

Reflective Commentary on Howard University PSY 123: Personality Theory

Cynthia E. Winston-Proctor

“None of us doing narrative research were ever “taught” how to do it...we all learned it, “on the road,” learned it while doing it---and we are still doing it. Yet, we are teaching it, with no internalized teacher model from our experience to guide us.”- (Josselson, Lieblich, & McAdams, 2003, p.3)

Life has a way of coming full circle. The course that I currently teach at Howard University, Personality Theory, is one that persuaded me to become engaged in research as an undergraduate psychology major at Howard University. “If you are serious about the field of psychology and if you find this course interesting, you have to get engaged in research. Now! Find a faculty mentor and get started. You have to do it”. When I heard Dr. Curtis Banks (see Banks, McQuater, & Sonne, 1995) tell our Personality Theory class this over 20 years ago, I did not imagine that I would now be a professor in the Howard University Department of Psychology teaching this course and emphasizing to my students that “engaging in narrative personality research will transform your own life and facilitate your understanding of the power of research in a field, a community, and a society”.

BACKGROUND

The narrative tradition within personality psychology focused on autobiographical memories, life story, psychobiography, and the single case is the context in which qualitative inquiry in psychology is positioned in my course. As a subarea of psychology grounded in a historical mission focused on the whole person, (see Allport, 1937; Murray, 1938) personality psychology provides a natural opportunity to introduce students to one form of qualitative inquiry in psychology.

Currently, students come to my course from various points of matriculation within our undergraduate program. Some are second semester freshman, many sophomores, some juniors, and a few seniors. I also have a fair number of undergraduate honors students in my course. Within the current Howard University Department of Psychology’s curriculum, students are required to enroll in either the Personality Theory or Social Psychology courses. In the Fall of 2015, a new curriculum will be

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implemented in the department. Within this curriculum, Personality Theory is one of 6 core content courses from which students are required to choose 4.

My decision to engage students in a narrative personality psychology project as a mechanism to introduce students to qualitative inquiry in psychology was driven by the theoretical concepts within the field of personality psychology that answer questions like the following (see Bruner, 1990; McAdams, 2001; Singer, 1995; Singer & Salovey, 1993): [1] What does a person's life mean to her?; [2] In what sense is a person's life organized in a unified and purposeful whole?; [3] What is a person's internalized and evolving story of self that the person consciously and unconsciously constructs to bind together many different aspects of the self?; [4] What are the vivid, affectively charged, repetitive, memories linked to other memories and that are related to unresolved themes or enduring concerns in an individual's life? As a result of leading with a narrative personality theoretical focus, the use of qualitative methodology and methods seems like a natural progression for students from theory, to question, to method of inquiry.

MEETING CHALLENGES

There are a few challenges in teaching qualitative inquiry embedded within my undergraduate personality psychology course. These challenges are situating qualitative inquiry, as well as identifying and structuring experiential learning activities that will facilitate a solid first narrative personality research project in one semester.

The approach I have adopted to situate narrative personality inquiry more broadly in the larger field of qualitative inquiry (and the field of psychology) has changed over time. Before this semester I introduced qualitative inquiry in psychology using Chapter 1 of Creswell (2009), A Framework for Design. Within this chapter, I emphasized his model of inquiry that describes and aligns various types of ontology, epistemology, methodology, and method. Although it was a start, it often led to students being overwhelmed. It also had the effect of sucking some of the air out of students good ideas and excitement about research. In some ways in my role as teacher, I felt as though I spent a lot of time defending the use of qualitative inquiry in psychology.

This semester I decided to start with narrative personality theory and methods without providing a broader context of qualitative inquiry first. As such, on the first day of the course and throughout, I share my philosophy that questions should drive research and inquiry. It is not until towards the end of the course and project, that students read more broadly about qualitative inquiry beyond narrative personality psychology. In the future, this approach of starting with narrative personality psychology

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will be well aligned with the sequencing of the Personality Theory course in the new curriculum that will be implemented in the Fall of 2015. Within this new curriculum, there will be a Research Design and Analysis course, the second course in our sequence that all psychology majors will take after their Foundations of Psychological Science course. Qualitative inquiry in Psychology will be included within this course, which ensures that as students learn about design and analysis in the field of psychology they are introduced to qualitative inquiry in psychology. In addition to learning about qualitative inquiry in this new course, students will have the option to enroll in an Advanced Qualitative Methods Seminar as a recommended elective for students pursuing graduate school and/or research careers.

I adopt two complementary approaches to meet the challenge of identifying and structuring experiential learning activities that will facilitate a solid first narrative personality research project in one semester. I align the structure and pacing of the project assignments with best practice in teaching and learning, as well as practical considerations related to my institutional context. Throughout the course, there are several types of learning and feedback activities in which students engage: (1) Final Personality Project Learning Labs; (2) Drafting and Submitting Small Elements of the Larger Project for Feedback; (3) Formal Assessment (quizzes and exams). For the final personality project labs, I use various teaching and learning techniques including exploration, scaffolding, modeling, direct instruction, and an embedded librarian.

There are a couple of practical considerations that drive the rationale for the structure of the final personality project. Ideally, students would use another student as a case for their research, rather than themselves. However, most of our students have to work 40 hours a week, while being enrolled in college full time. Thus, they find it difficult to execute engaged recruitment of another student to serve as a participant in a course project. Also, given the personal nature of the autobiographical memories there have been past instances in which a student in my course gets another student to volunteer to participate, but then the student volunteer backs out at the last minute, not wanting to share personal experiences.

Students learn how to conduct narrative personality research through engaging in natural opportunities in the course of their experiences within the course and outside. Since the project itself fits within the larger framework for knowing the person, learning throughout the course is designed to stimulate the students to center down on narrative personality theoretical concepts. Over time, I have observed that many Howard University students are interested in the topic of identity. This may be because they are in a stage in their development when new identity questions are emerging within their lives and as they encounter the cultural diversity of students and faculty at Howard University from throughout the United States and over 70 countries throughout the world. Thus, studying narrative identity creates a

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natural frame to engage students in qualitative inquiry, it also promotes inquiry that has promise for challenging those cultural conventions in the field of psychology that stifle a full understanding of both individuality and cultural diversity of African Americans and other Black people throughout the world. Thus, this narrative personality project contributes to Howard University students' cumulative learning experiences that equip them to be leaders, professionals, and world citizens who are guided by the principles in the Howard University seal of *veritas* (truth) and *utilitas* (service) (see Winston, 1976).

CONCLUSION

I am intellectually liberated and encouraged about the future of qualitative inquiry in psychology. Within our new curriculum for the undergraduate psychology major, Howard University students will have multiple opportunities to learn qualitative inquiry in psychology. They will thus be equipped to answer many questions about the human experience, particularly those about the lives of people who contend with the pervasive impact of racism, sexism, and poverty that persists in the United States and throughout the African diaspora. Moreover, these students will be the intellectual beneficiaries of the vision and persistence of the scholars who were the architects of the formal entry of qualitative inquiry into the American Psychological Association (see Gergen, Josselson, & Freeman, 2015) and the formation of both the Society of Qualitative Inquiry and the journal *Qualitative Psychology*. I am confident that Dr. Curtis Banks, my Personality Psychology professor who is responsible for engaging me in research as an undergraduate, is looking down smiling at how his legacy is living on not simply through me but in the lives of Howard University psychology students conducting their very first narrative personality research project. If this course continues to have the impact I intend for it to have, it will not be their last!

References

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- Josselson, R., Lieblich, A., & McAdams, D. P. (2003). *Up close and personal: The teaching and learning of narrative research*. Washington, DC, US: American Psychological Association.
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HOWARD UNIVERSITY DEPARTMENT OF PSYCHOLOGY Personality Theory PSY 123 (3 credit hours) Track 28 ONLINE	
Spring 2015	
Instructor:	Cynthia E. Winston-Proctor, Ph.D., Professor cewinston@howard.edu
Teaching Assistant:	Jason M. Jones, M.S., Personality Psychology Doctoral Student jason.m.jones@bison.howard.edu
Office Hours:	By Blackboard and Face to Face (CW-P) Thur 2:30 p.m.-5:00 p.m.; Wed 2:30 p.m.- 4:00 p.m. (JJ)
Class Meetings:	Online Monday, Wednesday, Friday (MWF) 3:10 p.m.–4:00 p.m.; Some classes will be synchronous (live) and other asynchronous (Students MUST be available during 3:00 p.m.-3:50 p.m. every MWF)
Course Prerequisite:	Introduction to Psychology

Course Description

This course is designed to provide students with an introduction to the science of personality psychology. Within the course, personality theories are integrated with contemporary research. A central question that is addressed in this course is “*What do we know when we know a person?*”. Throughout the course students will become acquainted with the scientific study of persons’ personality traits, characteristic adaptations (e.g. motives, goals, developmental tasks), and integrative life narratives (i.e. narrative identity).

This course is designed to engage students in high level critical thinking, promote their effective written and oral communication, and enhance their personal development in preparation for high impact interdisciplinary psychology careers. This course is also designed to help develop students’ skills in multiple types of learning: self-directed learning, distance learning, collaborative learning, and life long learning. In addition, students will use their developing research skills and creativity to link their own personality profile and personal development to what is known about sociocultural complexity (e.g. social ecology of race, gender and their intersection) within lives. By the end of the course, students know how to use well-established research instruments to conduct a personality analysis of a person.

A detailed class and assignment outline is provided for each learning module. Students are responsible for following the outlines. Class meetings will be devoted to several learning modalities including but not limited to self-directed learning, debates, journal writing, and collaborative learning. Students are expected to critically read and to complete all other assignments before each online class meeting. The assignments will be used to stimulate students’ learning and facilitate engaged class discussion, debate, and writing.

Student Course Learning Outcomes

The student course learning outcomes are informed by the APA Guidelines for the Undergraduate Major (2007/2013) <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>, as well as the core competencies undergraduate students should master in the areas of knowledge, research science, and personal development in preparation for a career.

1. Students will be able to explain the “big” questions within Personality Psychology and think critically about how they relate to the complexity of sociocultural and international diversity.
2. Students will be able to describe the 3 developmental levels of personality with enough specificity to be able to distinguish among each level: dispositional traits, characteristic adaptations, and integrative life narratives (i.e. narrative identity).
3. Students will be able to apply effective strategies for self-management and self-improvement to enhance their personal development to facilitate their excellence and success in college, life, and professional career.
4. Students will be able to formulate realistic ideas about how to implement their personality psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet their personal goals and societal needs.
5. Students will be able to demonstrate information and technology competence in the following areas: (a) use of information and technology in ethically responsible ways; (b) use of distance learning platforms and protocols; (c) generation of professional electronic communication; (d) use of basic word processing, database, e-mail, spreadsheet, and data analysis programs; (e) search of the Web for high quality information; (f) identification of appropriate key words, search relevant databases, retrieve the general scientific literature in psychology, as well as read and accurately summarize the general scientific literature of psychology.

Course Outline

For each learning module, the specific schedule of classes and assignments are listed within the Module Class & Assignment Matrix on Blackboard.

I. Personality Psychology Learning Modules

- a. Foundations: Introduction to the Person and the Science of Personality Psychology
- b. Making a Life: Narrative Identity and the Stories we Live by
- c. Filling in the Details of the Person: Characteristic Adaptations of Personality Motives, Goals, and Developmental Tasks
- d. Sketching the Outline of the Person: Dispositional Traits In the Brain and Behavior

II. Personal Development Learning Topics

- a. Mastering Distance Learning in Higher Education
- b. Maximizing Personal, Academic, and Professional Effectiveness

III. Final Personality Project

The Final Personality Project General Guidelines and Grading Rubric are provided on Blackboard in the Final Personality Project Content Folder. You are responsible for reading all of these documents within the first week of the course. Below is a brief topical outline of the final personality project learning labs, part submissions, and reading.

Final Personality Project Learning Labs, Part Submissions, & Reading

See the Module Assignment Matrices for learning lab, part submission, and reading deadlines and Blackboard Assignment Managers for detailed guidelines for final personality project learning labs

I. Learning Labs

- a. Learning Lab 1: The Basics of APA Style Tutorial
- b. Learning Lab 2: Research and Career Survey
- c. Learning Lab 3: Introduction to Information Literacy and the Art of Literature Review
- d. Learning Lab 4: The Research Process
- e. Learning Lab 5: The Art of Interpretation
- f. Learning Lab 6: Narrative Psychology and Narrative Analysis

II. Final Personality Project Part Submissions

- a. Part 1: Construction of Earliest Memory of Race Using the Guided Race Autobiography Instrument
- b. Part 2: Selection of Key Words and APA Style Title Page
- c. Part 3: Construction of Autobiographical Memories of Race Using the Guided Race Autobiography Instrument

- d. Part 4: Interpretation of 2 Autobiographical Memories of Race Using the ISRL Narrative Structural Analysis Method
- e. Part 5: Draft of Introduction Outline (purpose statement, research question, problem statement, and summary review of the relevant literature)

III. Final Personality Project Reading List

- a. Bamberg, M. (2004). Talk, Small Stories, and Adolescent Identities. *Human Development*, 47(6), 366-369.
- b. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- c. Bruner, J. (1990). *Acts of meaning*. Cambridge, MA, US: Harvard University Press. [Chapter 1: The Proper Study of Man]
- d. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.)*. Thousand Oaks, CA, US: Sage Publications, Inc. [Chapter 1: A Framework for Design]
- e. Gergen, K. J., Josselson, R., & Freeman, M. (2015). The promises of qualitative inquiry. *American Psychologist*, 70(1), 1-9.
- f. Jones, J. M. (1991). The politics of personality: Being black in America. In R. L. Jones (Ed.), *Black Psychology* (pp. 441-468). Berkeley, CA: Cobb and Henry.
- g. McAdams, D. P. (2001). The psychology of life stories. *Review Of General Psychology*, 5(2), 100-122.
- h. Singer, J.A. (1995). Seeing oneself: locating narrative memory in a framework of personality. *Journal of Personality*, 63, 429-457.
- i. Singer, J. A., & Salovey, P. (1993). *The remembered self: Emotion and memory in personality*. New York, NY, US: Free Press.
- j. Singer, J. A., & Bluck, S. (2001). New perspectives on autobiographical memory: The integration of narrative processing and autobiographical reasoning. *Review Of General Psychology*, 5(2), 91-99.
- k. McAdams, D. P. (2009). *The person: An introduction to the science of personality psychology (5th Ed.)*. New York: Wiley.
 - [Chapter 1: *Studying the Person*]
 - [Chapter 10: *Life Scripts, Life Stories*]
 - [Chapter 11: *The Interpretation of Stories: From Freud to Today*]
 - [Chapter 12: *Writing Stories of Lives: Biographies and Life Stories*]
- l. McAdams, D. P., Bauer, J. J., Sakaeda, A. R., Anyidoho, N. A., Machado, M. A., Magrino-Failla, K., & ... Pals, J. L. (2006). Continuity and Change in the Life Story: A Longitudinal Study of Autobiographical Memories in Emerging Adulthood. *Journal Of Personality*, 74(5), 1371-1400.
- m. McAdams, D. P., & Pals, J. L. (2006). A new big five: Fundamental principles for an integrative science of personality. *American Psychologist*, 61(3), 204-217.
- n. McAdams, D. P., & West, S. G. (1997). Personality psychology and the case study. Introduction. *Journal Of Personality*, 65(4), 757-783.
- o. Murray, M. (2003). Narrative psychology and narrative analysis. In P.M. Camic, J.E. Rhodes, and L. Yardley (Eds.), *Qualitative Research in Psychology: Expanding perspectives in methodology and design* (pp. 95-112). Washington, DC: American Psychological Association.

- p. Yin, R. K. (2004). Case study methods. Paper Presented at Annual Meeting of the American Educational Research Association.
- q. Willig, C., & Stainton-Rogers, W. (2008). Introduction. In C. Willig & W. Stainton-Rogers (Eds.) *The Sage handbook of qualitative research in psychology* (pp.1-12). Thousand Oaks CA: Sage Publications.
- r. Winston, C. E., & Winston, M. R. (2012). Cultural psychology and racial ideology: An analytic approach to understanding racialized societies and their psychological effects on lives. In J. Valsiner (Ed.) *Oxford handbook of culture and psychology* (pp. 559-581). New York: Oxford University Press.
- s. Winston, C. E. (2011) Biography and lifestory. In S. Lapan, M. Quartaroli & F. Riemer (Eds.) *Qualitative research: An introduction to designs and methods* (pp. 106-136). New Jersey: Jossey-Bass.
- t. Winston, C.E. (August, 2010). *Race Self Complexity theory and human personality: Is race processed narratively within lives?* American Psychological Association, San Diego, CA.

Assessment of Student Learning

I. Participation: Learning Activities and Class Engagement (430 points)

- a. Discussion Questions (100 points)
- b. Module Journal Writing (80 points)
- c. Personality Learning Labs (100 points)
- d. Chapter Outlines and Journal Article Summaries (150 points)

II. Formal Assessment of Student Learning and Performance (320 points)

- a. Quizzes (100 points)
- b. Midterm Exam (100 points)
- c. Final Exam (120 points)

III. Final Personality Project (250 points)

Writing Matters

Writing is an essential tool for thinking and communicating in virtually every profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, and consistent with the rules of Standard English. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing Across the Curriculum (WAC) website

<http://www.cetla.howard.edu/wac/students.aspx>.

Total Possible Course Points

1000 points

A = 1000 – 900; B = 899 – 800; C = 799 – 700; D = 699 – 600; F = 599 – 0

Required Reading Materials and Supplies

1. McAdams, D. P. (2009). *The Person; An Introduction to the Science of Personality Psychology*. Hoboken, New Jersey: Wiley. *
2. Blackboard Inc. Mobile (suggested for students with compatible mobile devices)
3. Journal articles and book chapters. * Most of these will be provided through the Blackboard in a PDF file, while others students will have to retrieve from the library. If there are problems with retrieving the articles from Blackboard, students are still required to read the materials and should retrieve them from Howard University library
4. Free Dropbox account (recommended but not required) <https://www.dropbox.com>

* Have available for every class including the personality learning labs

Course Policies and Practices

Absence and Deadlines

In order to stimulate engagement and facilitate learning online, everyone in class must be “present” and submit work on time. Therefore, there will not be credit provided for late assignments or schedule make-ups. However, if an emergency prevents you from submitting your work on time, please follow the university policy. In sum, students are expected to participate in all classes as specified in the assignment matrices for each learning module and complete all assignments on time.

Grading

Blackboard allows students to check grades “anywhere, anytime” so they should take advantage of this opportunity to monitor their learning and progress. Click the TOOLS button and then MY GRADES. The student can see the grade for each assignment; however, to determine the grade, you will have to compute your grade based on the total number of points offered and total number of points earned. If you have any questions about your grade, please email course TA.

Other Course Information

Integrity and Code Conduct

Students are expected to uphold the Howard University Academic Code of Conduct. See the following website for more information:

<http://www.howard.edu/policy/academic/codeofconduct.htm>).

Special Accommodations

In compliance with the law (Section 504, Rehabilitation Act and the American with Disabilities Act, "ADA"), Howard University is committed to providing its disabled students with reasonable accommodations. There are specific guidelines for the acquisition of accommodations and services under ADA. See the following website for more information on the responsibilities of faculty and students:

www.howard.edu/specialstudentservices/disabledstudents).

Students are responsible for complying with all policies, procedures, and protocols of the Office of Special Student Services including but not limited to providing Dr. Winton-Proctor and the teaching assistant all necessary forms to arrange exams in a timely manner



FINAL PERSONALITY RESEARCH PROJECT GUIDELINES

The Scientific Study of the Person: Human Personality and Narrative Identity
What is the nature of the internalized and evolving narrative of the meaning of race within a person's life?

Final Personality Research Project Case Study: The product of your final personality research project is a 3-5 page high quality APA style research report on the topic of narrative identity and the meaning of race that incorporates information literacy, knowledge about human personality, personal development skills, and narrative personality research methods.

The final research project is designed to provide students with the opportunity to synthesize their knowledge about the science of the person with a special focus on narrative identity. It is also designed to provide students with the opportunity to engage in all of the steps of conducting a narrative identity research project, including writing a professional APA style research report. The goals of the final research project are aligned with the American Psychological Association's Guidelines for the Undergraduate Psychology Major (see <http://www.apa.org/ed/precollege/undergrad/index.aspx>) and some of their recommended learning outcomes.

The final research project is designed to be completed throughout the course of the semester with guided deadlines, as well as guidance and feedback throughout the process from the course professor and teaching assistant. Some elements of the reading and other research activities for the project are incorporated as the main foci in the learning modules of the course. Before starting your project, invest in reading the guidelines several times and post questions you have in the Final Project Open Discussion Forum on Blackboard. You should begin to note your questions and make sure they are answered within this period of project orientation. Almost all of the resources you need to complete the project will be provided to you within the Final Personality Project Module on the Main Blackboard Menu. Exceptions to this include but are not limited to the following: literature review sources; APA Publication Manual (2009) *Use the manual in the local libraries;* narrative data *you will collect your own;* and Chapters of McAdams (2009) *you should have access to the textbook on your own.*

This final research project will require students to read all of the course materials, think critically about them, and ask questions in areas that are still unclear.

FINAL RESEARCH REPORT: The project will require the student to engage in several phases of the research process. The final product for the project is the production of a high quality written APA style case study research report.

SUBMISSION AND LENGTH: This final research report should be submitted in a hardcopy format to the Howard University Department of Psychology in Dr. Winston-Proctor's mailbox, as well as on Blackboard in the Assignment Manager for the Final Personality Project Written Research Report. See the assignment matrix for the specific deadlines for the electronic and hardcopy submissions.

The research report should use a 12-point font with double spacing, and be no more than 3-5 pages, not including the references, tables, figures, author note, and appendices.

Please make sure you adhere to the following file name protocol for your electronic submission: T28 FinalResearchReportLASTNAMEDATE (for example: T8FinalResearchReportThomas04.19.15)

THE CASE AND DATA COLLECTION

The Case

The research design for this case study is grounded in biographical and life story methods (see Winston, 2011). There are multiple definitions for a case study. McAdams (2009) defines a case study as an in-depth investigation of a single individual, sometimes conducted over a substantial period of time. There are various types of case studies including intrinsic, instrumental, and collective/multiple case study designs (see Houghton, Casey, Shaw, & Murphy, 2013 and <http://www.qualres.org/HomeCase-3591.html>).

Yin (2004) emphasizes the importance in case study research of specifying the answer to the following question: What is the "case?" (i.e. the unit of analysis). In case study research, a case is defined as a bounded system (see Winston, 2011). "The goal in case study research is to understand the boundaries of the case and the complexity of the behavior patterns of the bounded system (<http://www.qualres.org/HomeCase-3591.html>)".

The case for this study is the narrative race identity of a single individual--you! In many ways you are also using a research strategy of inquiry that is called autoethnography (see <http://anthropology.usf.edu/cma/CMAMethodology-ae.htm>). Your research final product will differ from autoethnography because you will write it in third person, rather than first person. In general, you should think of this project as a type of case study.

Narrative Identity and Autobiographical Memory Data Collection and Rationale

You will collect narrative identity autobiographical memory data for your final research report using the Guided Race Autobiography (Burford & Winston, 2005). This is a new narrative instrument developed at Howard University in the Identity and Success Research Laboratory (ISRL) by Dr. Tanisha Burford for her masters thesis project

Rationale for Collecting Narrative Identity and Autobiographical Memory Data for the Final Research Report

McAdams (2009) and McAdams and Pals (2006) describe that a person's internalized and evolving narrative of self is a very important dimension of his/her personality. However, there is a dearth of research in personality psychology on the experiential meaning of race within a person's internalized and evolving narrative and within a racialized society (see

Winston & Winston, 2012). Moreover, it is well established that identity formation is a critical developmental task during young adulthood (McAdams, 2009), which emerges within a persons college years. In addition, Winston (2010) in her theory of race self complexity argues that the meaning of race for persons living within racialized societies can be processed narratively.

DATA ANALYSIS STRATEGY

Once you collect your data, you will then analyze its narrative structure using the **ISRL Narrative Structural Analysis Research Method**. In addition, you will select one of the two following analytic strategies to analyze each of the autobiographical memories of race collected with the GRA: the **ISRL Narrative Emotional Tone Analysis Research Method** or the **ISRL Narrative Race Experience Thematic Content Analysis Research Method**. If you are intellectually curious, and/or if you want to gain more hands-on research experience related to your graduate school preparation, and/or if you want to earn extra credit, you can complete analyses using all three of the analytic methods.

Throughout the course, you will have various resources available to you on Blackboard to assist you with the basic use of each of these analytic methods. You should also work with your course buddy and within your groups to assist one another with the elements of these analytic techniques that are challenging. In addition, use the tools on Blackboard including the discussion forum to pose questions, get specific feedback, and discuss data analyses triumphs and challenges you are having with your data analysis.

Analyzing narrative data requires a great deal of attention to detail, therefore, make sure you carefully follow the procedures described. It is also important that you are patient with the analysis process that may be challenging in the amount of critical thinking that is demanded of you as a research scholar and personality psychologist. The final research report is designed to give you the opportunity to engage in a novel form of personality research and gain valuable mentored research experience.

APA STYLE RESEARCH REPORT

The research report must include the following elements, which will be completed in draft form at different times throughout the rest of the course before the final research report submission. See the APA Publication Manual (6th edition) for additional information about each section, as well as the sources cited within these guidelines.

Even though the focus of the study is on you, please write the entire report in the third person. As such, you should give yourself a pseudonym.

I. Title Page

The title page should include a title that summarizes the main argument and/or finding of the manuscript simply and, if possible, with style. Consider including the following keywords in your title “narrative identity”, “case study”, and “the meaning of race”. It should also include all of the elements of an APA Style title page including a running head, your name, and institutional affiliation. Do not include on your title page the date, the name of the course, or the name of the professor, since this is not consistent with APA Style.

II. Abstract

The APA Publication Manual (2009) describes the purpose of an abstract as follows: “an abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly and, like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases” (p. 25).

- a. Your abstract should adhere to the word length specified by APA Style, which is between 150 to 250 words.
- b. Your abstract should describe all of the elements of a report on an empirical study (see APA Publication Manual p. 26, 6th edition or p.14, 5th edition). As described in the APA Publication Manual (2009), a good abstract is accurate, non-evaluative, coherent, readable, and concise.
- c. Add 6-8 keywords at the end of your abstract. These are the words that other scholars would use in their keyword database searches to locate your study published in a peer review journal.

III. Introduction

- a. Purpose of the Study and Research Question
 - i. Develop purpose statement: For example, “the purpose of this study is to increase understanding of the case’s narrative identity/internalized and evolving narrative of self and the meaning of race in his/her life, as well as to advance narrative identity theory and method development in the field of Personality Psychology”.
 - ii. Develop a research question: For example, you can set this up by stating that “the research question that guides this study is as follows: *What is the narrative structure and (thematic content/emotional tone) of the case’s narrative identity/internalized and evolving narrative of self?/ self related to the meaning of race within his/ her life?*” Another possible research question for this study is as follows: *can the meaning of race within a*

person's life experience be processed narratively? You should select one of these two research questions. Make sure that if you choose the first research question, make sure you specify inquiry into thematic content or emotional tone in addition to narrative structure. If you are eager to develop an alternative research question, you can do so with the written permission of Dr. Winston-Proctor.

- b. Problem Statement (*use McAdams, 2009, McAdams & Pals, 2006, Winston, 2010 to help you construct*)
 - i. What is a person's internalized and evolving narrative of self/narrative identity/self-defining narrative?
 - ii. What does it mean for a person to engage in narrative processing and autobiographical reasoning (see Singer & Bluck, 2001)?
 - iii. Why is it important to study this level of personality?
 - iv. Why is it important to study the meaning of race within the lives of persons who live in a racialized society like the United States (see Jones, 1991 and Winston, 2010)?
- c. Narrative Identity Theoretical Framework and Mini Literature Review
 - i. Theoretical Framework
 1. Use McAdams (2001) and McAdams (2009) Chapter 1 and Chapter 10 to describe the theoretical idea that human personality is, in part, an internalized and evolving narrative of self (narrative identity).
 2. Use Winston (2010) to describe the theoretical idea of the narrative processing of the meaning of race as an example of a form of narrative identity.
 3. Use Winston (2011), McAdams (2009) Chapter 10, and McAdams (2009) Chapter 11 or 12 to describe the strength of using narrative strategies of inquiry to study lives and the meaning of experience.
 - ii. Review of the Literature: Conduct a mini literature search using PsycInfo to answer each of the following literature review questions. There will be a series of personality learning labs and assignments that will guide you through this process. Some of what you discover from your literature search about narrative identity can be used to inform your description of narrative identity theory in your theoretical framework section of your report. Make sure you document all Key Word and Title searches with specifics.
 1. Literature Search Question 1: What is known (theory and research studies) about narrative identity? Use McAdams (2001) and McAdams (2009) Chapter 1 Chapter 10, Chapter 11, and Chapter 12 as resources for you to identify words that will help guide a search for theory and research studies on narrative identity/internalized and evolving narrative of self
 2. Literature Search Question 2: What are the methods that researchers use to study narrative identity?
 3. As a result of your "search" locate 4 relevant sources to help answer each of the two literature search questions. This means you should locate a total of 8 sources.

4. Use the tool provided in the literature review personality learning lab on literature review to annotate/record notes on each of your 8 sources.
5. Based on your mini literature search, reading, and annotation completed using steps 1, 2, 3, 4, above, draft a paragraph or two about what is known about... (a) narrative identity/internalized and evolving narratives of self; (b) the methods used to study narrative identity/internalized and evolving narratives of self. *Include at least a sentence or two about what gap(s) in your research could fill in the knowledge base.*

IV. Method

- a. Case
 - i. Describe the answer to the following question: “*What is the case?*” (use the resources on case study previously cited to answer this question). Also, use the APA Publication Manual (2009) to provide specifications for defining the background and demographic information for your case.
 - ii. Describe and justify the choice of a single case study and the adoption of a narrative personality theoretical perspective (use Yin, 2004 to clarify the importance of this justification and the meaning of adopting or minimizing theoretical perspectives in case study research designs).
- b. Data Collection Instruments and Procedures (*describe the GRA*).
 1. What is the GRA instrument designed to do?
 2. What are the data collection procedures that the instrument requires?
 3. Why is the approach you are taking with using this instrument and your overall study design an idiographic approach to the study of personality? (use McAdams 2009 to help you identify and justify your approach)

V. Results

Yin (2004) emphasizes the importance of presenting “data formally and explicitly, in a variety of data arrays set apart from the case study narrative” (p.12). Within your written report you will use the results section and appendix section to present your data in various ways. The APA Publication Manual (2009) describes the results section in the following way: “in the results section, summarize the collected data and the analysis performed on those data...report the data in sufficient detail to justify your conclusions” (p. 32).

- a. Part One
 - i. In a few sentences, state the name and provide a general summary description of the data analytic methods/coding schemes employed in the case study. Do not provide an exhaustive description. Instead, in the references, you should refer the reader to the analytic methods used.
 - ii. Summarize the data collected in a table format and refer to each table by number within the text. Refer to a published research articles written in APA style for an example of how to create this citation

within the results section and refer to the APA Publication Manual. You should use the templates provided in the ISRL analytic methods you selected (narrative structural, thematic content, and/or emotional tone) as the basis for the construction of your table. You will need to add titles and other information as specified by APA style for tables within a research report.

- b. Part Two
 - i. Within a page or less, develop a detailed descriptive summary of your interpretation of the answer to the research question. Make sure you provide support for your claims.
 - ii. To approach how to answer your research question consider the following
 - 1. Describe your tables in words succinctly as they relate to answering the primary research question.
 - 2. Develop an overall summary with “rich thick description” of your autobiographical memories of race. Here you should dig deep.
- c. Things to consider in planning and writing the results:
 - i. Remember to report your analysis and interpretation in sufficient detail to justify the conclusions
 - ii. Decide strategically how you would like to organize your results. (Remember that your results reflect specific types of analyses of autobiographical memories).

VI. Discussion

- a. Summarize your results/main findings in two to three sentences.
- b. In 1 page, evaluate and interpret the implications of your results addressing all of the following:
 - i. Why do you think you found what you found?; What is an alternative explanation?
 - ii. To what extent do your results support the theory of race self complexity that:
 - 1. the meaning of race can be processed narratively?
 - 2. race can add a layer of complexity to a person’s self-system?
 - iii. What are the practical implications of your results for children, adolescents, or young adults? Or what are the practical implications of your results for the socializers (parents, teachers, and others) of children, adolescents, and young adults (you can address either of these practical implication questions or both if you would like to do so)?
- c. How would you describe and evaluate the quality of the narrative data you collected in terms the standards of a good life-story form described by McAdams, 2009 in Chapter 10? (i.e. coherence, openness, credibility, differentiation, reconciliation and generative integration)

VII. References

- a. Within the body of the manuscript, you should cite all of your 8 sources (4 of each type of source you found (i.e. narrative identity, and narrative identity method) in your literature search and read, as well as annotated. Make sure

these citations are relevant and meaningful (i.e. do not just cite to fulfill this requirement).

- b. Include at least one relevant citation to each of the references included in these personality project guidelines. In many cases within the guidelines we have provided you appropriate places that you may want to consult and use these references for citations.
- c. Inclusion of other references other than those cited within these guidelines and your literature review is encouraged but not required.
- d. Create an APA style reference page that includes all of the sources you cited in the body of your manuscript including but not limited to the 9 required from your literature search and review.

VIII. Appendices

- a. Create Appendix A with the following title: **Case Guided Autobiography of the Meaning of Race Life Experiences**. Include your autobiographical memory for each life episode collected. If you would like to conceal any sensitive information from your original GRA data collection, please inquire about the “masking research process” on the Final Personality Project Open Discussion Forum.
- b. Create Appendix B with the following title: **Author Note**. See the APA (2009) Publication Manual for the information included in the author note.

IX. Tables and Figures

- a. Narrative Structural Analysis Findings (use the templates provided in the ISRL analytic methods you selected (narrative structural, thematic content, and/or emotional tone) as the basis for the construction of your table). You will need to add titles and other information as specified by APA style for tables within a research report.
- b. Emotional Tone or Thematic Content Analysis Findings (*use the templates provided with the analytic method to construct your tables*)



Hopefully These Detailed Guidelines are Helpful for Successful Completion of This Complex and Intellectually Challenging Research Project! Strive to Complete a High Quality Narrative Personality Case Study Research Project! This is a Learning Experience and Opportunity That Very Few College Students in the United States and Throughout the World Have. This is Part of The Truth and Service of Your Howard University Experience! Excellence and Success are Yours!