

Syllabus for Psychology 317: Theories of Personality

Course Information

Section: 01
Course Number: 1568
Room Number: Del Norte 1500
Day and Time: MW 4:30 – 5:45PM
Semester Dates: 08/25/2012 – 12/15/2012

Instructor Availability and Office Hours

Dr. Harley Baker
Madera Hall 2413
(805) 437 – 8997
harley.baker@csuci.edu
MW 11:30 AM – 12:30 PM (*subject to change*)
and by appointment

Texts and Materials

Crowne, D. P. (2009). *Personality theory* (2nd ed.). Oxford: Oxford University Press. ISBN: 9-780195-430202. (**Required.**)

Readings on Blackboard (**Required.**)

Prerequisites

PSY 100 – Introduction to Psychology (or equivalent); Upper division standing.

Course Catalog Description

This course considers the major theoretical, application, research, and assessment issues in the study of personality. Emphasis will be placed on the theoretical aspects of personality and the different ways in which these theories are validated. The course will also explore some of the more commonly used personality assessment measures, cultural influences on personality theory, as well as at least one non-Western theory of personality. Three units.

Course Learning Objectives and Outcomes

After taking this course, students will be able to:

- ψ Explain and distinguish among the major theoretical approaches to understanding personality in at least three of these areas of psychology: biological, psychoanalytic, cognitive, behavioral, humanistic, social, and developmental.
- ψ Demonstrate knowledge and understanding of theory and research in personality and social processes.
- ψ Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.
- ψ Demonstrate and appreciate the value of a scientific psychological understanding of personality to society.
- ψ Locate relevant research, theory, and information about personality psychology necessary to plan, conduct, and interpret results of research studies.

Course Design and Assignments

The emphasis in this course is on understanding and using personality theories in appropriate ways. *Students can expect to read 75 - 100 pages per week. Prepare to set aside three hours outside of class for every hour spent in class.* Course assignments provide opportunities to gain new knowledge and insight and to apply that knowledge and insight to real situations. Assignments come in five flavors:

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Weekly reading assignments. These include the text, readings posted on Blackboard, and some Internet sites. Readings should be done before class. As you read the materials, jot down issues that arise or questions that come up. To supplement the text and the lectures, I have selected a number of outside readings. These are to be read before class along with the text.

Personality Measure Packets (PMP). Students will be required to take and interpret selected personality measures in order to understand more concretely the various personality theories covered in the course. These are graded as credit (you engaged in the assignment and completed it in a thoughtful manner) or no credit (you did not do this.) *The PMPs are accessed through Blackboard. Access will be "turned off" at midnight the night they are due. They cannot be made up, and no late PMPs will be accepted.*

PMP Self-Reflection. After completing a PMP, students will receive individualized feedback about their results through email by Tuesday. Students will answer the self-reflection questions, print out the form, and bring it to class on the date it is due. These are graded either credit (you engaged in the assignment and completed it in a thoughtful manner) or no credit (you did not do this.) I will be emailing the PMP Feedback and Self-reflection to your official university email account as registered on Blackboard. These will be completed and turned in to Blackboard, always due on Saturdays (to give you more time.)

Exams. All three exams will consist of a number of 'objective' questions. These questions will cover the text, outside readings and lecture material and are designed to assess your knowledge of the material. The exams are all take-home and delivered through Blackboard. You will answer them the same way that you do the PMPs.

Semester Application Paper. We will watch the movie *Groundhog Day* in class at the end of the semester. You will choose *one* of the personality theories/theorists we cover in this class to describe and explain Phil Connors' personality and personality changes throughout the movie. In crafting your 3-5-page paper, you will need to cite specific incidents from the movie as illustration and evidence for support in your essay.

Extra Credit. Students can earn extra credit in this course in two ways:

- ψ First, by participating in research studies conducted by various faculty or students conducting research projects. The amount will be determined separately for each project. To earn this credit, you must *first* get permission and complete a form that outlines the study and the nature of your participation. This form must be signed by the researchers(s). *Without my prior and the signed participation form, you will not receive the extra credit.* Occasionally, I will ask for volunteers for participation in specific projects. In these situations, I have already vetted the research, so you need not obtain any prior documentation of your participation to receive credit.
- ψ Second, by completing specific extra credit PMPs that may be available.

Blackboard

Consistently checking Blackboard will be very important for your success in this course. Much of the material I need to provide you will be available on Blackboard. Besides email, these include, but are not limited to:

- ψ Lecture notes - typically posted Saturday for the upcoming week. You will be able to download these and combine them with the lecture notes you take in class.
- ψ Additional readings posted and available both for download and for printing.

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ψ PMPs available through Blackboard the week before they are due. They should be completed through Blackboard before the due date.

ψ Other materials (e.g., course announcements, syllabus, multiple choice portion of the exams).

Course Grades

I understand grades are important and that many students are concerned. To help with this concern, here is the grade distribution for last five semester's PSY 317 class. As you will see, even though my tests are difficult and challenging, between half and two-thirds of the students in the class received an A or B over the last three years. I expect a similar distribution this term as well.

Semester Grade	Fall, 2009	Spring, 2010	Fall, 2010	Spring, 2011	Fall, 2011	Spring, 2012	Semester Average
A	17%	21%	28%	16%	20%	15%	19%
B	43%	43%	24%	32%	41%	37%	37%
C	28%	19%	33%	33%	28%	37%	30%
D	6%	9%	12%	10%	4%	11%	9%
F	7%	9%	2%	8%	7%	0%	5%

Your semester grade will be based on the table below (see *CSUCI 2012-2013 Catalog*, p. 62).

Percent Range	Grade	Percent Range	Grade	Percent Range	Grade
59% or less	F	70% – 79%	C	90% or more	A
60% – 69%	D	80% – 89%	B		

Note. Grade change is at the midpoint between intervals (e.g., 59.5%, 69.5%)

Please see the *Catalog* or *Schedule of Classes* (p. 62) for other grades (I, IC, W, WU). In calculating the semester grade, each type of assignment will be worth a certain proportion (weight) of the overall course grade, as shown in the table below. In the example below, the student would receive a **B** for the semester grade.

Type of Assignment	Weights	Grade on Assignment	Cumulative
PMPs	10%	100%	10.0%
PMP Self-Reflection	15%	100%	15.0%
Semester application paper	15%	80%	12.0%
First midterm exam	20%	75%	15.0%
Second midterm exam	20%	70%	14.0%
Final exam	20%	70%	14.0%
Extra Credit	0%		.0%
Total	100%		80.0%

Attendance Policy

To do well in this course, it is important to arrive on time and stay for the entire class each session. Given that we all have busy and 'compartmentalized' lives, I know there will be times you cannot attend class. Consistent with CSUCI policy (*CSUCI 2012-2013 Catalog*, p. 66), please let me know via email (preferred) that you will be unable to attend class.

Late Work Policy

No late PMPs will be accepted for any reason. I will accept Self-reflections for up to one week after they are officially due. After this, they will not be accepted. No late exams will be accepted except for medical emergencies.

Academic Honesty

For complete details, please consult the *CSUCI 2012-2013 Catalog* (p. 75). Particularly relevant to this class is the following:

Ψ Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; ***a failing grade in the course where the dishonesty was premeditated or planned.*** (Emphasis added.)

Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that support the learning process, create an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.

Discrimination, Equity and Disability Concerns

California State University Channel Islands prohibits discrimination or harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. The University also prohibits discrimination against anyone due to a relationship or association with an individual with a known disability. The University practices equal opportunity in admission to, access to, and operation of instruction, programs, services, and activities. CI values student diversity and is committed to providing equal access and opportunity to all educational programs and events. Disability Resource Programs serves as a liaison to students, CSU academic departments and the campus community to ensure that our University is accessible to all qualified students with various disabilities including, but not limited to, physical, learning and psychological. Reasonable accommodations and services are provided to students who choose to self-identify and are determined by disability verification and consultation with the student. Services and accommodations are also governed under section 504 of

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the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, state requirements, and CSU and CI policies. Please contact Disability Resource Programs or visit the website at <http://www.csuci.edu/drp> regarding required documentation and polices.

PMPS at a Glance (Available on Blackboard)			
PMP	Contains	PMP Due	Self-Reflection Due
01	Find Your Interests Inventory	Sep 02	Sep 08
02	Life Style Index	Sep 02	Sep 15
03	Basic Character Inventory	Sep 09	Sep 22
04	MBTI	Sep 23	Sep 29
05	Psychosocial Development	Sep 30	Oct 06
06	Horney-Coolidge Type Inventory	Oct 07	Oct 13
07	Attachment and Object Relations	Oct 14	Oct 20
08	NEO PI Inventory	Oct 21	Oct 27
09	16PF	Oct 21	Oct 27
10	Humanistic and Self-Actualization	Oct 28	Nov 10

Note. PMPs are due on *Sundays* at midnight (when Sunday turns into Monday) and Self-Reflections are due on *Saturdays* at midnight (when Saturday turns into Sunday.)

Exams at a Glance (Available on Blackboard)			
Exam	Available	Due	Covers
1	Sep 24	Oct 06	Course materials from Aug 27 – Oct 03
2	Oct 22	Nov 10	Course materials from Oct 08 – Oct 31
3	Dec 03	Dec 15	Course materials from Nov 04 – Dec 05

Note. Exams are due on *Saturdays* at midnight (when Saturday turns into Sunday.)

Blackboard Readings at a Glance		
Reading	Date	Title
Read 01	Aug 31	Cloninger, S. (2009). Conceptual issues in personality theory. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 3-26), Cambridge: Cambridge University Press.
Read 02	Aug 31	Murray, H. A., & Kluckhohn, C. (1953). <i>Personality in nature, society and culture</i> . New York: Knopf. (Downloaded and edited from: http://www.panarchy.org/kluckhohn/personality.1953.html)
Read 03	Sep 05	Holland, J. L. (1985). <i>Making vocational choices: A theory of vocational personalities and work environments</i> (2nd ed.). Odessa, FL: Psychological Assessment Resources. [Ch. 2 “The Personality Types”, pp. 15-33; Ch. 3 “The Environmental Models”, pp. 34 – 46.]

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Blackboard Readings at a Glance		
Reading	Date	Title
Read 04	Sep 10	Freud, S. (1926). "Psychoanalysis." <i>Encyclopedia Britannica</i> (13th ed.).
Read 05	Sep 12	Solms, M. (2006). Freud Returns. <i>Scientific American Mind</i> , 17(2), 28-35.
Read 06	Sep 19	Tallis, R. C. (1996). Burying Freud. <i>Lancet</i> , 347, 669-671.
Read 07	Sep 19	Gedo, J. E. (2002). The enduring scientific contributions of Sigmund Freud. <i>Perspectives in Biology and Medicine</i> , 45, 200-211.
Read 08	Oct 01	Erikson, E. (1968). <i>Identity, youth and crisis</i> . New York: W. W. Norton. [Ch. 3: "The Life Cycle: Epigenesis of Identity", pp. 91-96.]
Read 09	Oct 10	Fromm, E. (1955). <i>The sane society</i> . Florence, KY: Routledge Press. [Ch. 3: "The human situation: The key to humanistic psychoanalysis", pp. 21-64.]
Read 10	Oct 15	Shaver, P. R., & Mikulincer, M. (2009). Attachment theory: I. Motivational, individual-differences and structural aspects. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 228-246), Cambridge: Cambridge University Press.
Read 11	Oct 17	Shaver, P. R., & Mikulincer, M. (2009). Attachment theory: II. Developmental, psychodynamic and optimal-functioning aspects. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 247-261), Cambridge: Cambridge University Press.
Read 12	Oct 24	Costa, P. R., & McCrae, R. R. (2006). Trait and Factor Theories. In J. C. Thomas, D. L. Segal, M. Hersen (Eds.), <i>Comprehensive Handbook of Personality and Psychopathology, Vol. 1: Personality and Everyday Functioning</i> (pp. 96-114). Hoboken, NJ US: John Wiley & Sons Inc.
Read 13	Oct 29	Rogers (1957). A note on "The Nature of Man." <i>Journal of Counseling Psychology</i> , 4, 199-203.
Read 14	Oct 31	Olson, M., & Hergenhahn, B. R. (2012). <i>An introduction to theories of personality</i> (8 th ed.). New York: Pearson. [Chapter 15 "Abraham Maslow", pp. 466-499.].
Read 15	Nov 05	Olson, M., & Hergenhahn, B. R. (2012). <i>An introduction to theories of personality</i> (8 th ed.). New York: Pearson. [Chapter 16 "Rollo Reese May", pp. 500-526.].
Read 16	Nov 21	Feist, J., & Feist, G. J. (2006). <i>Theories of personality</i> (6 th ed.). New York: McGraw-Hill. [Chapter 16 "Bandura: Social Cognitive Theory", pp. 467-498.]

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Weekly Course Schedule		
Date	Day	Material Covered/Assignment Due
Aug 27	M	The nature of personality, theories and personality theories Crowne Ch. 01 “The Scientific Study of Personality” (pp. 1 – 29)
Aug 29	W	The nature of personality, theories and personality theories Read 01 Cloninger, S. (2009). Conceptual issues in personality theory. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 3-26), Cambridge: Cambridge University Press. Read 02 Murray, H. A., & Kluckhohn, C. (1953). Personality in nature, society and culture. New York: Knopf. (Downloaded and edited from: http://www.panarchy.org/kluckhohn/personality.1953.html)
Sept 02	S	PMP01 Find Your Interests Inventory (due by midnight) PMP02 Life Style Index (due by midnight)
Sept 03	M	Labor Day – No class
Sept 05	W	Holland: The simplest personality theorist Read 03 Holland, J. L. (1985). <i>Making vocational choices: A theory of vocational personalities and work environments</i> (2nd ed.). Odessa, FL: Psychological Assessment Resources. [Ch. 2 “The Personality Types”, pp. 15-33; Ch. 3 “The Environmental Models”, pp. 34 – 46.]
Sept 08	Sa	SR01 Find Your Interests Inventory Self-Reflection (due by midnight)
Sept 09	S	PMP03 Basic Character Inventory (due by midnight)
Sept 10	M	Freud and the Psychoanalytic tradition Crowne Ch. 02 “The Beginnings of Personality theory” (pp. 32 – 51) Read 04 Freud, S. (1926). “Psychoanalysis.” <i>Encyclopedia Britannica</i> (13th ed.).
Sept 12	W	Freud and the Psychoanalytic tradition Read 05 Solms, M. (2006). Freud Returns. <i>Scientific American Mind</i> , 17(2), 28-35.
Sept 15	Sa	SR02 Life Style Index Self-Reflection (due by midnight)
Sept 17	M	Freud and the Psychoanalytic tradition Crowne Ch. 03 “Sigmund Freud: Psychoanalysis” (pp. 52 – 96)
Sept 19	W	Freud and the Psychoanalytic tradition Read 06 Tallis, R. C. (1996). Burying Freud. <i>Lancet</i> , 347, 669-671. Read 07 Gedo, J. E. (2002). The enduring scientific contributions of Sigmund Freud. <i>Perspectives in Biology and Medicine</i> , 45, 200-211.
Sept 22	SA	SR03 Basic Character Inventory Self-Reflection (due by midnight)

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Date	Day	Material Covered/Assignment Due
<i>Sept 23</i>	<i>S</i>	<i>PMP04 MBTI (due by midnight)</i>
Sept 24	M	Jung (Guest lecturer: Dr. Volkan!) Crowne Ch. 04 “Analytic Psychology: Carl Jung” (pp. 97-127) MT I available on Blackboard covers all course materials from Aug 27 through Oct 03, and must be completed by midnight, Saturday Oct 05.
Sept 26	W	Ego psychology I Crowne Ch. 05 “Ego Psychology: Anna Freud, Heinz Hartmann, and Erik Erikson” (pp. 128-157)
<i>Sept 29</i>	<i>SA</i>	<i>SR04 MBTI Self-Reflection (due by midnight)</i>
<i>Sept 30</i>	<i>S</i>	<i>PMP05 Psychosocial Development (due by midnight)</i>
Oct 01	M	Ego psychology II Read 08 Erikson, E. (1968). “The Life Cycle: Epigenesis of Identity.” In E. Erikson, <i>Identity, youth and crisis</i> . New York: W. W. Norton. (pp. 91-96).
Oct 03	W	Freudian offshoots: Adler Crowne Ch. 06 “The Neo-Freudians: Alfred Adler” (pp. 160-190)
<i>Oct 06</i>	<i>SA</i>	<i>SR05 Psychosocial Development Self-Reflection (due by midnight)</i>
<i>Oct 06</i>	<i>Sat</i>	<i>Midterm I Due by midnight</i>
<i>Oct 07</i>	<i>S</i>	<i>PMP06 Horney-Coolidge Type Inventory (due by midnight)</i>
Oct 08	M	Freudian Offshoots: Interpersonal Theorists Crowne Ch. 07 “Three Eminent Neo-Freudians: Harry Stack Sullivan, Karen Horney, and Erich Fromm” (pp. 191-249)
Oct 10	W	Freudian Offshoots: Interpersonal Theorists You Tube “Erich Fromm on ‘To Have or to Be’” Guest Dr. Sean Kelly “An application of psychology to current politics” Read 09 Fromm, E. (1955). <i>The sane society</i> . Florence, KY: Routledge Press. [Ch. 3: “The human situation: The key to humanistic psychoanalysis”, pp. 21-64.]
<i>Oct 13</i>	<i>SA</i>	<i>SR06 Horney-Coolidge Type Inventory Self-Reflection (due by midnight)</i>
<i>Oct 14</i>	<i>S</i>	<i>PMP07 Attachment and Object Relations (due by midnight)</i>

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Date	Day	Material Covered/Assignment Due
Oct 15	M	<p>Attachment and Object Relations perspectives</p> <p>Read 10 Shaver, P. R., & Mikulincer, M. (2009). Attachment theory: I. Motivational, individual-differences and structural aspects. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 228-246), Cambridge: Cambridge University Press.</p>
Oct 17	W	<p>Attachment and Object Relations perspectives</p> <p>Read 11 Shaver, P. R., & Mikulincer, M. (2009). Attachment theory: II. Developmental, psychodynamic and optimal-functioning aspects. In P. Carr & G. Matthews (Ed.), <i>The Cambridge handbook of personality theory</i> (pp. 247-261), Cambridge: Cambridge University Press.</p>
Oct 20	SA	SR07 Attachment and Object Relations Self-Reflection (due by midnight)
Oct 21	S	PMP08 NEO-PI Inventory (due by midnight) PMP09 16PF (due by midnight)
Oct 22	M	<p>Trait Theory: Allport and Cattell</p> <p>Crowne Ch. 09 “Gordon Allport, Raymond Cattell, Hans Eysenck, and the Big Five” (pp. 288-333)</p> <p>MT II available on Blackboard covers all course materials from Oct 08 through Oct 31, and must be completed by midnight, Saturday Nov 03.</p>
Oct 24	W	<p>Trait Theory: “Big Five” and Five Factor Model Approach</p> <p>Read 12 Costa, P. R., & McCrae, R. R. (2006). Trait and Factor Theories. In J. C. Thomas, D. L. Segal, M. Hersen (Eds.), <i>Comprehensive Handbook of Personality and Psychopathology, Vol. 1: Personality and Everyday Functioning</i> (pp. 96-114). Hoboken, NJ US: John Wiley & Sons Inc.</p>
Oct 27	SA	SR08 NEO-PI Inventory Self-Reflection (due by midnight) SR09 16PF Self-Reflection (due by midnight)
Oct 28	S	PMP10 Humanistic and Self-Actualization (due by midnight)
Oct 29	M	<p>Humanistic perspectives: Rogers</p> <p>Crowne Ch. 11 “Carl Rogers’ Theory of the Person, George Kelly’s Personal Construct Theory, and Positive Psychology” (pp. 358-401)</p> <p>Read 13 Rogers (1957). A note on “The Nature of Man.” <i>Journal of Counseling Psychology</i>, 4, 199-203.</p>

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Date	Day	Material Covered/Assignment Due
Oct 31	W	Humanistic perspectives: Maslow Read14 Olson, M., & Hergenhahn, B. R. (2011). <i>An introduction to theories of personality</i> (8th ed.). New York: Pearson. [Chapter 15 “Abraham Maslow”, pp. 466-499.].
Nov 05	M	Existential perspectives: Rollo May Read 15 Olson, M., & Hergenhahn, B. R. (2011). <i>An introduction to theories of personality</i> (8 th ed.). New York: Pearson. [Chapter 16 “Rollo Reese May”, pp. 500-526.].
Nov 07	W	Learning Theory Approaches: Skinner Crowne Ch. 13 “The Radical Behaviourism of B. F. Skinner” (pp. 441-471)
Nov 10	SA	SR10 Humanistic and Self-Actualization Self-Reflection (due by midnight)
Nov 10	Sat	Midterm II Due by midnight
Nov 12	M	Veteran’s Day: No Class
Nov 14	W	Social – cognitive approach: Bandura Crowne Ch. 15 “The Social Cognitive Learning Theories of Albert Bandura and Walter Mischel” (pp. 499-535)
Nov 19	M	Social – cognitive approach: Bandura Read 16 Feist, J., & Feist, G. J. (2006). <i>Theories of personality</i> (6 th ed.). New York: McGraw-Hill. [Chapter 16 “Bandura: Social Cognitive Theory”, pp. 467-498.]
Nov 21	W	No Class! Happy T-day! (Take the evening off – you have earned it!)
Nov 26	M	Personality as Biology Crowne Ch. 16 “Genes, behavior, and Personality” (pp. 538-568) Semester paper assignment available on Blackboard
Nov 28	W	Buddhist personality theory
Dec 03	M	Conclusions and Wrap-up Crowne Ch. 17 “Personality Theory in Perspective” (pp. 569-593) <i>Video Groundhog Day</i> MT III available on Blackboard covers all course materials from Nov 05 through Dec 05, and must be completed by midnight, Saturday, Dec 15.
Dec 05	W	Conclusions and Wrap-up <i>Video Groundhog Day</i>

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Date	Day	Material Covered/Assignment Due
<i>Dec 15</i>	<i>Sa</i>	<i>Midterm III due by midnight</i> <i>Semester Paper due by midnight</i>

Note. Schedule and assignments subject to change.