PSYC 668

Personality: Theoretical and Empirical Approaches

George Mason University

Fall 2021

Wednesdays 10:30 – 1:10

David King Hall, Rm 2038

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Office Hours: Mondays 12-2 or by appt.

**COURSE OVERVIEW AND OBJECTIVES**

This is a course in contemporary personality theory and research. This is a fascinating time to be studying personality research. After a low point in the 1960s and 1970s, the last several decades have witnessed an explosion of research on individual traits and dispositions in a number of fields within scientific psychology. A basic understanding of the research on personality traits in everyday life is central to the pursuit of knowledge in all fields within psychology, including developmental, social, evolutionary, clinical, and industrial-organizational psychology.

The research literature on personality is vast; expecting to cover it all in one semester is unrealistic. In this course, we will survey and discuss this literature, with an emphasis on more contemporary approaches. We will focus largely on the trait perspective, as this approach has proven to be the most resistant to "fadism" and is the one approach that has withstood the test of time within scientific psychology. That being said, we also will discuss other perspectives to some degree.

The objectives for this class are as follows:

1) Students will become familiar with the major research questions, methodologies,

 and findings in the trait psychology literature.

2) Students will enhance their ability to appropriately evaluate psychological research

 and will develop novel insights and research questions.

3) Students will consider the role and consequences of personality (their own and

 others’) in “everyday life” and in important life outcomes.

**COURSE STRUCTURE AND EVALUATIONS**

1) **Weekly Comments on Readings** (40% of course grade): You are expected to read, think critically about, and have a good understanding of each week’s readings. To facilitate these learning objectives, you will submit one insight (e.g., comment, question, idea, et cetera) about each reading. This insight can take several forms. For instance, you might evaluate the appropriateness of the study methodology and suggest alternative methods, hypothesize specific moderators, identify ways in which the current results are counter to those predicted by other theories, etc. The point here is that you should be generating ideas – not just summarizing the article. Also, please refrain from primarily commenting on “low-hanging fruit” (e.g., small sample size, used a student population, etc). I provide further suggestions for comments here. Your comments do not need to be long (about 2-4 sentences per reading); quality/insight matters more than length of comment!

* Facilitators for that week do **NOT** need to provide posts
* Please post your comments for each article on the Blackboard Discussion Board by **10 pm EST** **on the Monday preceding** discussion of those readings.
* On Blackboard, we will have one “thread” for each article. Whoever is the first person to post comments, please set up the thread (for each reading) if one does not already exist.
* You will lose 20% of the weekly total for each day your comments are late. So, don’t turn them in late!

2) **Facilitation of Class Discussion** (10% of course grade): Each student (or, if necessary, pairs of students) will be responsible for one in-class "facilitation session".

* The facilitators will be responsible for summarizing and integrating classmates’ Blackboard comments in an effort to stimulate an engaging, informative, and thought-provoking discussion.
* For your facilitation, please prepare two slides per reading. One slide should summarize the major points of the reading. The other should capture themes reflected in your classmates’ discussion posts and particular points you want to raise/discuss. In addition to preparing the slides, I would recommend creating a list of comments - grouped by themes - to help as you facilitate the discussion. Beyond these items, you are free to engage the class in other activities relevant to the readings.
* Please briefly meet with me at the end of the class preceding your facilitation section so we can discuss your plan, etc.

3) **Final Paper** (25% of final grade): You will write a final paper regarding personality. The project assignment is posted on Blackboard.

4) **Participation and Attendance** (25% of your final grade): Every student is expected to contribute to the class discussion during each course session. It is important for every student to read all the assigned articles and to contribute to the class discussion because, **quite simply, this class largely will be as good as you make it!** We will discuss in class exactly what constitutes appropriate in-class participation.

* As this is a graduate course, my expectation is that you will attend every class. One absence is permitted without any penalty as long as the student summarizes his or her reactions to the week’s readings in appropriate depth on the Blackboard discussion board. A second or third absence will automatically result in a 5%/10% drop in overall course grade, unless the student a) provides reactions to the readings AND performs an additional in-class presentation (please see me to discuss this). Barring truly exceptional circumstances (as determined by *me*), a fourth absence will automatically result in a failing grade in the course as a whole.
* **Religious Observances:** If you anticipate missing a class or other assignments due to religious observance, you must provide me with the dates of major religious holidays on which you will be absent by September 1st.
* Frequent instances of late arrival to and/or early departure from class will also result

in grade penalties. This is also the case for frequent instances of temporary departures from the classroom while class is in session.

Final course grades will be determined based on the scale below

|  |  |  |  |
| --- | --- | --- | --- |
| A+ 98-100 | A 93-97 | A- 90-92 | B+ 87-89 |
| B 83-86 | B- 80-82 | C+ 77-79 | C 73-76 |
| C- 70-72 | D+ 67-69 | D 63-66 | D- 60-62 |

Note that this is not a “guaranteed A” course. Poor work will receive poor grades.

**ADMINISTRATIVE INFORMATION**

**Honor Code Statement**: All aspects of this course are bound by the George Mason University Honor Code which states that, “Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Any student who engages in scholastic dishonesty, inadvertently or not, will be reported directly to the Honor Committee.

**Students with Disabilities:** If you are a student with a disability and you need academic accommodations, please see me and possible and contact the Disability Resource Center (DRC) at 703-993-2474. Please do so within one week. All academic accommodations must be arranged through that office.

 **Blackboard:** The readings for this class will be posted on Blackboard. Please let me know if you have difficulty using the system or accessing any of the course material.

**E-mail:** Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices form the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

**Communicating with me:** When you would like to contact me (e.g., with questions), please e-mail me! Absent my experiencing some emergency, I will respond to your e-mail within 24 hours.

**Diversity, Inclusion, and Class Etiquette:** PSYC 668 is a “safe space”, which means we commit to: (1) Making our class a welcoming, open space for everyone; (2) Being aware of our prejudices and insecurities and how our words affect others; (3) Providing room for each of us to explore our own identities; (4) Allowing others to define their own identities and to speak for themselves; (5) Respecting the privacy of others by maintaining confidentiality.

I welcome and value individuals and their differences, including gender expression and identity, race, economic status, class, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. If you ever feel that any aspect of your identity is not wholly respected and appreciated in this class, please contact me.

**Sexual Harassment, Sexual Misconduct, and Interpersonal Violence:** *As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s* [*Title IX Coordinator*](https://diversity.gmu.edu/sexual-misconduct) *per* [*university policy 1412*](https://universitypolicy.gmu.edu/policies/reporting-of-clery-act-crimes-andor-prohibited-sexual-conduct/)*. If you wish to speak with someone confidentially, please contact the* [*Student Support and Advocacy Center*](http://ssac.gmu.edu/) *(703-380-1434) or* [*Counseling and Psychological Services*](https://caps.gmu.edu/) *(703-993-2380). You may also seek assistance from* [*Mason’s Title IX Coordinator*](https://diversity.gmu.edu/sexual-misconduct) *(703-993-8730; titleix@gmu.edu).*

**Changes to Syllabus:** The instructor reserves the right to make necessary changes to the syllabus with reasonable advance notice.

S**afe Return to Campus:** All students taking courses with a face-to-face component are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (<https://www2.gmu.edu/safe-return-campus>). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a “green” notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

* Students are required to follow Mason's current policy about facemask-wearing. As of August 11, 2021, all community members are required to wear a facemask in all indoor settings, including classrooms. An [appropriate facemask](https://www2.gmu.edu/safe-return-campus/personal-and-public-health/face-coverings) must cover your nose and mouth at all times in our classroom. If this policy changes, you will be informed; however, students who prefer to wear masks either temporarily or consistently will always be welcome in the classroom.

**Cancelling a Class Session**: While I do not anticipate having to cancel any classes during the semester, these obviously are very uncertain times. Should a cancellation prove necessary, I will inform you via email with as much advance notice as possible. If possible, we will make up the class in-person or virtually.

**Important Dates**:

* Last day to add classes: August 30
* Last day to drop with no tuition penalty: September 7
* Last day to drop with a 50% tuition penalty: September 14
* International Talk Like a Pirate Day: September 19
* Final Drop Deadline (100% tuition penalty): September 27

**COURSE SCHEDULE AND IMPORTANT DATES**

|  |  |
| --- | --- |
| DATE | **TOPIC/EVENT** |
| Aug 25 | Go over syllabus |
| Sept 1 | Topic I: Overview of Personality Psychology (Joanna) |
| Sept 8 | Topic II: The Structure of Personality and the Big 5 (Isabella) |
| Sept 15 | Topic III: Criticisms of, Alternatives and Extensions to, the Big 5 (Qiusen) |
| Sept 22 | Topic IV: Personality Assessment/Judgment and Manifestations of Personality (Zihao) |
| Sept 29 | Topic V: Personality and the Self (John) |
| Oct 6 | Topic VI: Personality and Important Life Outcomes (Kevin) |
| Oct 13 | Topic VII: Personality and Work Outcomes (Annie) |
| Oct 20 | Topic VIII: Personality, Situations, and Behavior (Integrating Persons and Situations) (Lida) |
| Oct 27 | Topic IX: Within-Person Variability in Personality (Julia) |
| Nov 3 | Please post your one-page summary of your idea for your final paper on Blackboard |
| Nov 3 | Topic X: The Development of Personality (Mina) |
| Nov 10 | Topic XI: Personality over the Lifecourse (Alan) |
| Nov 17 | Topic XII: Personality Change (JeongJin) |
| Nov 24 | NO CLASS - Thanksgiving Break |
| Dec 1 | Class Paper Presentations |
| Dec 8 | Final Papers due 10:30 am |

**COURSE READINGS**

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When reading an empirical article, here are some questions to keep in mind:

* Primarily *descriptive* questions:
	+ What are the main points in this article? A few examples:

▪ What theoretical framework is used? If you were asked to summarize the theoretical framework in 4-5 sentences, what would you say?

▪ What are the major hypotheses? How do these hypotheses flow from the theoretical framework used?

▪ How are the relevant constructs defined?

▪ What is the research design?

▪ How are the relevant constructs measured?

▪ How do the author(s) analyze the data?

-You are in an advanced graduate-level seminar, and so it’s important to sink your teeth into the results sections of empirical papers. Even in cases where the data-analytic techniques are extremely complex, try to emerge with at least a surface-level understanding of the techniques and why they are used (note that this may occasionally require you to read additional sources).

▪ What are the major findings?

* + - What are the implications for future research and for practice?
		- In what ways does this article relate to other articles that we have read this week or in previous weeks?
* Primarily *evaluative* questions:
	+ What are the strengths of this article? For example, if the article has been cited heavily, why might this be the case?
	+ What are the weaknesses of this article? How serious are they, and why do you suppose the article was published despite them?
	+ Was there anything in this article that you personally found surprising or particularly interesting? Did you obtain any insights that you will apply to your own life (your work, your relationships, etc.)?
* Some other types of questions that might be useful for Discussion Board posts
	+ When would these findings not hold? That is, what are boundary conditions, moderators, for this effect? Thinking of counter examples (e.g., from personal experience or television, movies, etc.) can be helpful here. How could we test them?
	+ Why does this effect happen? That is, what might be the evolutionary, adaptive, etc. reason for this effect/phenomenon?
	+ How does this effect happen? That is, what are potential mediators and how could we test them?

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**\*\*I strongly would recommend reading the articles for each week in the order presented here.**

**Topic I: Overview of Personality Psychology**

1. Barenbaum, N. B. & Winter, D. G. (2008). History of modern personality theory and research. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (pp. 3-26). New York: Guilford.
2. McAdams, D. P., & Pals, J. L. (2006). A new Big Five: Fundamental principles for an integrative science of personality. *American Psychologist, 61,* 204–217.
3. Hopwood, C.J. (2018). Interpersonal dynamics in personality and personality disorders. *European Journal of Personality, European Journal of Personality,* 32, 499-524.

**Topic II: The Structure of Personality (I): Big 5**

1. John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm shift to the integrative Big Five trait taxonomy: History, measurement, and conceptual issues. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (pp. 114-158). New York: Guilford.
2. DeYoung, C. G., Hirsch, J. B., Shane, M. S., Papademetris, X., Rajeevan. N., & Gray, J. R. (2010). Testing predictions from personality neuroscience: Brain structure and the Big Five. *Psychological Science, 21,* 820-828.
3. Markon, K. E., Krueger, R. F., & Watson, D. (2005). Delineating the structure of normal and abnormal personality: An integrative hierarchical approach. *Journal of Personality and Social Psychology, 88,* 139-157.

**Topic III: The Structure of Personality (II): Criticisms of, Alternatives and Extensions to, the Big 5**

1. Block, J. (1995). A contrarian view of the five-factor approach to personality description. *Psychological Bulletin, 117,* 187-215.
2. Blickle, G., et al. (2011). Socioanalytic theory and work behavior: Roles of work values and

political skill in job performance and promotability assessment. *Journal of Vocational Behavior, 78,* 136-148.

1. Muris, P., Merckelbach, H., Otgaar, H., & Meijer, E. (2017).The malevolent side of human nature: a meta-analysis and critical review of the literature on the Dark Triad (narcissism, Machiavellianism, and psychopathy). *Perspectives on Psychological Science,12, 1*83–204.
2. Mõttus, R., Kandler, C., Bleidorn, W., Riemann, R., & McCrae, R. R. (2017). Personality traits below facets: The consensual validity, longitudinal stability, heritability, and utility of personality nuances. *Journal of Personality and Social Psychology*, *112*, 474–490.
3. REFERENCE: NOT REQUIRED READING)Ashton, M.C., & Lee, K. (2008). The prediction of Honesty–Humility-related criteria by the HEXACO and Five-Factor Models of personality. *Journal of Research in Personality, 42,* 1216-1228.

**Topic IV: Personality Assessment (Judgments and Manifestations of Personality)**

1. Back, M. D., Stopfer, J. M., Vazire, S., Gaddis, S., Schmukle, S. C., Egloff, B., & Gosling, S. D. (2010). Facebook profiles reflect actual personality, not self-idealization. *Psychological Science, 21,* 372–374.
2. Youyou W., Kosinski M., Stillwell D. (2015). Computer-based personality judgments are more accurate than those made by humans. *Proceedings of the National Academy of Sciences, 112,* 1036-1040.
3. Kern, M. L., McCarthy, P. X., Chakrabarty, D., & Rizoiu, M.-A. (2019). Social media-predicted personality traits and values can help match people to their ideal jobs. *Proceedings of the National Academy of Science, 116*(52).
4. Mehl, M. R., Gosling, S. D., & Pennebaker, J. W. (2006). Personality in its natural

habitat: Manifestations and implicit folk theories of personality in daily life. *Journal of*

*Personality and Social Psychology, 90,* 862-877.

1. REFERENCE: NOT REQUIRED READING). Harari, G.M. et al., (2021). Mobile sensing for studying personality dynamics in daily life. In J. Rauthman (Ed.), *The handbook of personality dynamics and processes* (pp. 765-791). Elsevier Science & Technology.

<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=6461434>

1. REFERENCE: NOT REQUIRED READING). Bleidorn, W., & Hopwood, C. J. (2019). Using machine learning to advance personality assessment and theory. *Personality and Social Psychology Review, 23,* 190–203.
2. (REFERENCE: NOT REQUIRED READING) Uhlmann, E. L., Leavitt, K., Menges, J. I., Koopman, J., Howe, M., & Johnson, R. E. (2012). Getting explicit about the implicit: A taxonomy of implicit measures and guide for their use in organizational research. *Organizational Research Methods*, *15,* 553-601.

**Topic V: Personality and the Self**

1. Robins, R. W. (2008). Naturalizing the self: In O. P. John, R. W. Robins, & L. A. Pervin (Eds.). *Handbook of personality. Theory and research* (3rd edition). New York: Guilford.
2. Carlson E.N. (2013). Overcoming barriers to self-knowledge: Mindfulness as a path to seeing yourself as you really are. *Perspectives on Psychological Science, 8,* 173–186
3. Back, M. D., Schmukle, S. C., & Egloff, B. (2009). Predicting actual behavior from the explicit and implicit self-concept of personality. *Journal of Personality and Social Psychology, 97*, 533–548
4. (REFERENCE: NOT REQUIRED READING). Vazire, S., & Solomon, B. C. (2015). Self- and other-knowledge of personality. In M. Mikulincer, P. R. Shaver, M. L. Cooper, & R. J. Larsen (Eds.), *APA handbooks in psychology. APA handbook of personality and social psychology, Vol. 4. Personality processes and individual differences* (pp. 261-281). Washington, DC, US: American Psychological Association

**Topic VI: Personality and Important Life Outcomes**

1. Roberts, B. W., Kuncel, N., Shiner, R., N., Caspi, A., & Goldberg, L. R.  (2007). The power of personality: The comparative validity of personality traits, socio-economic status, and cognitive ability for predicting important life outcomes.  *Perspectives in Psychological Science, 2,* 313-345.
2. Anglim J., Horwood S., Smillie L.D., Marrero R.J., Wood J.K. (2020).Predicting psychological and subjective well-being from personality: a meta-analysis. *Psychological Bulletin, 146,* 279-323.
3. Götz, F. M., Gvirtz, A., Galinsky, A. D., and Jachimowicz, J. M. (2020). How personality and policy predict pandemic behavior: understanding sheltering-in-place in 55 countries at the onset of COVID-19. *American Psychologist* 76, 39–49.
4. (REFERENCE: NOT REQUIRED READING).Friedman, H. S., & Kern, M. L. (2014). Personality, well-being, and health. *Annual Review of Psychology,* *65*, 719–742.
5. (REFERENCE: NOT REQUIRED READING).Cuijpers, P., Smit, F., penninx, B., de Graaf, R., ten Have, M., Beekman, A. (2010).  Economic costs of neuroticism. *Archives of General Psychiatry, 67*, 1086-1093.
6. (REFERENCE: NOT REQUIRED READING). Ozer, D.J., & Benet-Martinez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology, 57*, 401–421.

**Topic VII: Personality and Work Outcomes**

1. Rothstein, M. G., & Goffin, R. D. (2006). The use of personality measures in personnel selection: What does current research support? *Human Resource Management Review, 16,* 155-180.
2. Goffin, R.D. & Boyd, A.C. (2009). Faking and personality assessment in personnel selection: Advancing models of faking. *Canadian Psychology/Psychologie canadienne, 50,* 151-160.

1. Ko ̈nig, C. J., Merz, A.-S., & Trauffer, N. (2012). What is in applicants’ minds when they fill out a personality test? Insights from a qualitative study. International Journal of Selection and Assessment, 20(4), 442-452.
2. Denissen, J. J. A., Bleidorn, W., Hennecke, M., Luhmann, M., Orth, U., Specht, J., & Zimmermann, J. (2018). Uncovering the power of personality to shape income. *Psychological Science, 29*, 3-13.
3. (REFERENCE: NOT REQUIRED READING)Moyle, P., & Hackston, J. (2018). Personality assessment for employee development: Ivory tower or real world? *Journal of Personality Assessment, 100(5),* 507–517.
4. (REFERENCE: NOT REQUIRED READING). Hough, L.M. & Oswald, F.L. (2008). Personality testing and Industrial–Organizational Psychology: Reflections, progress, and prospects. *Industrial and Organizational Psychology, 1,* 272-290.

**Topic VIII: Personality, Situations, and Behavior (Integrating Persons and Situations)**

1. Funder, D. C. (2008). Persons, situations, and person-situation interactions. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (pp. 568-580). New York: Guilford.
2. Mischel, W., & Shoda, Y. (1995). A cognitive-affective system theory of personality: Reconceptualizing situations, dispositions, dynamics, and invariance in personality structure. *Psychological Review, 102*, 246-268.
3. Horstmann, K. T., Rauthmann, J. F., Sherman, R. A., & Ziegler, M. (2020). Unveiling an Exclusive Link: Predicting Behavior with Personality, Situation Perception, and

Affect in a Pre-Registered Experience Sampling Study. *Journal of Personality and*

*Social Psychology.*

1. (REFERENCE: NOT REQUIRED READING). Rauthmann, J. F., Gallardo-Pujol, D., Guillaume, E. M., Todd, E., Nave, C. S., Sherman, R. A., Ziegler, M., Jones, A. B., & Funder, D. C. (2014). The situational eight DIAMONDS: A taxonomy of major dimensions of situation characteristics. *Journal of Personality and Social Psychology*, *107*, 677-718.
2. (REFERENCE: NOT REQUIRED READING). Meyer, R. D., Dalal, R. S., José, I. J., Hermida, R., Chen, T. R., Vega, R. P., Brooks, C. K., & Khare, V. P. (2014). Measuring job-related situational strength and assessing its interactive effects with personality on voluntary work behavior. *Journal of Management*, *40*, 1010-1041.
3. (REFERENCE: NOT REQUIRED READING). Sherman, R.A., Rauthmann, J.F., Brown, N.A., Serfass, D.G., & Jones, A.B. (2015). The independent effects of personality and situations on real-time expressions of behavior and emotion. *Journal of Personality and Social Psychology, 109,* 872–888.

**Topic IX: Within-Person Variability in Personality**

1. Fleeson, W., & Jayawickreme, E. (2015). Whole Trait Theory. *Journal of Research in*

*Personality, 56,* 82–92.

1. Lievens, F., Lang, J. W. B., De Fruyt, F., Corstjens, J., Van de Vijver, M., & Bledow, R. (2018). The predictive power of people’s intraindividual variability across situations:

Implementing whole trait theory in assessment. *Journal of Applied Psychology, 103,* 753–771.

1. Beckmann, N., Birney, D. P., Minbashian, M., & Beckmann, J. F. (2021). Personality dynamics at work: The effects of form, time, and context of variability. *European Journal of Personality, 35,* 421–449.
2. Sosnowska, J., Kuppens, P., De Fruyt, F., & Hofmans, J. (2020). New directions in the conceptualization and assessment of personality—a dynamic systems approach.European *Journal of Personality, 34,* 988–998.

**Topic X: The Development of Personality**

1. Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2016). Top 10 replicated findings from behavioral genetics. *Perspectives on Psychological Science, 11,* 3–23.
2. Akee, R., Simeonova, E., Costello, E.J., Copeland, W., & Angold, A. (2015) How does

household income affect child personality traits and behaviors? *NBER Working paper*, 21562.

1. Buss, D.M. (2009). How can evolutionary psychology successfully explain personality and individual differences? *Perspectives on Psychological Science, 4,* 359-366.

**Topic XI: Personality over the Lifecourse**

1. McAdams, D.P. & Olson, B.D. (2010). Personality development: Continuity and change over the life course. *Annual Review of Psychology, 61,* 517-542.
2. Moffitt, T.E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R.J., Harrington, H.L., Houts, R., Poulton, R., Roberts, B.W., Ross, S., Sears, M.R., Thomson, W.M., & Caspi, A.  (2011) A gradient of childhood self-control predicts health, wealth, and public safety.  *Proceedings from the National Academy of Sciences, 108,* 2693-2698.
3. McLean, K. C., Pasupathi, M., & Pals, J. L. (2007). Selves creating stories creating selves: A process model of self-development. *Personality and Social Psychology Review, 11,* 262-278.
4. Quoidbach, J., Gilbert, D. T., & Wilson, T. D. (2013). The end of history illusion. *Science, 339,* 96-98.
5. Wrzus, C., & Roberts, B. W. (2017) (REFERENCE: NOT REQUIRED READING).. Processes of Personality Development in Adulthood: The TESSERA Framework. *Personality and Social Psychology Review*, *21*, 253-277.

 **Topic XII: Personality Change**

1. Bleidorn W., Hopwood, C.J., & Lucas, R.E. (2016). Life events and personality trait change. *Journal of Personality, 86,* 83–96.
2. Nye, C. D., Wille, B., Amory, J., & De Fruyt, F. (2020). Are work activities related to interest change over time? A 22-year longitudinal study. *Journal of Personality and Social Psychology.*
3. Roberts B.W., Luo J., Briley, D.A., Chow, P, Su, R., & Hill, P.L. (2017). A systematic review of personality trait change through intervention. *Psychological Bulletin, 143,* 117–141.
4. Jokela, M., Pekkarinen, T., Sarvimäki, M., Terviö, M., Uusitalo, R., 2017. Secular rise in

economically valuable personality traits. *Proceedings of the National Academy of Sciences 114,* 6527−6532.