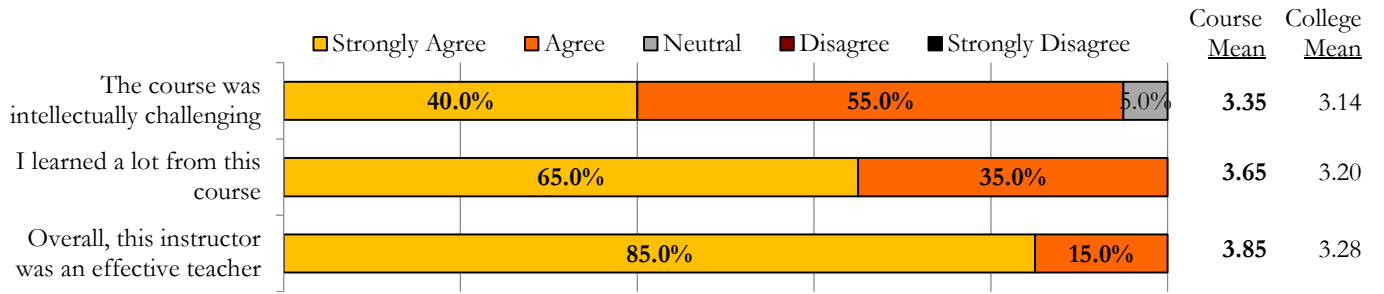


Course Profile
PSYC/NACS 612:
Affective Science Perspectives on Temperament & Personality

Course Description	In this multidisciplinary graduate seminar, students will learn about the major dimensions of temperament and personality (T&P), their childhood origins, neurogenetic bases, and implications for understanding psychopathology and other important outcomes, including divorce and public safety.
Learning Outcomes	Students who successfully complete this course will understand: <ul style="list-style-type: none">• Major structural models of T&P• Core concepts and models of T&P and psychopathology• Strengths and limitations of key psychological and biological methods• The biological underpinnings of neuroticism, extraversion, and self-control; their relevance to anxiety disorders, depression, and addiction; and implications for intervention and public policy
Syllabus	The Syllabus can be downloaded here .
Course Format	<ul style="list-style-type: none">• One meeting per week (9:00—11:45 AM Mondays).• 8-22 students per term.
Course Resources	<ul style="list-style-type: none">• Seminal reports and landmark reviews written by the most exciting researchers working in the field today• Essays, commentaries, and interviews drawn from the popular press
Class Meetings	Each meeting begins with a conceptual roadmap outlining the fundamental questions that we, as a class, will wrestle with for the next 75 minutes. The main body of the lecture describes the current state of the science, highlighting the strengths and weaknesses of different approaches. Lectures incorporate case histories, examples from the popular media, and film clips, with plenty of time for questions, discussion, and small group exercises. Each meeting ends with a recap of the most important take-home points. Written Learning Objectives, in-class review sessions, and written assignments reinforce key points. In addition, many of the assignments provide an opportunity to critically synthesize material covered in class with students' own experiences.
Learning Assessments	<ul style="list-style-type: none">• Low-stakes written assignments for each lecture or module• 3-4 cumulative, multiple-choice examinations• Individual or group oral presentation ('flash talks')

Student Evaluations

Fall 2015 - 21 of 22 (95.5%) responding



Complete evaluation reports with open-ended comments are available upon request.