

COURSE SYLLABUS

Personality, identity and self-presentation

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Prerequisite / Co-requisite:

None

Course Description

Personality, identity and self-presentation are one of the most important psychological concepts in the contemporary world being in constant change. What do they mean? In which contexts of everyday life do we use them? What social factors have an influence on individual experiences of one's own personality, identity and self-presentation?

The course explores the modern view of the personality as a process, which involves both conscious and unconscious phenomena. Among these personality phenomena we are likely to meet all psychological spheres, that is: the sphere of cognition, emotion, motivation and behavior. In the cognitive sphere there is learning of certain behaviors, copying behaviors from others and creating one's own behavioral scenarios. Among emotional sphere we have emotions elicited by current situation, as well as emotions linked to the genetic traits of personality. In motivational sphere there are tendencies to certain behaviors, produced by the person's needs, energetic resources and possibilities. Among behavioral sphere, these different tendencies take effect, leading to various outcomes and, in addition, affecting personality in return.

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The course introduces the eclectic view of various personality theories, as well as related conceptions of the self, self-knowledge, self-esteem and self-presentation. Among the goals of the course, there is also the debate about the relation between these concepts and the term of identity. We also propose the discussion of identity among different generations and different values. Moreover, the course explores the issue to what degree the person is able to change all these mentioned psychological phenomena of her or his own.

We propose that American, Polish and European Erasmus students could record videos about each other self-presentation. While analyzing these videos, we will be able to discover various personality and identity mechanisms. We will also have an opportunity to emphasize the basic cultural differences.

Furthermore, the analyze of such videos will enable us to gather the knowledge of self - presentation and image management. We will characterize the main self-presentational strategies implemented in social life. The students will be introduced to psychological mechanisms that take part in the process of creating and managing one's image in social relations. Thus, among the course objectives there is also acquiring the ability to recognize and manage one's own, as well as other people's, self-presentation.

During this seminar we want to offer a debate between American, Polish and European Erasmus students. In our seminar we are going to use active methods such as: dialogue, psychodrama, writing scenarios, and interview. We propose reflection and active research.

Learning outcomes:

Over the course of study participants will:

- learn about different views of personality in psychology: cognitive view, psychodynamic view, humanistic theory of personality, behavioral proposition and the view of personality as a set of traits
- gain the competence to analyze the personality phenomena using various theories together in eclectic approach
- acquire the ability to name and analyze different psychological spheres playing roles among personality: the sphere of cognition, emotion, motivation and behavior
- gain understanding of the phenomena of self, self-knowledge and self-esteem
- acquire the competence to analyze different personal identities with their different values and different forms (private and social identity)

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- gain deep and systematic knowledge in the field of self-presentation, various strategies for public appearances and effects of applied self-presentational behaviors
- acquire the ability to effectively use selected techniques and strategies for performing in various circumstances.
- learn about the effects of self-presentation on the personality and identity
- gain understanding of the significance of motivation behind people's self-presentation behaviors.

Requirements:

1. You are required to read the assigned materials and actively participate in class discussions. You are also recommended to read, if possible, additional non-obligatory material.
2. You are required to take a part in the experiment about self-presentation. Students, who volunteer, will record short video about self-presentation. All persons in the group will participate in interpreting the videos.
3. You are required to submit 1 short essay at various stages of the course.
4. You are required to prepare a group presentation on the topic related to the course theme.

Grading:

1. Engaging in the film experiment – 30%
2. Group presentation – 30%
3. Active participation in class discussions – 30%
4. Short essays – 10%

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Course schedule:

1. The process approach to the personality, identity and self-presentation. Introducing the experiment with recording films about self-presentation. – 2h

Kosslyn, S. M., Rosenberg, R. S. (2011). *Introducing Psychology: Brain, Person, Group*. London: Pearson Custom Publishing.

Chapter 8: Personality: Vive La Difference!

Niemiec, T., Lachowicz-Tabaczek, K. (2015). The Moderating Role of Specific Self-Efficacy in the Impact of Positive Mood on Cognitive Performance. *Motivation & Emotion*, 39(1). doi:10.1007/s11031-014-9469-3.

2. Film analysis: cross-cultural context of defining the matters of personality, identity and self-presentation. – 2h

Doliński, D. (1996). The mystery of polish soul. D. W. Johnson effect a rebours. *European Journal of Social Psychology*, Vol. 26, 1001–1005.

Radkiewicz P., Skarżyńska K., Hamer K. (2013). The Influence of the Big Two. The Perception of People in Relation to Negativistic Beliefs About the Social World. *Social Psychology*, Vol. 44(2).

3. Cognitive approach to personality: to what extent we create and learn our personality? – 2h

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Kosslyn, S. M., Rosenberg, R. S. (2011). *Introducing Psychology: Brain, Person, Group*. London: Pearson Custom Publishing.

Chapter 4: Learning: How Experience Changes Us

4. Psychodynamic view: is personality located mainly in unconscious psychological sphere? – 2h

John O. P., Robins R. W., Pervin L. A. (Ed.) (2008). *Handbook of personality: theory and research*, New York: Guilford Press.

Chapter 3. Psychoanalytic approaches to personality

Mitra S., Basu S., Sanyal N. (2013). Unraveling the Roots of Personality Disorganization through Psychodynamic Lens: A Case Study. *Journal of Projective Psychology & Mental Health*, 20(1), 42-48.

5. Humanistic theory of personality and self-development. The human strengths. – 2h

Rogers, C. (1979). The Foundations Of The Person-Centered Approach. *Education*, 100(2), 98-107.

Isen, A. M., Daubman, K. A., Nowicki, G. P. (1987). Positive affect facilitates creative

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problem solving. *Journal of Personality and Social Psychology*, 52(6), 1122–1131.
doi:10.1037/0022-3514.52.6.1122

6. Behavioral proposition of personality as an effect of environmental interactions. – 2h

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

7. The personality viewed as a set of traits. – 2h

Weiner, I. B., Greene R.L. (2008). *Handbook of Personality Assessment*. Somerset, NJ: John Wiley and Sons Ltd.
Chapter 10. NEO Personality Inventory-Revised.

8. Discussion about the matter: to what extent personality can be genetic? – 2h

John, O. P., Robins R. W., Pervin L. A. (Ed.) (2008). *Handbook of personality: theory and research*, New York: Guilford Press.
Chapter 10. behavioral Genetics and Personality: a new look at the integration of nature and nurture

9. The interaction of emotional and personality spheres. – 2h

Bartels, J. M. (2007). Dispositional positive and negative affect and approach-avoidance achievement motivation. *Individual Differences Research*, 5 (3), 246-259.
doi:10.1037/t06142-000

Frijda, N. H. (1988). The laws of emotion. *The American Psychologist*, 43(5), 349–358.
doi:10.1037/0003-066X.43.5.349

Chen, G., Gully, S. M., Whiteman, J. a, & Kilcullen, R. N. (2000). Examination of relationships among trait-like individual differences, state-like individual differences, and learning performance. *The Journal of Applied Psychology*, 85(6), 835–47. doi:10.1037/0021-9010.85.6.835

10. Emotional intelligence: can we develop efficient use of emotion in daily basics? – 2h

Chapman, B. P., & Hayslip, B. (2006). Emotional intelligence in young and middle adulthood: cross-sectional analysis of latent structure and means. *Psychology and Aging*, 21(2), 411–8. doi:10.1037/0882-7974.21.2.411

11. Motivation and personality. – 2h

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49(3), 182–185. doi:10.1037/a0012801

Alter, A. L., & Forgas, J. P. (2007). On being happy but fearing failure: The effects of mood

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on self-handicapping strategies. *Journal of Experimental Social Psychology*, 43(6), 947–954. doi:10.1016/j.jesp.2006.07.009

Erber, R., & Tesser, A. (1992). Task effort and the regulation of mood: The absorption hypothesis. *Journal of Experimental Social Psychology*, 28, 339-345.

12. Cognitive process and cognitive intelligence among personality. – 2h

Wood, R., & Bandura, A. (1989). Impact of conceptions of ability on self-regulatory mechanisms and complex decision making. *Journal of Personality and Social Psychology*, 56(3), 407–415. doi:10.1037/0022-3514.56.3.407

13. Personality as a process of interaction between different psychological spheres. – 2h

Forgas, J. P. (Ed.) (2006). *Affect in social thinking and behavior*. New York and Hove: Psychology Press.

Martin, L. L., Ward, D. W., Achee, J. W., & Wyer, R. S. (1993). Mood as input: People have to interpret the motivational implications of their moods. *Journal of Personality and Social Psychology*, 64(3), 317–326. doi:10.1037//0022-3514.64.3.317

14. The methodology of research on personality and related spheres. – 2h

Weiner I. B., Greene R.L. (2008). *Handbook of Personality Assessment*. Somerset, NJ: John Wiley and Sons Ltd.

Chapter 2. The personality assessment process.

15. Self-knowledge and self-esteem – how do they differ? – 2h

Lachowicz-Tabaczek K., Śniecińska, J. (2011). Self-concept and self-esteem: How the content of the self-concept reveals sources and functions of self-esteem. *Polish Psychological Bulletin*, 42.

Tesser, A., Felson, R., Suls, J. (2000). *Psychological perspectives on self and identity*. Washington DC, US: American Psychological Association.

16. Identity and values among different generations. – 2h

Kosslyn, S. M., Rosenberg, R. S. (2011). *Introducing Psychology: Brain, Person, Group*. London: Pearson Custom Publishing.

Chapter 9: Psychology Over the Life Span: Growing Up, Growing Older, Growing Wiser

17. Self-presentation: the characteristics of the phenomenon. – 2h

Buss, A. H., Briggs, S. R. (1984). Drama and the Self in Social Interaction. *Journal of Personality and Social Psychology*, 47, 1310-1324.

Schlenker B. R., (1980). *Impression Management: The Self –concept, Social Identity, and Interpersonal Relations*. Moterey, CA: Brooks/Cole.

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Schlenker, B. R., Weigold, M. F. (1992). Interpersonal processes involving impression regulation and management. *Annual Review of Psychology*, 43, 133-168.

18. Mechanisms of the internalization of self-presentation. – 2h

Dymkowski M., Cisek, S. (1998). *The impact of self-presentation effectiveness on subsequent self-beliefs*. Polish Psychological Bulletin, 29, 181-197.

Jones E. E., Rhodewalt F., Berglas S., Skelton J.A., (1981). Effects of Strategic Self-Presentation on Subsequent Self-Esteem. *Journal of Personality and Social Psychology*, 41, 407-421.

Tice D. M. (1992). Self-Concept Change and Self-Presentation: The looking Glass Self Is Also a Magnifying Glass. *Journal of Personality and Social Psychology*, 60, 435-451.

19. The moral and competence-related interpretation of behavior. – 2h

Wojciszke B., Dowhyluk M., Jaworski M. (1996). Moral and competence – related traits: How do they differ? *Polish Psychological Bulletin*, 37, 213-220.

Wojciszke B., Kłusek B. (1996). Moral and competence – related traits in political perception. *Polish Psychological Bulletin*, 27, 319-325.

20. The potential of creating and managing one's own self-presentation, identity and personality. – 2h

Mroczek, D. K., Little, T. D. (2006). *Handbook of Personality Development*. Milton Park, Abingdon: Taylor & Francis.

Bibliography:

Required readings:

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49(3), 182–185. doi:10.1037/a0012801

Forgas, J. P. (Ed.) (2006). *Affect in social thinking and behavior*. New York and Hove: Psychology Press.

Frijda, N. H. (1988). The laws of emotion. *The American Psychologist*, 43(5), 349–358. doi:10.1037/0003-066X.43.5.349

Jones E. E., Rhodewalt F., Berglas S., Skelton J. A. (1981). Effects of Strategic Self-Presentation on Subsequent Self-Esteem. *Journal of Personality and Social Psychology*, 41, 407-421.

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- Lachowicz-Tabaczek K., Śniecińska, J. (2011). Self-concept and self-esteem: How the content of the self-concept reveals sources and functions of self-esteem. *Polish Psychological Bulletin*, 42.
- John, O. P., Robins R. W., Pervin L. A. (Ed.) (2008). *Handbook of personality: theory and Research*. New York: Guilford Press.
- Mroczek, D. K., Little, T. D. (2006). *Handbook of Personality Development*. Milton Park, Abingdon: Taylor & Francis.
- Radkiewicz P., Skarzyńska K., Hamer K. (2013). The Influence of the Big Two. The Perception of People in Relation to Negativistic Beliefs About the Social World. *Social Psychology, Vol. 44(2)*.
- Rogers, C. (1979). The Foundations Of The Person-Centered Approach. *Education*, 100(2), 98-107.
- Schlenker B. R. (1980). *Impression Management: The Self –concept, Social Identity, and Interpersonal Relations*. Brooks/Cole, Moterey, CA.
- Schlenker, B. R., Weigold, M. F. (1992). Interpersonal processes involving impression regulation and management. *Annual Review of Psychology*, 43, 133-168.
- Tice D. M. (1992). Self-Concept Change and Self-Presentation: The looking Glass Self Is Also a Magnifying Glass. *Journal of Personality and Social Psychology*, 60, 435-451.
- Wojciszke B., Dowhyluk M., Jaworski M. (1996). Moral and competence – related traits: How do they differ? *Polish Psychological Bulletin*, 37, 213-220.

Recommended readings:

- Alter, A. L., & Forgas, J. P. (2007). On being happy but fearing failure: The effects of mood on self-handicapping strategies. *Journal of Experimental Social Psychology*, 43(6), 947–954. doi:10.1016/j.jesp.2006.07.009
- Bartels, J. M. (2007). Dispositional positive and negative affect and approach-avoidance achievement motivation. *Individual Differences Research*, 5 (3), 246-259. doi:10.1037/t06142-000
- Buss, A. H., Briggs, S. R. (1984). Drama and the Self in Social Interaction. *Journal of Personality and Social Psychology*, 47, 1310-1324.
- Chapman, B. P., & Hayslip, B. (2006). Emotional intelligence in young and middle adulthood:

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- cross-sectional analysis of latent structure and means. *Psychology and Aging, 21*(2), 411–8. doi:10.1037/0882-7974.21.2.411
- Chen, G., Gully, S. M., Whiteman, J. a, & Kilcullen, R. N. (2000). Examination of relationships among trait-like individual differences, state-like individual differences, and learning performance. *The Journal of Applied Psychology, 85*(6), 835–47. doi:10.1037/0021-9010.85.6.835
- Dymkowski M., Cisek, S. (1998). The impact of self-presentation effectiveness on subsequent self-beliefs. *Polish Psychological Bulletin, 29*, 181-197.
- Erber, R., & Tesser, A. (1992). Task effort and the regulation of mood: The absorption hypothesis. *Journal of Experimental Social Psychology, 28*, 339-345.
- Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology, 52*(6), 1122–1131. doi:10.1037/0022-3514.52.6.1122
- Martin, L. L., Ward, D. W., Achee, J. W., & Wyer, R. S. (1993). Mood as input: People have to interpret the motivational implications of their moods. *Journal of Personality and Social Psychology, 64*(3), 317–326. doi:10.1037//0022-3514.64.3.317
- Mitra S., Basu S., Sanyal N. (2013). Unravelling the Roots of Personality Disorganization through Psychodynamic Lens: A Case Study. *Journal of Projective Psychology & Mental Health, 20*(1), 42-48.
- Niemiec, T., Lachowicz-Tabaczek, K. (2015). The Moderating Role of Specific Self-Efficacy in the Impact of Positive Mood on Cognitive Performance. *Motivation & Emotion, 39*(1). Doi:10.1007/s11031-014-9469-3.
- Tamir, M. (2005). Don't worry, be happy? Neuroticism, trait-consistent affect regulation, and performance. *Journal of Personality and Social Psychology, 89*(3), 449–61. doi:10.1037/0022-3514.89.3.449
- Rosenberg S., Nelson C., Vivenkanathan P. S. (1968). A multidimensional approach to the structure of personality impressions. *Journal of Personality and Social Psychology, 9*, 283-294.
- Schlenker B. R., Britt T., W., Pennington J. (1996). Impression regulation and management: Highlights of theory of self-identification, [in:] R. M. Sorrentino, E. T. Higgins (eds.), *Handbook of motivation and cognition: The interpersonal context* (t. 3), Guilford, New York.
- Schlenker B.R., Dlugolecki D.W., Doherty K. (1994). The impact of self presentations on self-appraisals and behavior: The power of public commitment. *Personality and Social Psychology Bulletin, 20*, 20-33.

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Tesser, A., Felson, R., Suls, J. (2000). *Psychological perspectives on self and identity*. Washington DC, US: American Psychological Association.

Weiner, I. B., Greene R.L. (2008). *Handbook of Personality Assessment*. Somerset, NJ: John Wiley and Sons Ltd.

Wood, R., & Bandura, A. (1989). Impact of conceptions of ability on self-regulatory mechanisms and complex decision making. *Journal of Personality and Social Psychology*, 56(3), 407–415. doi:10.1037/0022-3514.56.3.407

Wojciszke B., Kłusek B. (1996). Moral and competence – related traits in political perception. *Polish Psychological Bulletin*, 27, 319-325.