activities and quizzes. If you do not have Top Hat by that date, you will receive grades of 0 for these activities and quizzes and will not have your attendance registered. Please note that the course textbook is also offered only via Top Hat (through Top Hat textbook). See below for all technical details on accessing and signing up for Top Hat.

### Top Hat Pro and Textbook

We will be using ***Top Hat Pro*** ([www.tophat.com](http://www.tophat.com/)) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. We will be using Top Hat Pro ([www.tophat.com](http://www.tophat.com/)) to access the digital interactive textbook, **Personality**, that we will be using in this class.

***Subscriptions to purchase: Top Hat Pro***

For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to one of the following resources:

* 1) The invitation sent to your school email address OR
* 2) Consult [Top Hat's Getting Started Guide](https://bit.ly/31TGMlw) OR
* 3) Get started with this[2 minute video walkthrough](https://youtu.be/NNmVJWGu4iA)

If you already have a Top Hat account, go to your account to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received or

* Go to <https://app.tophat.com/register/student>
* Click "Search by school" and input the name of our school
* Search for our course with the following join code: **005197**

If a paid subscription is required, it will be listed at checkout when you enroll in our Top Hat Pro course.

The cost of the textbook will be applied at checkout when enrolling in our Top Hat course. Bear in mind that textbook material will be made available in our course throughout the semester once your professor assigns it to the class,***so do not panic if you do not see any content in the course upon entry.***

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

# Policies

##  Policies regarding attendance

It will be difficult to do well in this course if you do not regularly attend class or review the uploaded course lecture recordings. I will generously curve the TopHat participation grades at the end of the semester because many of us are dealing with intermittent or persistent internet and other technology issues that pose challenges. That said, please do your best to access class materials the best way that you can.

##  Policies regarding missed or late quizzes, exams, and assignments

Granting of make-up exams is solely at the discretion of the instructor. Please reach out ASAP if you have issues so that alternative plans can be explored. **Late assignments pose challenges for grading, and falling behind on assignments can make it difficult to do well in the course. Every assignment submitted via D2L is due on 5 PM of the due date. Please upload early in case you have difficulty with D2L so that you have time to resolve the problem or to inform me of any technology issues you are having that delay your submission. If you need an extension on an assignment, please reach out ASAP to discuss options.**

##  Policies regarding grading

If you believe there is an error or issue with your grade on any assignment in this course, you must raise this issue with the instructor **within 7 days of the date on which you received the grade** (defined as the date on which the grade is posted on D2L). After that point, I will not consider any requests for grade changes.

## Policies regarding recording or dissemination of course material

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials (slides, lectures, homework assignments, rubrics, quizzes) presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Course meetings will be recorded via TopHat. Students may use the recordings only for their own course-related purposes.
2. Students may share their recordings with other students enrolled in the class, provided that they also use the recordings only for their own course-related purposes.
3. Students may **not** post the recordings or any other course materials online or distribute them via any emails to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
4. Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

##  Policies regarding academic integrity

Article 2.3.3 of the Academic Freedom Report states that “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards”. In addition, the Department of Psychology adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU website: [www.msu.edu](http://www.msu.edu)).

You are expected to adhere to the Spartan Code of Honor, which is as follows: ***“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at MichiganState University, continuing the endeavor to build personal integrity in all that I do.”***

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, assignments, quizzes, tests, and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the <http://www.allmsu.com> web site to complete any course work in PSY 236. Students who violate MSU rules may receive a penalty grade, including – but not limited to – a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your coursework. (See also http://www.msu.edu/unit/ombud/honestylinks.html).

##  Policies regarding extra credit

There is no extra credit option for this class.

##  Policies related to the Americans with Disabilities Act (ADA)

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [www.rcpd.msu.edu](http://www.rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form.

Please present your VISA form to the instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible, but cannot be guaranteed.

If you require testing accommodations (additional time, less disruptive room, etc.) you must contact the instructor and present your VISA **at least two weeks before the exam** **date** to schedule an alternative exam.

# Approved books for the psychobiography assignments (select one):

## Artists

*Becoming Richard Pryor*. (2014). By Scott Saul. Harper Collins: NY.

*Johnny Cash: The Life*. (2013). By Robert Hilburn. Little, Brown, and Company: NY.

*Dust Tracks on a Road: An Autobiography.* (1942). By Zora Neale Hurston. Harper Collins: NY.

*Life.* (2010). By Keith Richards. Little, Brown, & Company: NY.

*The Kid Stays in the Picture: A Notorious Life.* (1994). By Robert Evans. Hyperion: NY.

*Naked at the Feast: A Biography of Josephine Baker.* (1996). By Lynn Haney. Robson: NY.

*The One: The Life and Music of James Brown.* By R.J. Smith. Gotham: NY.

*Just Kids.* (2010). By Patti Smith. Ecco: NY.

*Little Failure: A Memoir*. (2014). By Gary Shteyngart.

*Hunger Makes Me a Modern Girl: A Memoir.* (2015). By Carrie Brownstein. Riverhead: NY.

*Robin.* (2018). By Dave Itzkoff. Holt & Co: New York.

*Born Standing Up: A Comic’s Life.* (2007). By Steve Martin. Simon & Schuster: NY.

*The Diary of Frida Kahlo: An Intimate Self-Portrait.*  (1995). By Frida Kahlo. Bloomsbury: NY.

*Hold Still.* (2016). By Sally Mann. Bayback: NY.

*The Chiffon Trenches: A Memoir.* (2020). By Andre Leon Talley. Ballantine: NY.

## Leaders & Innovators

*Catherine the Great: Portrait of a Woman.* (2012). By Robert K. Massie. Random House: NY.

*Steve Jobs.* (2011). By Walter Isaacson. Simon & Schuster: NY.

*The Autobiography of Malcolm X: As Told to Alex Haley.* (1964). By Malcolm X and Alex Haley. Ballantine: NY.

*The Motorcycle Diaries: Notes on a Latin American Journey.* (2003). Ocean Press.

*The Fish that Ate the Whale: The Life and Times of America’s Banana King.* (2013). By Rich Cohen. Picador: NY.

*Eisenhower in War and Peace.* (2013). By Jean Edward Smith. Random House: NY.

*On the Move.* (2015). By Oliver Sacks. Knopf.

*Wolf Hall*. (2010). By Hilary Mantel. Holt: NY. \*

*Barbara Jordan: American Hero*. (1998). By Mary Beth Rogers. Bantam: NY.

*Grant.* (2017). By Ron Chernow. Penguin: NY.

*Unbought and Unbossed: Expanded 40th Anniversay Edition.* (2010). By Shirley Chisholm. Take Root Media: Boston.

*Endurance: Shackleton’s Incredible Voyage.* (1959). By Alfred Lansing. Basic: NY.

*Narrative of the Life of Frederick Douglass, an American Slave.* (1845). By Frederick Douglass.

*Tomorrow Will Be Different: Love, Loss, and the Fight for Trans Equality.*(2018). By Sarah McBride. Penguin: NY.

*The Mayor of Castro Street: The Life and Times of Harvey Milk.* (1982). By Randy Shilts. St.Martins: NY.

*Being Heumann: An Unrepentent Memoir of a Disability Rights Activist.* (2020). By Judith Heumann. Beacon Press: NY.

*W.E.B. DuBois: A Biography 1868-1963.* (2009). By David Levering Lewis. Fenn & Company: NY.

## Athletes

*Clemente: The Passion and Grace of Baseball’s Last Hero.* (2007). By David Maraniss. Simon & Schuster: NY

*Pistol: The Life of Pete Maravich.* (2008). By Mark Kriegel. Free Press: NY.

*Hurricane: The Life of Ruben Carter, Fighter*. (2000). By James S. Hirsch. Fourth Estate: NY.

*Wonder Girl: The Magnificent Sporting Life of Babe Didrikson Zaharias.* (2011). By Don Van Natta, Jr. Little, Brown, and Company: NY.

*Have a Nice Day: A Tale of Blood and Sweatsocks.*  (2000). By Mick Foley. Harper: NY.

*Bruce Lee: A Life.* (2018). By Matthew Polly. Simon & Schuster: NY.

*The Big Fella: Babe Ruth and the World He Created.* (2018). By Jane Leavy. Harper Collins: NY.

## ‘Regular Folks’

*H is for Hawk.* (2015). By Helen Macdonald. Grove Press: NY.

*The Liars’ Club: A Memoir.* (1995). By Mary Karr. Penguin: NY.

*Cherry.* (2000). By Mary Karr. Penguin: NY.

*Lit: A Memoir (P.S.).* (2009). By Mary Karr. Harper Collins: NY.

*The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League.* (2014). By Jeff Hobbs. Scribner: NY.

*A Heartbreaking Work of Staggering Genius.* (2001). By Dave Eggers. Random House: NY.

*American Sniper: The Autobiography of the Most Lethal Sniper in U.S. Military History.* (2012). By Chris Kyle, with Scott McEwen and Jim DeFelice. Harper Collins: NY.

*The Complete Persepolis.* (2007). By Marjane Satrapi. Pantheon: NY.

*The Headmaster: Frank L. Boyden of Deerfield.* (1992). By John McPhee.

*In the Darkroom.* (2016). By Susan Faludi. Metropolitan/Holt: NY.

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*Fierce Attachments. (1987).* By Vivian Gornik. FSG:NY.

*The Woman Warrior: Memoirs of a girlhood among ghosts.*  (1975). By Maxine Hong Kingston. Vintage: NY.

*A Tale of Love and Darkness.* (2003). By Amos Oz. Harcourt: My.

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**MICHIGAN STATE UNIVERSITY DEPARTMENT OF PSYCHOLOGY**

**Participation in Psychological Research: Information for Students**

 As part of your psychology course, you are encouraged to participate in research projects conducted or supervised by the faculty of the department. The purpose of such participation is to give you some direct experience with real experiments and to give you a better idea of how the work of psychology is actually carried out. Participation is a course requirement for all sections of PSY 101.

**SPECIAL NOTE:** Students under 18 years of age may not participate in any HPR/SON experiments. Special options have been created for students under 18 to meet the 7 hours of participation requirement for PSY101 courses. Please contact Audra Jeffrey at jeffre22@msu.edu.

**Steps in Research Participation**: **Registering as a Participating Student**.

 The purpose of this handout is to go over some of the things you will need to know before participating in psychological research. The first step is registering. This, like nearly all your scheduling activities, is handled through the Internet: <https://msu-psychology.sona-systems.com> . **If you have used SONA in a previous psychology class you do not need to set up another account but you do need to make sure you have the correct class listed for the current semester.**

Among other things you will be asked to select the course and section number to which you wish to have your participation hours credited. It is **critical** that you select the correct course and section number. If you select an incorrect course or section, the participation hours that you earn will not be relayed to the proper instructor and will not be counted in calculating your course grade. **If you are enrolled** **in more than one participating class you will disperse the participation hours you earn between the classes. Hours cannot be shared between participating classes nor can they carry over to the following semester. For example: You earn 10 Participation hours. You need 7 hours for one course and 5 hours for your second course. You can distribute the earned hours between the two classes and then continue to participate in the HPR/SONA research until you meet your requirement or extra participation hours.**

**Signing-up for research:** You can sign up for experiments 24-hours a day on the Web site. For more information, please consult the document posted on D2L.

**Canceling appointments**: Experimenters have invested a great deal of time and money in preparing an experiment. This goes to waste if you fail to keep your appointment. In such cases, you can cancel your appointment 24 hours prior to the start time. If it is after the 24 hour deadline you need to e-mail the HPR student coordinator, Audra Jeffrey at jeffre22@msu.edu.

**Reporting for a research appointment**: Please give yourself enough time to get to the building location and to find the appropriate room for the experiment. **Arriving 10 minutes before the experiment is to begin is suggested**. If you are late, you could find the experiment in progress and the door locked. On rare occasions, an experimenter may not make his/her appointment with you because of unusual circumstances (e.g., a car breakdown, a personal emergency). If this happens contact Audra Jeffrey at jeffre22@msu.edu to report it.

**Rights of Students Participating in Psychology Research**

**Participation must be voluntary/optional activities**. First, it is Department, University, and Federal policy that no student be compelled in any way to participate in research. If you participate in research, it must be done voluntarily. Therefore, even in classes where research participation is required, students must be offered one or more alternative activities to meet their requirement. If you want to avail yourself of such an alternative activity, you may get information from your professor. Note that on rare occasions there are more people interested in participating in experiments than there are openings in the experiments. If this occurs this semester, additional alternative activities will be provided later in the semester.

**Participation should be educational**. Second, participating in research should be a learning experience for you. You have a right to obtain information about the experiments in which you serve as a participant. You are entitled to have your questions about the experiment answered. Also, at least five minutes of every experimental session must be devoted to teaching you something about the experiment. You are entitled to receive a written summary of the experiment, including the name and phone number of the person in charge of the experiment, whom you may contact if you have additional questions.

**The right to discontinue participation**: Third, the Department of Psychology is highly concerned that no study be conducted that would in any way be harmful to you. Even so, it is possible that in rare cases you will feel uncomfortable about participating in a study for which you have volunteered. Just remember, you always have the right to leave any experiment. You don't have to explain or justify why you want to leave, and you can never be penalized for leaving.

**The right to receive participation hours**: Finally, if you complete a study, you have a right to receive the participation hours you've earned. For example: Even if an experimenter has an equipment breakdown, you're still entitled to receive credit for the **time** you've spent in the study. Participation hours are not automatically awarded and it may take researchers a few days to record attendance. The HPR does not penalize participants for missing studies but we do appreciate being notified if you cannot make your session.

**Reporting problems**: If you ever encounter some problem or feel that your rights have been violated, we want to know about it. Problems you have will be handled by Audra Jeffrey, the HPR student coordinator, email address jeffre22@msu.edu. They will be investigated and appropriate action will be taken**.** You will need to know the name of the experiment and the date/time you signed up for.

**Conclusions**: We want to emphasize that negative experiences are very rare; most students who serve as participants in research at Michigan State find their participation interesting and enjoyable. When you serve as a participant in psychological research you're benefiting personally by learning more about what the science of psychology is really about, but you're also benefiting many others. Others like the psychologists who are working to get a better understanding of interesting and important behavioral questions. Others like people who will benefit when that knowledge is ultimately applied to everyday human problems like loneliness, depression, divorce, and self -development. And others like future generations of students. Who knows? Perhaps the research you participate in this semester will be featured in future psychology textbooks, just as some of the experiments you'll study this semester had their data supplied by previous generations of MSU students. We hope and expect that you'll put as much in and get as much out of research participation as they did.