

# Psychology 360: Personality Research

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## 1 Outline (to be added to frequently – keep checking)

This is the abbreviated form of the syllabus, The full syllabus is at <https://personality-project.org/courses/360.syllabus.pdf>

Current version of November 14, 2022

### 1.1 News of changes

September 26: Correct link to the NPR program on the Meyers Briggs: [part 1](#)

Added a link to a preprint by [Beck et al.](#) discussing the Big Few as a model for the college student. See [Deep lexical structure](#) for an alternative approach to personality taxonomies ([Cutler and Condon, 2022](#))

September 28: Updated the slides on [Introversion/Extraversion](#) and theory development. Included the citations to some of the classic studies.

October 3: Updated the [Introversion/Extraversion and affect](#) slides. Added a few more readings to the slides. Midterm study questions will appear by Friday. Midterm to be on Wednesday, October 12.

October 5: Improvements to the [Achievement Motivation](#) slides.

October 8: Midterm [study questions](#) are posted. I will choose a subset and then you can answer yet a smaller subset.

October 9: Minor improvements to the [anxiety](#) slides.

October 17: Updated the correlation slides. Moved the due date for the proposal to next Monday.

October 31: Updated the various measurement slides.

## 2 Daily assignments and notes

Week	Topic	Lecture Notes	Readings	Secondary Readings
1	Multiple approaches to personality research	<a href="#">Introduction to the course</a>	<a href="#">Revelle, Wilt and Condon (2011)</a> Individual differences and differential psychology: A brief history and prospect <a href="#">Revelle and Oehlberg (2008)</a> Integrating experimental and observational personality research <a href="#">Atherton et al. 2021</a> Why has personality psychology played an outsized role in the credibility revolution?	Take the <a href="#">SAPA inventory</a> your scores are anonymous <a href="#">Revelle (2007)</a> <a href="#">Experimental Approaches to Personality Research</a>
2a	Personality Taxonomies	<a href="#">Taxonomies of Personality</a> <a href="#">The Big Few</a>	<a href="#">Revelle (1995)</a> <a href="#">Personality Processes</a> <a href="#">Francis Galton</a> <a href="#">Charles Spearman</a> <a href="#">Deep lexical structure</a> <a href="#">Cutler and Condon (2022)</a>	<a href="#">Revelle, Condon and Wilt (2011)</a> <a href="#">Methodological Advances in Differential Psychology</a> <a href="#">Romer and Revelle (1984)</a> <a href="#">A critique of the systematic distortion hypothesis</a>
2b	Extraversion	<a href="#">Extraversion</a>	<a href="#">Wilt and Revelle (2016)</a> <a href="#">Extraversion</a> <a href="#">Hans Eysenck</a>	<a href="#">The personality coefficient</a>
3a	Extraversion and affect	<a href="#">Extraversion and Affect</a>	<a href="#">Wilt et al. 2007</a> <a href="#">Hans Eysenck: Personality theorist (Revelle, 2016)</a> <a href="#">Smillie et al. 2012</a>	<a href="#">Fleeson (2001)</a> <a href="#">Smillie et al</a>
3b	Achievement Motivation	<a href="#">Achievement motivation</a> <a href="#">Dynamic models</a>	<a href="#">A model of performance</a> <a href="#">History of dynamic models</a>	<a href="#">Elliot and McGregor, 1999</a> <a href="#">Elliot and Thrash, 2010</a> <a href="#">Sommet and Elliot, 2017</a>
4a	Anxiety	<a href="#">Anxiety, Negative Affect</a>	<a href="#">The ABCDs of anxiety</a>	<a href="#">(Rogers and Revelle, 1998)</a>
4b	Midterm	<a href="#">midterm study questions</a>		<a href="#">midterm study questions</a>
6	Psychometrics	<a href="#">Introduction to psychometrics</a>		<a href="#">Introduction to R</a>
6 b	Multiple r and R	<a href="#">Multiple R and R</a>	<a href="#">Using R for personality</a>	<a href="#">Getting started in R</a>
7	Factor analysis and Reliability Theory	<a href="#">Factor analysis</a> <a href="#">Research Proposal due (delayed)</a> <a href="#">Classical test theory</a>	<a href="#">Reliability from <math>\alpha</math> to <math>\omega</math></a>	<a href="#">How to use psych for FA</a> <a href="#">Finding omega</a>
8	The "New psychometrics"	<a href="#">Item Response Theory</a>		<a href="#">Scoring scales</a>
9	Measurement	<a href="#">Constructing and validating scales</a> <a href="#">Methods of scale construction</a> <a href="#">Comparing levels of scale reduction</a> <a href="#">PWAS</a> <a href="#">Cognitive Ability</a>	<a href="#">Validation using peer ratings (Zola et al., 2021)</a> <a href="#">Scale construction</a> <a href="#">Revelle and Garner (2022)</a>  <a href="#">(Revelle et al., 2021)</a>	<a href="#">Early SAPA</a>
10	Cognitive Ability	<a href="#">Proposals</a> <a href="#">other areas</a>	<a href="#">ICAR (Revelle et al., 2020)</a>	<a href="#">Dworak et al. (2021)</a>
10b	Final Projects		<a href="#">Pitfalls in research</a> <a href="#">Kuncel and Sackett</a>	
11	Course Review	<a href="#">Final project</a>		
12	Reading week			

## 3 Daily detail— Still in progress

### 3.1 The structure of personality

1. Sept 21: [Revelle, Wilt and Condon \(2011\)](#) Individual differences and differential psychology: A brief history and prospect ([Revelle et al., 2011b](#))

[Revelle and Oehlberg \(2008\)](#) Integrating experimental and observational personality research ([Revelle, 2007](#))

See the recent paper in *Personality Science* on the strengths of personality research ([Atherton et al., 2021](#)).

2. Week 2: Sept 26; Taxonomic approaches to personality [Revelle \(1995\)](#) [Personality Processes: Annual Review of Psychology](#). ([Goldberg, 1990, 1992](#))

Traits are facts, not fictions ([Romer and Revelle, 1984](#); [Norman and Goldberg, 1966](#))

But perhaps rather than emphasizing the Big Few we should focus on the Many Little ([Condon et al., 2020](#); [Möttus et al., 2020](#)).

The methods in personality are diverse ([Revelle et al., 2011a](#)).

3. Week 3: October 3: A major dimension of personality is [Extraversion](#) ([Wilt and Revelle, 2016, 2009](#)) how people differ in their approach behavior and their positive affect. Causal theories emphasized differences in rates of learning, differences in overall arousal ([Eysenck, 1967](#)) and to differences in

sensitivity to cues for reward (Gray, 1991; Corr, 2002, 2008). How does acting extraverted make you happy (McNiel and Fleeson, 2006; Smillie, 2013; Smillie et al., 2012)

4. Week 4: October 10: A non-biological approach is found in the study of [Achievement Motivation](#) which includes both static and [Dynamic models](#) of behavior (Revelle and Wilt, 2021) , Crucial studies have been done by Andrew Elliott and his colleagues (Elliott and Thrash, 2002; Cury et al., 2006; Elliot and Thrash, 2010) NOTE: There is no class on October 12
5. Week 5: October 17: Anxiety as an important dimension [Anxiety](#). Including a review by (Wilt et al., 2011) discussing the ABCDs of anxiety.  
Do the dimensions of mood allow for an integration with the structure of traits?

### 3.2 Personality Measurement

An introduction to issues in [psychometrics](#) How do we measure things? What is the correlation coefficient and why it is so useful?

6. Week 6: October 24: Continuing with correlation. The multiple correlation and problems of interpreting correlations.  
Data reduction and theoretical clarity by using [Factor and components analysis](#).
7. Week 7: October 31: How well do we measure things? The many questions of [Classical and modern reliability theory](#). Revelle and Condon (2019) is a useful overview of reliability theory. Revelle and Garner (2022) outline the steps in scale construction.
8. Week 8: November 7th Why use R. The ability to report reproducible results [Using R-Markdown for reporting research](#)
9. Week 9: The steps of personality measurement. Multiple ways to construct scales. Some early (Revelle et al., 2010) and recent (Zola et al., 2021), (Revelle et al., 2021) examples of validating personality measures. The study of cognitive ability is part of the study of personality (Condon and Revelle, 2014; Revelle et al., 2020), as is the study of interests.

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