Chapter 12

Personality

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*Interactive Presentation Slides for Introductory Psychology* 14.2 Further Perspectives and Personality Assessment

Worth Video Series: Video Anthology for Introductory Psychology: Psychological Disorders – Self-Image: Body Dissatisfaction Among Teenage Girls

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HANDOUTS

HANDOUT 12.1A–E: Rormock Inkblots 1–5

HANDOUT 12.2: TIPI

HANDOUT 12.3: Defense Mechanisms
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Chapter Objectives

After studying this chapter, students should be able to:

1. Define *personality*, noting how it involves thought, feeling, and behavior, and explain the difference between describing and explaining personality.

2. Compare *self-report* measures of personality and *projective* measures of personality, note some strengths and weaknesses of both approaches, and provide examples of each type of personality measure.

3. Describe the *trait* approach to studying personality; include in your description how language classification has been used to discover core traits, and Eysenck’s simplified model of personality.

4. List the *Big Five* personality dimensions, provide examples of each, and discuss some surface indicators of personality.

5. Discuss the evidence regarding the heritability of personality traits, noting the contributions of both genes and environment to the development of personality traits.

6. Discuss how an evolutionary perspective might account for gender differences in some personality traits as well as personality in animals.

7. Discuss the relationship between cortical arousal and extraversion, and relate these findings to underlying *behavioral activation* and *behavioral inhibition systems*.

8. Describe the *psychodynamic* structure of the mind, explaining the functions and properties of the *id*, *ego*, and *superego*.

9. Describe seven *defense mechanisms*, provide an example of each, and explain how each helps reduce anxiety for an individual.

10. Describe the five stages of *psychosexual development*, provide an example of the conflicts that occur during each stage, and discuss how *fixation* is a possibility at each stage.

11. Explain the basic approach to personality adopted by *humanistic* psychologists; include in your explanation a description of *self-actualization* and *states of flow*.

12. Compare and contrast the humanistic approach to personality with the *existential* approach.

13. Explain the basic tenets of the *social-cognitive approach* to personality and discuss how the notions of *person-situation controversy*, *personal constructs*, *outcome expectancies*, and *locus of control* illustrate aspects of this general approach.
14. Describe how the *self-concept* is organized; include the concepts of *self-narrative*, *self-schemas*, and *self-verification*.

15. Describe the difference between self-concept and *self-esteem*; list some sources of self-esteem and some advantages of having high self-esteem.

16. Define the *self-serving bias*, and draw parallels between it and *narcissism*.

17. Define and give several examples of *implicit egotism*.

**I. Personality: What It Is and How It Is Measured**

(Chapter Objectives 1–2)

A person’s characteristic style of behaving, thinking, and feeling is what psychologists call **personality**. Personality psychologists seek ways to describe, explain, and measure these different characteristic styles. Personality inventories, such as the MMPI and other *self-report* questionnaires, can be used to assess people’s views of themselves and their own personality characteristics. **Projective tests**, such as the **Rorschach Inkblot Test** and the **Thematic Apperception Test**, can be used to assess aspects of people’s personalities of which they may be unaware.

**Lecture Suggestion 12.1**

You’re My Type (O), Baby . . .

Many a charlatan, truth-seeker, earnest spirit, or misguided investigator has tried to divine personality in some ready-made system or another. People have tried to link dispositional qualities to astrological signs, somatotypes, alignment of planets, bumps on the head, humors, seasons of the year, being frightened by animals during pregnancy, and countless other variables. Most of these explanations have fallen by the wayside as scientific advances render their claims suspect. However, one supposed basis for personality has remained entrenched in parts of Asia.

In Japan, there is a persistent folk theory that blood type is linked to personality characteristics. Beginning in the early 20th century with the identification of A, B, AB, and O blood types, several hucksters tried to claim that personality was literally “in the blood.” Arguments for racial purity and selective breeding and all the social ills that kind of thinking produces were advanced, and the theory eventually fell out of favor. But, it was revived in the early 1970s and this time it caught on. Science still decries the flimsy basis for these ideas, yet popular women’s magazines in Japan feature blood type quizzes (akin to “What’s your sex quotient?” quizzes in *Cosmopolitan*), many Japanese celebrities include their blood type in *Tiger Beat*–style publications and press materials, and some video games and anime describe the blood types of main characters.

Here is a list of descriptions supposedly associated with each type:
As with horoscopes, there is a schema for compatibility among people with different blood types: Type A is most compatible with A and AB; Type B is most compatible with B and AB; Type AB is most compatible with AB, B, A, and O, and; Type O is most compatible with O and AB.

There have been contemporary reports of schoolyard bullying, with Type B kids beaten up because of their blood type. In some circles, blood type has been weighted as a significant factor in job assignments, promotions, or even romantic match-making. Although surveys report that only 20% of Japanese polled are convinced of blood-type influences on personality, 20% of approximately 130 million people is still a lot of people—about 26 million of them.

As crazes fade and science continues to battle the forces of ignorance, perhaps these views will crumble under the weight of scientific evidence.

Sources:


**Lecture Suggestion 12.2**

Listen to the Music

Many of the big themes associated with the study of personality have provided the basis for artistic expression. For example, Salvador Dali claimed for quite some time that his paintings represented elements of psychoanalysis; his creation of the dream sequence in Alfred Hitchcock’s *Spellbound* is probably the clearest example of his interest in personality psychology.
You needn’t take a trip to an art gallery to see interpretations of personality theory, though. Simply turn on the radio or dig out your iPod and you can find plenty of songs that trade on concepts central to personality research. Given below are a few of these; with a little imagination you can no doubt identify many more. Consider playing them in class as theme music for the day’s lecture topic, or distribute the lyrics as a point of departure for discussing particular aspects of a theory. You might also challenge your students to suggest their own relevant songs, or assign a paper applying themes from a song to themes from the textbook.

<table>
<thead>
<tr>
<th>Artist</th>
<th>Title</th>
<th>Year</th>
<th>Album</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Cooper</td>
<td>I’m Eighteen</td>
<td>1971</td>
<td>Love It to Death</td>
<td>Identity vs. role confusion</td>
</tr>
<tr>
<td>Beach Boys</td>
<td>When I Grow Up</td>
<td>1998</td>
<td>Sounds of Summer</td>
<td>Personality development</td>
</tr>
<tr>
<td>Billy Joel</td>
<td>The Stranger</td>
<td>1998</td>
<td>Greatest Hits</td>
<td>Jung’s shadow archetype</td>
</tr>
<tr>
<td>Cream</td>
<td>Sitting On Top of the World</td>
<td>1968</td>
<td>Wheels of Fire</td>
<td>Self-actualization</td>
</tr>
<tr>
<td>Faith No More</td>
<td>Zombie Eaters</td>
<td>1989</td>
<td>The Real Thing</td>
<td>Id</td>
</tr>
<tr>
<td>Living Color</td>
<td>Cult of Personality</td>
<td>1988</td>
<td>Vivid</td>
<td>Charisma</td>
</tr>
<tr>
<td>Lloyd Price</td>
<td>Personality</td>
<td>1959</td>
<td>Mr. Personality’s Big 15</td>
<td>Personality</td>
</tr>
<tr>
<td>Metallica</td>
<td>The Unforgiven</td>
<td>1991</td>
<td>Metallica</td>
<td>Actualizing tendency</td>
</tr>
<tr>
<td>New York Dolls</td>
<td>Personality Crisis</td>
<td>1973</td>
<td>New York Dolls</td>
<td>Identity</td>
</tr>
<tr>
<td>Nick Lowe</td>
<td>The Beast in Me</td>
<td>1994</td>
<td>The Impossible Bird</td>
<td>Id</td>
</tr>
<tr>
<td>Offspring</td>
<td>Self-Esteem</td>
<td>1994</td>
<td>Smash</td>
<td>Self-esteem</td>
</tr>
<tr>
<td>Pink Floyd</td>
<td>Mother</td>
<td>1980</td>
<td>The Wall</td>
<td>Oedipus complex</td>
</tr>
<tr>
<td>Police</td>
<td>Synchronicity I</td>
<td>1983</td>
<td>Synchronicity</td>
<td>Collective unconscious</td>
</tr>
<tr>
<td>Ramones</td>
<td>I Don’t Want to Grow Up</td>
<td>1995</td>
<td>Adios Amigos</td>
<td>Regression</td>
</tr>
</tbody>
</table>
Rush       Free Will       1980       Permanent Waves       Existentialism
Rush       Animate       1993       Counterparts       Archetypes


**Classroom Exercise 12.1**

A Critical Look at Online Personality Tests

The Internet is a wonderful resource, as we all know. But it’s also filled with a lot of junk . . . as we also all know. This is readily apparent in the number of online quizzes that purport to measure aspects of personality in a reliable and/or valid manner.

To hone your students’ critical thinking skills:

- Ask your students to find and complete two or three online personality tests.
- Then have them critique the tests in a written report addressing the following topics:
  - What were the tests designed to measure?
  - What criticisms do you have of the test items?
  - What kind of personality description(s) were offered after completion of the test? Were they precise and specific, or were they general?
  - What are the dangers and benefits of such online tests?
- To point your students in the right direction, start with some of the URLs given below.

Sources:

http://rumandmonkey.com/widgets/toys/testgen/
http://similarminds.com/personality_tests.html
http://www.3smartcubes.com/pages/personality_tests.asp
http://www.gotoquiz.com/personality_quiz_1
http://www.humanmetrics.com/cgi-win/JTypes2.asp
http://www.jokesunlimited.com/inkblotquiz.php
Classroom Exercise 12.2

Projective Techniques

Projective techniques have a popular allure, probably because they often star in a movie or television show, where they crack some case about a deranged cannibal. They’re also in the popular mind because a lot of people think psychology stopped developing its methods sometime around 1955. If your students hold such an opinion, you can set them straight and teach them about the theory underlying projective techniques at the same time.

- Distribute to your students copies of Handouts 12.1 A–E, which present five “inkblots” from the Rormock Projective Series, a kind of “mock Rorschach,” or reproduce and display the handouts on an overhead projector in class to elicit:
  - students’ interpretations of what they see in each image
  - where it is seen
  - why it is seen that way

- Use this exercise to get your students thinking about projective techniques, but first make clear to students that these images are not any kind of reliable or valid test and are simply in the style of what might be seen on an authentic Rorschach test. Note that the images were created with a graphics program solely for use in the classroom as part of a set of teaching materials. Use this fact as an opportunity to refresh your earlier discussions of reliability, validity, standardization, test integrity, and so on.

- Second, point out that actual projective techniques come with scoring guidelines that have been developed over many years of clinical practice and theoretical refinement. Issues of reliability and validity aside for the moment, you should note that administering a Rorschach is not just an exercise in “Here’s what I think, now what do you think?” Rather, there are several scoring systems, such as those developed by Exner, Klopfer, Rappaport, and others.
Finally, be cautious in conducting this exercise. It doesn’t happen often, but occasionally a student will give a genuinely creepy interpretation of an image. Use your good judgment to discern a “joking for attention and a laugh” creepy answer from an “I’ve got serious mental problems” creepy answer, and act accordingly.

Source:


Classroom Exercise 12.3

Barnum Statements

P.T. Barnum is famous for having stated “There’s a sucker born every minute.” In the field of personality, Barnum statements are statements about an individual that would be true for most every person they were applied to. Barnum statements, and our willingness to believe them (the Barnum Effect), can be found everywhere from daily horoscopes to fortune cookies to self-help books. Unfortunately, Barnum statements can be found sometimes in personality assessments or diagnostic case conferences. You can demonstrate this with the Snack Food Personality Test developed by Alan Hirsch, M.D. Ask your students to identify what their favorite snack food is from the following list: potato chips, tortilla chips, snack crackers, pretzels, cheese curls, and meat snacks. Then read the following personality descriptions that these choices supposedly represent.

1) Potato chips: “Potato chip lovers are successful, high achievers who enjoy the rewards and trimmings of their success—both in business and in family life.”

2) Tortilla chips: “Perfectionists in regards to their own actions and to the community at large, people who crave tortilla chips are humanitarians who are often distressed by the inequities and injustices of society.”

3) Snack crackers: “Contemplative and thoughtful, people who prefer snack crackers base their decisions on logic rather than emotions.”

4) Pretzels: “Lively and energetic, pretzel fans seek novelty and thrive in the world of abstract concepts. They often lose interest in mundane, day-to-day routines.”

5) Cheese curls: “Formal, conscientious and always proper, the cheese curl lover can be described with one word—integrity. They will always maintain moral high ground with their family, work and romantic partners.”

6) Meat snacks: “Gregarious and social, those who reach for a savory bag of pork rinds or crave beef jerky and other meat snacks are often the life of the party. They are loyal and true friends who can always be trusted.”

While students may find that the personality descriptions for their chosen snack food fits their personality, they will likely report that several of the descriptions fit them.
Students also will probably not be surprised to find out that Dr. Hirsch’s research was funded in part by Frito-Lay.

Source:
http://www.psychoheresy-aware.org/snacks84.html

 Multimedia Suggestions

**Feature Film: Identity (2003, 90 min, rated R)** Imagine this. Ten people from different walks of life (including a limo driver, a prostitute, a motel manager, and the parents of a young son) find themselves holed up in a desolate Nevada motel. One by one they are being killed. Elsewhere a psychiatrist is trying to prove the innocence of a man accused of murder. How do these two disparate threads relate to one another? What does this have to do with personhood, identity, and a sense of the self? You’ll see.

See the Preface for product information on the following items:

Interactive Presentation Slides for Introductory Psychology 14.2 Further Perspectives and Personality Assessment

**PsychInvestigator** Personality Psychology

II. The Trait Approach: Identifying Patterns of Behavior

(Chapter Objectives 3–7)

The trait approach tries to identify personality dimensions that can be used to characterize individuals’ behavior. Researchers have attempted to refine the gigantic array of things that people do, think, and feel into some core personality dimensions. Many personality psychologists currently focus on the **Big Five** personality factors: conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion. The emphasis in these theories is on broad personality dispositions that are relatively consistent across situations. Trait psychologists often look to biological factors to explain the existence of traits. Behavioral genetics research generally support the biological underpinning of traits. Some propose that traits arise from neuropsychological factors, such as the arousability of the cortex.

**Lecture Suggestion 12.3**

Life Is for the Living

“Don’t speak ill of the dead.” That’s generally the case in an obituary. This summary of our existence is usually a list of accomplishments achieved and lives touched, neutral to generally positive in tone. What’s more, most people’s obituaries are usually quite trait-like in the descriptors used. It can be difficult to summarize the full extent of a life, so shorthand summaries using trait terms—”she was kind to others, generous to a fault, and quiet in disposition”—fit the bill nicely.
You can share these observations with your students as a way of discussing the trait concept in personality theory. The daily newspaper is filled with obituaries—death happens to us all. The only difficulty is that analyzing trait terms for people no one knows doesn’t reveal much. When a well-known person dies, especially one who has often appeared in public or made public statements, however, we can get a better sense of how the trait descriptors used match our perceptions of the individual’s personality when alive.

Here is a list of well-known people who died between September 2007 and March 2008, along with links to obituaries summarizing their lives and accomplishments. A reading of these obituaries will no doubt reveal an abundance of trait concepts to be considered and commented on by you and your students. You can expand this list with other celebrities who would be known to your students.

**Arthur C. Clarke**

Author, futurist, humanitarian – died March 19, 2008


**Gary Gygax**

Co-creator of Dungeons and Dragons – died March 4, 2008

http://www.slate.com/id/2185914/

**William F. Buckley, Jr.**

Conservative author and political pundit – died February 27, 2008


**Maharishi Mahesh Yogi**

Spiritual leader – died February 5, 2008

http://www.latimes.com/news/la-me-maharishi6feb06,0,577098.story#axzz2lluy6NXz

http://www.religionnewsblog.com/20550/ maharishi-mahesh-yogi-2

http://www.guardian.co.uk/world/2008/feb/06/india.obituaries
Heath Ledger
Actor – died January 22, 2008
http://www.thestar.com/entertainment/Article/296514

Sir Edmund Hillary
Explorer – died January 11, 2008
http://news.bbc.co.uk/1/hi/world/asia-pacific/3740536.stm
http://www.nytimes.com/2008/01/10/world/asia/11cnd-hillary.html?pagewanted=all&_r=0
http://www.freerepublic.com/focus/f-news/1951925/posts

Evel Knievel
Professional thrill seeker – died November 30, 2007
http://www.time.com/time/arts/article/0,8599,1689843,00.html
http://www.variety.com/article/VR1117976807.html

Norman Mailer
Author – died November 10, 2007
http://www.independent.co.uk/news/obituaries/norman-mailer-400006.html

Marcel Marceau
Internationally recognized mime – died September 22, 2007

Source:
Classroom Exercise 12.4

Brevity, Soul of Wit

There’s no shortage of personality scales available to measure just about any dimension you can imagine. There are certainly numerous scales to measure specific personality traits (such as shyness, extraversion, sensation-seeking, or self-consciousness), and several options for measuring the gamut of personality (e.g., MMPI, CPI, NEO). Many of these measures can run to hundreds of items, but sometimes less is more. That’s the thinking that prompted Sam Gosling and his colleagues at the University of Texas at Austin to develop the Ten-Item Personality Inventory (TIPI).

The TIPI is a very brief measure of the Big Five personality dimensions. Its intended use is in research situations where a measure of personality is desirable but time is limited.

■ Use Handout 12.2, a reproduction of the TIPI, in the classroom as a way of introducing the topics of personality inventories, reliability, and validity or the Big Five approach itself.

■ To score the TIPI, do the following:
  ■ Recode the reverse-scored items (i.e., recode a 7 with a 1, a 6 with a 2, a 5 with a 3, etc.). The reverse scored items are 2, 4, 6, 8, and 10.
  ■ Take the AVERAGE of the two items (the standard item and the recoded reverse-scored item) that make up each scale.

Here’s an example using the Extraversion scale: A participant has scores of 5 on item 1 (extraverted, enthusiastic) and 2 on item 6 (reserved, quiet). First, recode the reverse-scored item (i.e., item 6), replacing the 2 with a 6. Second, take the average of the score for item 1 and the (recoded) score for item 6. So the TIPI Extraversion scale score would be: \( \frac{5 + 6}{2} = 5.5 \)

Sources:


http://homepage.psy.utexas.edu/HomePage/Faculty/Gosling/index.htm

Multimedia Suggestions

**Feature Film: Amélie (2001, 122 min, rated R)**

Audrey Tatou stars as a shy waitress who decides to devote herself to making the lives of those around her better. In the process she contemplates the meaning of life and love and
discovers a great deal about both. Amélie is an interesting study in personality, as she bounces from one adventure to another.

See the Preface for product information on the following items:

**Interactive Presentation Slides for Introductory Psychology** 14.2 Further Perspectives and Personality Assessment

**Worth Video Series**

Video Anthology for Introductory Psychology: Personality – Personality Traits

Video Anthology for Introductory Psychology: Personality – Personality and the Brain

Video Anthology for Introductory Psychology: Emotions, Stress, and Health – A Happiness Trait?

Video Anthology for Introductory Psychology: Personality – Genes and Personality: Understanding Williams Syndrome

*Scientific American Introductory Psychology Videos OR Video Anthology for Introductory Psychology: Personality – Trait Theories of Personality*

### III. The Psychodynamic Approach: Forces That Lie beneath Awareness

(Chapter Objectives 8-10)

Freud believed that personality results from a complex interplay of biology and environmental experience that creates our unconscious motives. The psychodynamic approach sees the mind as consisting of the interacting systems of id, ego, and superego, which are aimed at satisfying our drives while dealing with reality and our internalized standards of conduct. Freud explained personality in terms of the sexual and aggressive forces that drive us, our characteristic ways of using defense mechanisms to deal with anxiety, and the degree to which we are able to move through a series of developmental psychosexual stages relatively unhindered. Some people develop a fixation at a specific developmental stage, which then shapes their adult personality.

**Lecture Suggestion 12.4**

Sigmund, Martha, and Minna

Sigmund Freud has been dead for more than 70 years, yet he continues to spark controversy. This time around it’s not so much for his ideas, but rather a shadowy aspect of his personal life.

In 2006, the New York Times reporter Ralph Blumenthal filed a front-page story on a discovery by German sociologist Franz Maciejewski. In the course of gathering information for his own writings about Freud, Maciejewski retraced Freud’s 1898
vacation journey through the Swiss Alps. At the Schweizer haus, an inn in the Swiss town of Maloja, Freud checked in with Minna Bernays, the sister of Freud’s wife Martha Bernays. However, when Maciejewski inspected the original guest register, he noted Freud’s distinctive writing for the guests in Room 11: “Dr. Sigm Freud u frau,” or translated, “Dr. Sigmund Freud and wife.”

This is rather curious, for many reasons. Martha Bernays knew that her husband and her sister were taking this trip; in fact, that same day Freud sent a postcard to Martha detailing the surroundings and their accommodations. What’s unclear is whether Martha knew the actual purpose of this trip, or for that matter, whether anyone in hindsight can know Freud’s true motives. Minna Bernays lived with the Freuds for 42 years, helping with the housework and child-rearing, so it was not unusual for all three adults to spend substantial amounts of time together. The vacation could have been quite innocent, and the signature in the guest book could have been either an expedient way of obtaining lodging or, ironically, a classic Freudian slip.

However, this is not the first time allegations of an affair between Sigmund and Minna have surfaced. Ernest Jones, Freud’s official biographer, noted in 1953 that “his wife was assuredly the only woman in Freud’s love life, and she always came first before all other mortals.” This acknowledgment was made in large part to dispel rumors that were already swirling about Freud’s “second wife.” The issue resurfaced again in 1969, when John M. Billinsky published segments of a taped interview he had with Carl Jung in 1957. Jung pretty much directly said that Freud was in love with Minna, although psychoanalytic adherents at the time (and currently) dismissed his statements as the ramblings of a jealous old man. Those denials might have held more sway had there not also been evidence that, even prior to Billinsky’s interview, Jung said many of the same things to Kurt Eissler, the director of the Sigmund Freud archives. Eissler never commented publicly on Jung’s remarks, and in fact had the transcript of that conversation sealed until the year 2013. (The New York Times apparently obtained a German transcript of that interview.) In the 1980s historian Peter Swales raised similar concerns that Sigmund and Minna’s relationship was other than chaste, and now in the 2000s, true to the 20-year-cycle that these rumors seem to have followed, there appears to be Maciejewski’s evidence.

The impact these allegations have on our understanding of psychoanalysis and the psychodynamic approach to personality seems minimal. Did having extramarital sexual relations with Monica Lewinsky make Bill Clinton a less effective policymaker or world leader? Did consorting with prostitutes detract from Elliott Spitzer’s ability to govern the state of New York? Some people argue that one’s personal and professional lives are distinguishable, and that what’s done in private has little bearing on one’s occupational obligations. Other people argue that bad judgment or ethically questionable behavior in private seeps into decision making in the public realm. The parallel to Freud is not perfect—he was not an elected official in charge of the public’s well-being. However, he did write about sexuality, repression, and moral behavior, and his influence on culture and the life of the mind is undeniably widespread. Whether a revision of our understanding of psychoanalysis needs to take place, based on the quality and amount of the evidence of an affair that has surfaced, remains to be seen.
Sources:


**Classroom Exercise 12.5**

Defense Mechanisms

The psychodynamic view of personality involves the use of defense mechanisms to reduce anxiety resulting from unwanted impulses. To help your students understand the mechanisms of defense and more fully grasp this view of personality, have them complete the exercise in **Handout 12.3**. The correct answers are given below:

1. projection 11. displacement
2. denial 12. regression
3. reaction formation 13. repression
4. reaction formation 14. denial
5. repression 15. projection
6. denial 16. reaction formation
7. regression 17. sublimation
8. projection 18. repression
9. regression 19. projection
10. displacement 20. displacement

**Classroom Exercise 12.6**

Role-Playing Defense Mechanisms

Jack Grieder suggests guidelines for an interactive demonstration of defense mechanisms.

- Ask for eight volunteers (preferably four women and four men) who are willing to role-play various defense mechanisms for the class.

- Assign them (Grieder suggests in mixed-sexed pairs) to portray two defense mechanisms each, and send them into the hallway to prepare their skits.

- During that time (about 10 to 15 minutes), list the defense mechanisms on the board and briefly describe each one to the remaining students.

- Call the volunteers back in to perform their skits.

- Students in the audience should try to correctly identify the defense mechanism being portrayed in each skit.

Discussion:

The subsequent discussion should center on the place of defense mechanisms in personality theory and the role of defense mechanisms in normal functioning. When are defense mechanisms useful? When are they harmful? Which mechanisms are used more than others?

Source:

Multimedia Suggestions

**Feature Film: The Secret Diary of Sigmund Freud (1984, 90 min, rated PG)** Klaus Kinski, Marissa Berenson, Carol Kane, Dick Shawn, Carroll Baker, and the great Bud Cort (from *Harold and Maude*) as Sigmund Freud . . . this is a cast to be reckoned with, and yet this film was dismissed by critics and the general public. Nonetheless, you can no doubt find scenes from this somewhat fictionalized account of Freud’s life that illustrate important aspects of his views.

**Feature Film: The Odd Couple (1968, 105 min, rated G)** Walter Matthau and Jack Lemmon star as the anal expulsive and anal retentive men of Neil Simon’s hit Broadway play. If you liked the television series, you’ll no doubt like this movie version from long ago.

**Feature Film: Psycho (1960, 109 min, rated R)** Look at this film from the perspective of a Freudian struggle. Norman Bates is a man with a troubled mind, a dead mother, and a guest in a motel shower. The overtones of psychoanalysis ring loud as Norman confronts his inner self and darkest thoughts.

**Feature Film: A Dangerous Method (2011, 99 min, rate R)** David Cronenberg directs this historical fiction depicting Carl Jung’s use of Freud’s treatment methods as he tries to cure the beautiful but deeply disturbed Sabina Spielrein. Michael Fassbender portrays Carl Jung and Viggo Mortensen is Sigmund Freud. Keira Knightley portrays the beautiful patient who falls into an affair with the married Carl Jung.

See the Preface for product information on the following items:

*Interactive Presentation Slides for Introductory Psychology* 14.1 The Psychoanalytic and Humanistic Perspectives

*Worth Video Series*

Video Anthology for Introductory Psychology: Personality – Personality Structure: Id, Ego, and Superego

Video Anthology for Introductory Psychology: Personality – Repression: Reality or Myth?

*Scientific American Introductory Psychology Videos* OR Video Anthology for Introductory Psychology: Personality – Psychodynamic Theories of Personality

**IV. The Humanistic–Existential Approach: Personality as Choice**

(Chapter Objectives 11–12)

The humanistic–existential approach to personality grew out of philosophical traditions that are very much at odds with most of the assumptions of the trait and psychoanalytic approaches. Humanists see personality as directed by an inherent striving toward self-
actualization and the development of our unique human potentials. They believe that people require unconditional positive regard for optimal personality development and growth. Existentialists focus on angst and dread and the defensive response people often have to these experiences in order to have an authentic existence.

**Lecture Suggestion 12.5**

Sigmund, Fred, and Carl

Sigmund Freud, B. F. Skinner, and Carl Rogers were arguably three of the most influential personality theorists. Each took as his aim a greater understanding of human nature, although each adopted a distinct perspective on personality. Robert Nye has summarized some of the differences between these three thinkers.

**Views of Basic Human Nature**

Freud’s psychoanalytic view of human nature is quite pessimistic. Driven by primitive urges, humans are little more than controlled savages seeking to satisfy sexual and aggressive pleasures. The internal conflicts between id, ego, and superego only serve to exacerbate the turmoil at the root of personality. This dark view is in sharp contrast to Rogers’s humanism, which starts from the perspective that humans are basically good and continually striving to be even better. Motivations for growth, creativity, and fulfillment pepper Rogers’s optimistic stance on human nature. With Freud pessimistic and Rogers optimistic, Skinner is left somewhat neutral on human nature. True to his behaviorist approach, Skinner would have difficulty supporting notions of either internal turmoil or internal motives for fulfillment. Although Skinner acknowledged that genetic factors were important in determining which behaviors were emitted (and eventually reinforced), he saw environment as exerting a stronger effect on shaping behavior.

**Views of Personality Development**

Freud’s psychosexual stages and their associated milestones and conflicts were key to his overall view of human nature. Personality, like most human qualities, developed slowly over time. Rogers agreed with this general notion of personality as changing and unfolding, but stressed the positive aspects of growth fueled by unconditional positive regard. Skinner also endorsed the notion of change, but emphasized humans as behavior emitters. The changes in “personality” over time are actually due to changes in behaviors, their consequences, and various response contingencies.

**Views of Maladjustment and Therapy**

All three theorists saw a link between personality and maladjustment. Conflicts among unconscious desires and the strain of internal tensions produce maladjustment from Freud’s perspective. The goal of therapy was to uncover the hidden roots of current problems. Rogers thought otherwise. The interruption or stunting of actualization processes, due largely to receiving conditional regard from ourselves and from others, was responsible for maladjustment. The goal of therapy was to point out sources of unconditional positive regard and to orient the person back to a path of growth and
personal fulfillment. “Neurotic,” “psychotic,” and “actualized” would be hard pressed to find a home in Skinner’s psychology. Environments cause maladaptive behaviors, such as when undesirable behaviors are reinforced or there is a history of excessive punishment. The goal of therapy is to change or reapply reinforcement schedules to correct the current maladaptive behaviors.

Views on the Study of Human Behavior

None of these thinkers particularly endorsed traditional experimental procedures. Although Skinner did perform numerous quantitative, controlled laboratory studies, he disdained theorizing and avoided statistical tests. Freud based his views on qualitative, subjective judgments of individuals, and he drew his inspiration as much from literature, art, and society as he did from the clinic. Rogers perhaps held the most balanced view. Although he endorsed objective, quantitative studies of behavior, he also advocated the use of subjective knowledge and phenomenological knowledge. His own work relied heavily on these latter two approaches.

Views of Society

Civilization and Its Discontents summarizes Freud’s view of society. Primitive sexual and aggressive instincts are not likely to find free expression in most civilizations, although society can ease this conflict by providing avenues for sublimating these desires. A balance of expression and sublimation within an evolving society would complement Freud’s view of human nature. Walden Two might summarize Skinner’s view of society, although Beyond Freedom and Dignity could serve equally well. Because society controls the behavior of its members it needs to be constructed thoughtfully and efficiently. Reinforcement of some behaviors and the extinction of others will eventually benefit all members of a society. Finally, any number of Rogers’s writings hold clues to his view of society’s role in daily life. Rogers felt that societies were generally too restrictive and static, and that most social institutions worked against growth and development of the individual. Freedom for alternative lifestyles and opportunities for creative outlets are important elements of a Rogerian world.

Source:


Classroom Exercise 12.7

Applying Personality Theories to TV Characters

After your students are finished studying for their courses, helping the disadvantaged in the community, offering tutoring to their dorm mates, organizing temperance meetings, and picking up litter on campus, you know what they are doing: watching television. Why not capitalize on that recreational pursuit to add a little psychology to the mix?
James Polyson suggests having students apply personality theory to the behavior of a television character.

- After giving students an overview of the major personality theories, ask them to think of an interesting TV character (perhaps a favorite character or one with a particularly vivid or unique personality).

- Focusing on a specific episode of the TV show that features that character, students should write a short essay (2–3 pages) that briefly describes the circumstances and plot of the episode and then explains that character’s behavior in terms of one of the major personality theories (i.e., psycho dynamic, humanistic, trait, or cognitive social-learning).

- Students can use more than one theoretical approach if they’d like and should not be restricted to characters with negative or maladaptive personalities (i.e., “healthy” characters can be interesting, too).

Your students should feel free to be creative and original in their applications of the theory. Student papers are often quite insightful and cover the gamut of personality theories and character types, drawing from shows such as *Grey’s Anatomy, One Tree Hill, The Sopranos, Hannah Montana, The Simpsons*, or daytime soap operas. This usually proves to be a fun exercise and an easy way to help students organize and review class material on personality.

Source:


**Multimedia Suggestions**

**Feature Film: Pulp Fiction (1994, 154 min, rated R)** Four interlocking tales weave their way through and around and over and out of one another in Quentin Tarantino’s masterful piece of cinema. These are stories of violence and redemption, of soul-searching and soul-harvesting, of mortals and myths. The characters are in an existential dance with eternity, their lives always a few heartbeats away from oblivion, real or imagined.

See the Preface for information on the following item:

**Interactive Presentation Slides for Introductory Psychology** 14.2 The Psychoanalytic and Humanistic Perspectives
V. The Social-Cognitive Approach: Personalities in Situations

(Chapter Objective 13)

Behavior is determined not only by personality but also by how people respond to the situations they encounter. The social-cognitive approach describes the consistency of behavior observed in particular situations. Kelly’s personal construct theory suggests that situations and persons mean different things to different people. Core elements of personality involve goals and expectancies about the likelihood of goal attainment. If you are trying to negotiate the world, the social cognitive approach emphasizes how you see things and what you want in each situation.

Classroom Exercise 12.8

Personality and Behavior

If you were looking for a use for the TIPI (described in Classroom Exercise 12.4), here it is.

Steve Dollinger offers an exercise that will help students appreciate the “personality X behavior” interaction.

- Several weeks before you discuss personality theories, ask students to complete the TIPI anonymously (see Handout 12.2).

- At that same time, also ask them to complete a checklist of behaviors that they should be familiar with. You can gauge the composition of the items according to the circumstances of your university, your students, and their probable life experiences, but Dollinger suggests using 15–20 items such as these:

  - Pulled an all-nighter to complete an assignment.
  - Composed a poem (not for an assignment).
  - Gotten drunk for the sake of getting drunk.
  - Gone to Florida or Mexico on spring break.
  - Cheated on a spouse, partner, or lover.
  - Donated blood.
  - Dated a person of a different race than your own.
  - Fallen in love at first sight.
  - Thrown a party for 20 or more people.
  - Kept a personal journal or diary of your feelings or life events.
Students should indicate with a 1 if they have personally engaged in the behavior, and with a 0 if they have not.

Collect these responses, roll up your sleeves, and do a little tabulating.

The behaviors on the checklist ought to be correlated with aspects of the Big Five model of personality. For example, pulling an all-nighter should be negatively correlated with scores on conscientiousness, going away on spring break should be positively correlated with scores on extraversion, and composing a poem should be positively correlated with openness to experience.

Compute the point-biserial correlations between the Big Five personality factor scores and the self-reports of behavior.

When it comes time to discuss personality theory in class (especially the link between personality traits and behavior), again distribute the behavior checklist, and this time ask students to indicate the direction and magnitude of the correlation between each behavior and each Big Five factor. In other words, ask students to identify which factor ought to be most predictive of a given behavior and the way in which it should be related.

Students should indicate whether the correlation will be positive, negative, or nonexistent. Most students will predict that, for example, higher conscientiousness scores ought to be associated with lower reports of pulling an all-nighter, just as throwing a party for lots of people should be positively associated with extraversion scores.

After their predictions are recorded and the material is discussed, share with your students the actual correlations between their own ratings of the Big Five traits and their own self-ratings of behavior. Did the predicted relations between personality and behavior materialize? Did students consistently over- or underestimate the degree to which personality and behavior were linked? How did predictions of the personality-behavior link match up with measures of the personality-behavior link?

Use the discussion of the results to illustrate aspects of the trait and social-cognitive approaches to personality.

Source:


**Classroom Exercise 12.9**

**Moving Pictures**

Netflix, TiVo, BitTorrent, and the local theater have made life an entertaining place for your students. Ask them to give back to the Hollywood which has given them so much by
being a bit more thoughtful, a bit more insightful, about what they’re watching. Here are two related exercises to help them do just that.

Exercise 1: John Paddock and his colleagues note that feature films can be used to analyze personality at a variety of levels. They recommend the SASB approach (to bridge between personality and psychopathology), but you can easily construct an exercise that allows students to apply aspects of the trait, psychodynamic, humanistic, or social-cognitive approaches to personality. Use your imagination to spic up this assignment as you see fit.

For example, given that there’s nothing new under the California sun, it’s clear that Hollywood has recycled its share of plotlines over the years. You might therefore ask students to compare a character from a classic film (Midnight Cowboy, let’s say) with one from a more modern film (American Gigolo, Mysterious Skin, or Johns) following one particular school of thought (e.g., the psychodynamic approach).

Of course, you could throw it wide open, and let students choose a particular character from a particular movie, to be analyzed from several personality approaches.

You might show clips of films in class, then ask students to discuss the personality dynamics of several characters that they saw. Ensemble pieces, such as Crash, Pulp Fiction, Reservoir Dogs, The Usual Suspects, or Roadhouse might be appropriate for this.

Whether you decide to make this an in-class versus a homework assignment, in-depth versus discussion, or long versus short, your students will no doubt gravitate toward discussing popular films they’ve seen from a new perspective.

Exercise 2: Steve Kirsch suggests a similar exercise using animated films.

- Many movies aimed at an audience of children contain a wealth of themes that students can analyze that are relevant to personality theory in general and the social-cognitive approach in particular. For example, when the little engine that could finally does, it can be seen as the fulfillment of personal strivings. Similarly, when Dumbo finally gets airborne, the humanists all applaud because he’s reached his full potential. The 2007 Disney film Enchanted reeks of “personality emerging in a social-cognitive context” as well as the consistency of personality across situations. Giselle finds herself in a land far, far away and needs to adapt to her social situation; at the same time, she’s still sweet, lovable, doe-eyed Giselle. Scenes from Horton Hears a Who!, The Little Mermaid, Ratatouille, Aladdin, The Lion King, Snow White, Pinocchio, Mulan, Cars, Over the Hedge, Ice Age, Toy Story, Bambi, Peter Pan, Piglet’s Big Adventure, and countless others contain scenes that your students can analyze for themes of personality theories.

- Your imagination, interests, and class time should dictate how you structure this assignment.

- Given the current popularity of Disney princesses, it might be fun to assign small groups the project of discussing the dominant personality traits of Ariel, Belle,
Cinderella, Giselle, Merida, Mulan, Tiana, Tinkerbell, and whoever else is lining the Disney Store shelves these days. Your students know about these characters; really, they do. You’ll probably find that the “Jasmine group” is vociferous in their endorsement of her personality characteristics, stridently defending their interpretations against the “Pocahontas group.”

Sources:


http://princess.disney.com

**Multimedia Suggestions**

*Feature Film: The Usual Suspects (1995, 106 min, rated R)* This gritty film of small-time crooks involved in a big-time heist is so full of twists your head will spin. Gabriel Byrne, Kevin Spacey, Benicio del Toro, Stephen Baldwin, and Kevin Pollack star as thieves with shady links to one another who are brought in for questioning after a crime has been committed. The tale that evolves is full of colorful personality sketches and traits manifested in situations.

See the Preface for product information on the following item:

*Interactive Presentation Slides for Introductory Psychology* 14.2 Further Perspectives and Personality Assessment

**VI. The Self: Personality in the Mirror**

(Chapter Objectives 14–17)

The human capacity for self-reflection allows us to form a self-concept and develop a characteristic level of self-esteem. The content of the self-concept ranges from episodic memories of behavior and self-narratives to specific beliefs about personality traits. Our self-esteem is influenced by feedback about the self that is filtered by processes of self-evaluation. Sources of self-esteem also include secure acceptance from others as well as evaluations from comparing against standards. Theories have attempted to explain the positive feelings associated with positive self-evaluations, including locating these feelings in perceptions of status, or belonging, or of being protected against mortality. Most people see themselves as better than average. Narcissism is the trait of excessive high self-esteem.
Lecture Suggestion 12.6

Get a Life! Then Get Another Life!

The phrase “Get a life” seems more applicable than ever these days. The action is in MMORPGs (Massively Multiplayer Online Role-Playing Games), such as World of Warcraft (http://us.battle.net/wow/en/) and Dungeons and Dragons (http://www.ddo.com). Such games allow users to construct their own identity and inhabit worlds populated by thousands of players at a time. This approach to entertainment has come to perhaps its fullest fruition with Second Life (http://secondlife.com), an immersive 3D virtual world in which people exist as avatars, or digital representations of themselves. As you might imagine, avatars can take on any appearance a user might like; Second Life offers a staggering array of options for fine-tuning one’s digital appearance. You can see where this is headed. Just as HotChik106 on the other end of the chat room probably isn’t the voluptuous teenager you thought her to be, so too one’s avatar probably represents elements of the self a user would like to be, rather than actually is.

This aspect of imaginary selfhood interests Nick Yee and Jeremy Bailenson of Stanford University. They study what they’ve dubbed “the Proteus effect,” or how changes in physical appearance influence self- and social perceptions. For example, in one experiment participants were assigned avatars that were either attractive or not. In real life, physically attractive people reap all kinds of rewards from others, a bias that has been well-documented. Apparently the same thing is true in imaginary life. Participants who had attractive avatars got within three feet of approaching a (virtual) stranger, whereas those with less-attractive avatars kept their distance at six feet. Personal space is inversely proportional to self-confidence, a trait the attractive avatars seemed to enjoy and display; they were likely to reveal more about themselves to others than the unattractive avatars did. In fact, the little pick-me-up induced by controlling an attractive avatar extended back into the real world. When participants finished their time in virtual reality, they were asked to choose among photos from an online dating service “those who would be interested in you.” Players who had been assigned an attractive avatar were more likely to pick more-attractive potential dating partners compared to those players who were assigned an unattractive avatar.

Being tall also helps. Bailenson and Yee asked volunteers to control a tall versus short avatar for a while, then had the volunteers play a real-life game of dividing shared resources. Player 1 proposed ways of dividing $100 that Player 2 could either accept or reject (in which case, neither player got anything). Players who had controlled a tall avatar proposed, on average, $61/$39 splits, whereas those who had controlled a short avatar offered $52/$48 splits on average. What’s more, when offered a paltry $75/$25 split, those who had controlled a tall avatar rejected the offer 62% of the time, whereas those who had controlled a short avatar rejected the insulting split only 28% of the time.

Sources:

Lecture Suggestion 12.7

Transforming the Self

Dennis Avner. Paul Lawrence. Erik Sprague. You probably don’t recognize these as household names, but a growing subculture knows who these people are. They’re probably better known by their aliases: Stalking Cat, The Enigma, and Lizardman.

Body modification is nothing new. From the Maori warriors whose facial tattoos convey a wealth of meaning in that culture, to those who practice mortification of the flesh with fleshhooks or sexual negation through encasement, to the heavily pierced student sitting in your classroom, people have sought to transform their bodies as a way of transforming their identity. It’s arguable that body modification, at least in the form of tattoos and piercings, has become almost commonplace. You might ask by a show of hands how many of your students have inked their bodies or punctured their flesh; in fact, you might ask them to raise their hands for one tattoo, two, three; don’t be surprised if at least a few still have their hands up at seven or eight! (By the way, Lucky Diamond Rich has been certified by the Guinness Book of World Records as the Most Tattooed Person ever, having beaten the reclusive Leopard Man who lives a hermetic lifestyle on the Isle of Skye.)

But ink and needles seem pedestrian when compared to the more extreme modifications that could be made. Dennis Avner, for example, a 50-year-old resident of Washington State, has been transforming himself for over half his life into a half-human, half-cat creature. Avner’s motivation is to try to bring his physical appearance in line with his spiritual calling, manifested in his Native American totem of a cat. To that end, he has had his full face tattooed; had his teeth removed and replaced with sharp, feline-like dentures; wears green contact lenses with slits in the irises; had his upper lip surgically bifurcated; had transdermal implants put in to attach whiskers to; had his ears surgically pointed at the tips; and had numerous silicone injections and implants in his cheeks, forehead, brow, and chin to create a more cat-like appearance. Almost all the cosmetic work has been done by Steve Haworth, a self-proclaimed “3D body modification and human evolution artist” based in Arizona.

The Enigma, also known as Paul Lawrence, has pursued body modification through the more traditional means of tattooing. His body is covered from head to toe in blue puzzle pieces, initially rendered by Katzen, a tattoo artist who herself has taken on a distinctly feline appearance. The Enigma also has horns surgically implanted in the top of his head. And speaking of enigmatic tattooing, Lizardman has also used the inker’s pen to add green scales over almost all of his body. Lizardman has had his tongue bifurcated, his teeth filed to points, and has added brow implants for that reptilian “knobby” look.

What shall we make of all this? Some psychologists have offered diagnoses of extreme body dysmorphic disorder, which may hold a kernel of truth. At a simpler yet perhaps
deeper level, this kind of body modification speaks of a different kind of truth: All we can really own in this world is our self. Possessions come and go, occupations change, romantic partners are more or less stable, but the one constant is that we always are who we are. Making physical appearance match a psychological sense of identity seems like a reasonable pursuit and one related to motivations for seeking a sex change operation, plastic surgery, or a new tattoo. There’s psychological comfort in knowing that the self others see matches the self you imagine yourself to be.

Sources:


http://www.stalkingcat.net/

http://www.stevehaworth.com/

http://www.youtube.com/watch?v=ITpEtSc4Er8

http://www.youtube.com/watch?v=PnUDSBonub8

Classroom Exercise 12.10

The Self-Serving Bias

The tendency to take credit for and acknowledge successes but deny responsibility for failure is aptly named the self-serving bias. As an example, many students will talk about being innately smart or good at studying when they do well on an exam, but will blame the exam as being unfair or tricky if they do poorly.

Try this exercise suggested by Dana Dunn to illustrate this bias in a context other than success or failure:

■ At the end of a class period, tell students that during the next class meeting you will be talking about the self-concept and that you want to collect some data to use in that discussion. Do this before your class on the self-serving bias.

■ Have students list their personal strengths and weaknesses in two columns on a sheet of paper. Make sure they label the columns.

■ Emphasize that their responses are anonymous and that they should not put their names on the sheets.

■ Collect the papers, and compute the mean number of strengths and weaknesses listed before the next class meeting.

Summary and Discussion:

Assuming that your students consistently list more strengths than weaknesses, use the results of this survey to generate a discussion of the self-serving bias, including the
processes that might contribute to its occurrence and its potential positive or negative
effects on behavior.

Source:


**Classroom Exercise 12.11**

The Name-Letter Effect

The textbook discusses implicit egotism and specifically mentions the name-letter effect, which is the tendency of individuals to think that the letters in their names are “better” letters than those not in their name. Lipsitz & Gifford (2003) designed a simple exercise to demonstrate this phenomenon. Distribute **Handout 12.4** and ask students to complete the form as quickly as possible even if they think the task is silly. Once students have completed the handout, ask them to print their first and last names at the top of the sheet. Next, explain the meaning of the letters on the right side of the sheet: IYFN (in your first name); NIYFN (not in your first name); IYLN (in your last name); and NIYLN (not in your last name). Then ask your students to enter their letter ratings in the appropriate column, and then have them compute the average likeability score for letters in their names versus letters not in their names.

Source:


**Multimedia Suggestions**

*Feature Film: Little Miss Sunshine (2006, 101 min, rated R)* They used to make films like this, and now they still do, again. Never mind that. The Hoover family is not so much a family as a collection of individuals. Grandpa likes cocaine and sex, the father gives motivational speeches to people who aren’t motivated, the mother keeps things together for everyone, the son won’t speak, and Olive just wants to perform. Each of the characters in this movie is just that: quite a character.

See the Preface for product information on the following items:

**Interactive Presentation Slides for Introductory Psychology** 14.2 Further Perspectives and Personality Assessment

**Worth Video Series** Video Anthology for Introductory Psychology: Psychological Disorders – Self-Image: Body Dissatisfaction Among Teenage Girls
Other Film Sources

Administration of Projective Tests (1951, 19 min, IM). Burgess Meredith (the Penguin from the Batman TV series; also the star of “Time Enough To Last,” the famous Twilight Zone episode) acts as the taker of a variety of standardized projective tests. You can’t go wrong with this authentic period piece.

Albert Bandura (1988, 2 parts, 24 min each, IM). Albert Bandura discusses the development of social cognitive theory in this two-part series. Part 1 focuses on the theory and its modifications, whereas Part 2 focuses on the aggression studies and applications of social cognitive theory.

Bandura’s Social Cognitive Theory: An Introduction (2003, 38 min, Davidson). Albert Bandura is the appealing host; the video includes footage of some of his work, including the famous Bobo doll experiment; also includes footage from other countries that demonstrates the universality of his ideas.

Carl Rogers (1969, 2 parts, 50 min each, IM). Why not go to the source? These older videos feature Rogers discussing the development of the humanist approach to personality and its applications to therapy.

Carl Rogers and the Person-Centered Approach (2003, 65 min, IM). Footage of Rogers working with clients is interspersed with an account of his life and the development of his approach to psychology.

Conversations with Carl Rogers (1984, 6 parts, 30 min each, IM). Carl Rogers chats up a storm in this 6-part series. The focus here is a bit more on therapy, but the general principles of humanism are discussed as well.

The Cult of the Beautiful Body (1996, 30 min, FHS). Narcissism is the focus of this look at youth-oriented culture and the pursuit of a perfectly sculpted body.

Discovering Your Personality: Cherishing and Empowering the Unique You (2005, 30 min, IM). Personality becomes a lovefest in this video. Find out how to administer and score a widely used personality scale to discover your fears, desires, strengths, and weaknesses.

Dr. Carl Jung (2004, DVD-ROM, IM). Carl Jung’s discussions with Richard Evans in the 1960s are compiled on this DVD-ROM. Jung talks discursively on his wide-ranging ideas.

The Enduring Self: Personality (2006, 30 min, IM). This video contains all the classic theories of personality; also includes material on self-esteem and general studies of the self.

Giving the Rorschach Test: The Klopfer Method (1951, 10 min, IM). Students are usually curious about projective techniques in general and the Rorschach technique in particular.
Gordon Allport (1966, 100 min, IM). Gordon Allport’s views on traits and the emergence of behavior in social situations.

Hans-Jurgen Eysenck, London 1989 (1990, 60 min, IM). Two interviews with Eysenck cover his range of interests, especially with regard to human personality.

Is There an Enduring Self? (1998, 30 min, IM). This philosophical discussion examines the nature of the self, where it is, and where it goes when we’re not thinking about it.

Jung Speaks of Freud (1957, 29 min, IM). Jung’s views on personality, the falling out with the master, differences in emphasis between Jungian and Freudian psychology.

Personality: All about Me (2003, 60 min, IM). Personality is shaped and molded throughout development. This video looks at the changes in personality that take place from childhood through adolescence to adulthood.

Personality Theories (2001, 30 min, IM). Freudian, humanistic, and social-cognitive theories of personality take center stage.

Personality Theories: Writing a Life Mission Statement (2005, 30 min IM). By watching this video students should become more familiar with the major views of personality that have developed over the past 80 years or so.

Personality Traits and Assessment (2001, 30 min, IM). An overview of several trait approaches to personality and methods of assessment.

Personality Types (2001, 6 min, FHS). Six minutes on personality types.

Raymond Cattell (1966, 50 min, IM). Cattell discusses his approach to personality measurement, with a focus on factor analysis and the “Sweet 16.”

Rollo May on Existential Psychology (1975, 30 min, IM). Rollo May addresses freedom, will, anxiety, and other topics in this wide-ranging discussion.

Sigmund Freud (1995, 50 min, IM). This video presents a general overview of Freud’s life and work. His personality, therapy, and views of humankind are all considered.

Theories of Personality (1994, 20 min, IM). Psychoanalytic, humanist, social-learning, cognitive, and trait theories of personality are presented through discussions with clinical and research psychologists.

A Tribute to Carl Gustav Jung (2004, 60 min, IM). Jung’s influence on psychology, philosophy, art, and the New Age movement is the focus here.

Due to loss of formatting, Handouts are only available in PDF format.