

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. Attach a syllabus that includes the following (sample syllabi can be found at <http://firstyourseminars.osu.edu>):
 - the course goals
 - a brief description of the content
 - the distribution of meeting times
 - a weekly topical outline
 - a listing of assignments
 - grade assessment information (A-E or S/U)
 - required textbooks and/or reading list
 - the academic misconduct and disability services statements (sample statements can be found at <http://ascas.osu.edu/curriculum/asc-syllabus-elements>)

Instructor Information

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

Dr. Nancy A. Rudd, Professor Emeritus, Fashion & Retail Studies (retired May 2019), rehired as lecturer in A&S (Au. 2019)

Proposer's Name and Primary Academic Unit (please print)

Professor Emeritus

Proposer's Title

Rudd.1@osu.edu

Proposer's e-mail Address

2/28/20

Submission Date

(Now Todd Bitters of Arts & Sciences)

Approval of Department Chair of Academic Unit (please print)

Please return this form and any attachments to First-Year Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue, ATTN: Todd Bitters or e-mailed to bitters.4@osu.edu.



The Ohio State University
Arts & Sci 1137. __ – Personal Identity and Personality: Why we are Who we are
College of Arts & Sciences Autumn 2020
Room 119 Campbell Hall ?????

Instructor Dr. Nancy A. Rudd, Professor
 614-323-4879, rudd.1@osu.edu, office hours by appointment

Title: Personal Identity & Personality: Why we are Who we are, 1 cr., graded, Thursdays, 12- 2:00 ???

Description: We examine the key components of our personal identity (including cultural, gender, spiritual, and other important personal or social identities) and the construct of personality to understand how we think of ourselves as we do and how we present ourselves to others. Using short assessments of these aspects, students will complete a final project in which they focus on personal style (apparel, accessories, hair, social media images) as they compose and present their identities publicly to others.

Rationale: Personal identity is as complex as it is individual. Self-perceptions are a key component of identity and influence our cognitions and choices as we present our identity to others. As a scholar who has studied personal identity and how it is influenced by cultural norms and developed a model for self-presentation choices to others, I believe it is critical for us to understand how our perceptions of ourselves influence our presentation to others. I will draw from self-concept theory, cultural theory, gender theory, personality theory, social media theory, and social psychology to examine these inter-connections.

Course objectives:

- (1) To define personal identity and key components for most people (i.e., cultural, gender, spiritual).
- (2) To define the construct of personality and key components (traits, behaviors, etc.)
- (3) To examine how personal identity and personality work together in how we think of ourselves and how we present ourselves to others.
- (4) To explore personal identity and personality via short assessments in the literature.
- (5) To examine ground-breaking and current research in various fields related to identity theory, personality, and self-presentation.
- (6) To develop a strategy for self-presentation via visual components such as apparel, accessories, hair, and social media images to communicate personal identity and personality.

Meeting times: Thursdays, 12-2:00 p.m. ????? For this 1 credit course, students are expected to spend 4 additional hours a week outside of class of our 7-week class (reading, completing self-assessments, research projects).

Required Materials:

- (1) Carmen. Some course readings and worksheets are posted. You will also need to search for others.
- (2) Textbook. Lennon, S.J., Johnson, K.K.P., & Rudd, N.A. (2017) *Social Psychology of Dress* (by Fairchild/Bloomsbury) – available in Barnes & Noble Bookstore or online.

Assignments:

Class participation & attendance	10%
Cultural & spiritual identity essay	20%
Gender identity essay & assessment	20%
Personality essay & assessment	20%
Final project on identity and visual personal style	30%
TOTAL	100%

This course is graded. To pass, students need to earn a total score of 60%. Students are expected to attend class and make a good faith effort to complete all assignments in a fair and responsible way.

Because of the personal and sensitive nature of these activities, they are graded objectively and confidentially. Preliminary assessments are completed in your workbook; you will summarize private evaluations and write an overall summary. The instructor is available to discuss the grade/comments.

Weekly topical outline**Thurs, 8/27, Week 1 Definitions of identity; overview, personal goals (Rudd)**

Importance of identity to the self. **Discussion.**

Course structure, policies, academic misconduct. Definitions of identity. Different aspects of identity that are of greatest importance of most people. Setting personal goals of identity exploration.

Carmen reading:

Textbook: Chapter 1, Introduction

In class: Complete these activities:

- (1) Get acquainted activity
- (2) Rank importance of types of identity to you.

Assignment for next week, 9/3: Answer short reading activity in textbook in preparation for discussion.

Thurs, 9/3, Week 2 Cultural identity, spiritual identity (Rudd)

Identity and self-presentation. Cultural vs. ethnic identity; how we develop these. Spiritual identity, how we develop sense of gender identity. Discussion.

Carmen reading: Johnson, K.K.P., Lennon, S.j., & Rudd, N.A. (2014). Dress, body, and the self. Research in the social psychology of dress. *Fashion and Textiles, 1*, 1-24.

Textbook reading: Chapter 9, Identity and the self

**** Assignment due today, 9/3 –DISCUSSION** of cultural, ethnic and spiritual identity and the self.

Assignment for next week: Cultural and spiritual identity; see Carmen Assignments. **Submit to Carmen.**

- (1). How do you define your cultural/ethnic identity? How did it develop?
- (2) How do you define your spiritual identity? How did it develop?

Thurs, 9/10, Week 3 Gender identity (Rudd)

Identity and self-presentation. Gender identity; how we develop this identity. Binary vs. non-binary identification. **Discussion.**

How does media/culture influence gender identifications?

Carmen reading:

Tiggemann, M. & Hopkins, L. (2008). Tattoos and piercings. Bodily expression of uniqueness? *Body Image*, 8, 245-250.

Textbook reading: Chapter 10, Dress and Identity

** Assignment due today, 9/10 –Essay on cultural and spiritual identity. DISCUSS.

In class: Complete this activity: Examine ads from current magazines as to how gender is portrayed.

Assignment for next week, 9/17: Submit to Carmen a 1-2 page essay, typed, answering the following:

- (1) How do you define your gender identity? How did it develop?
- (2) How do you choose to present this identity publicly?
- (3) Do media images influence your presentation of self?

Thurs, 9/17, Week 4 Personality and identity (Rudd)

Define personality. How is it developed? How is personality identified and presented?

Carmen reading:

Reivo, A. (2008). Unique like everyone else? The dual role of consumers' need for uniqueness. *Psychology of Marketing*, 25(5), 444-464.

Rudd, N.A. & Jestratijevic, I. (April 2018). Body positivity. *Berg Encyclopedia of World Dress and Fashion*. DOI: 10.5040/9781847888525.

Textbook reading: Chapter 8, Dress and Personality

** Assignment Due today 9/17 – Gender identity and presentation. SHARE & DISCUSS.

Assignment for next week, 9/24: Complete personality assessment on Carmen; decide which top 2 aspects of your personality are important in your presentation of self to others. **Submit to Carmen.**

Thurs, 9/24, Week 5 Personality, continued (Rudd)

Modes of dress and self-presentation as they suggest personality characteristics to others.

Carmen reading:

Naumann, L., Vazire, S., Rentfrow, P., & Gosling, S. (2009). Personality judgments based on physical appearance. *Personality and Social Psychology Bulletin*, 35 (12), 1661-1671.

Textbook reading: Chapter 8, continued.

In class: Complete these activities:

- (1) Discuss top personality categories you identify with from your essays.
- (2) Examine styles of dress/hair/beards/accessories/body adornment and how we “read” personality expression.

Assignment due next week, 10/1: Review final project assignment on **Carmen** & begin list of identity aspects for project.

Thurs, 10/1, Week 6 Strategies for self-presentation of identities and personality (Rudd).

Guidelines for combining identities and personality characteristics into a total presentation of self that we believe is authentic and that others can “read” accurately.

Carmen reading: TBD

Textbook reading: Chapter 13, Dress and cultural aesthetics

**** Assignment due today – Top aspects of identity and personality you want others to know. DISCUSS.**

Next week, 10/8, is last class meeting for first session. Work on your Final Project.

Thurs, 10/8, Week 7 Final class meeting

Present final project to class via Power Point summary. See Assignment on Carmen. Submit final paper to Carmen by due date listed under Assignments.

Complete Student Evaluation of Instruction for course.

Assessments and short papers. Several short assessments about identity and personality will be used throughout the term to set the stage for discussion of feelings we hold about our identities, personality, and how we choose to present them publicly to others. Three short papers and summary assessments are required.

Final project – Identity, personality and self-presentation. Using aspects of identity theory (ethnic, gender, spiritual, and personality), you will prepare **BOTH** a research paper in Word **AND** a brief (5-10 slides) PowerPoint presentation describing your identity and how it applies to the way you present yourself through your appearance (dress, accessories, grooming) daily or on Social Media. You will also analyze feedback you receive from your self-presentation or postings. Additional guidelines will be posted on Carmen. **This is due on the last day of class, to be posted on Carmen before class (post by 11:49 p.m.); class begins at 12 p.m. Late postings will automatically have points deducted.** Four or five people from class will be selected at random to present their summaries to the class. Students may volunteer to present for extra credit, but otherwise, names will be drawn. Please submit your paper and presentation to the Carmen Dropbox.

Please remember that your **paper, completed in Word software**, must include all material to be covered in full sentences, written according to college-level expectations (no abbreviations or emoji's, no misspellings). If English is

not your first language, please get writing help. **The PPT slides** must be an abbreviated version of your paper, covering all topics, along with images.

ACADEMIC MISCONDUCT is defined as "any activity which tends to compromise the academic integrity of the university or subvert the educational process. Plagiarism is the act of stealing the ideas and/or the expression of ideas of another and representing them as your own. It is a form of cheating and a kind of academic misconduct that can result in severe penalties. The most obvious form of plagiarism is word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work is a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own. Any such verbatim use of another's work must be credited to the source and acknowledged by using QUOTATION MARKS" (OSU Student Handbook, 1996-97, pp. 10-11).

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. ANY STUDENT WHO FAILS TO GIVE CREDIT FOR IDEAS OR MATERIALS TAKEN FROM ANOTHER SOURCE IS GUILTY OF PLAGIARISM.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

STUDENTS WITH DISABILITIES Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Brief Biographical Paragraph for N. Rudd:

Dr. Nancy A. Rudd taught in the department of Human Sciences in the program unit of Consumer Sciences until retiring Spring 2019. She now lectures in Arts & Sciences. Her teaching and research interests lie in the area of appearance and human behavior, with emphasis on culture, body image, and personal aesthetics. She has taught both undergraduate and graduate students, advised honors and graduate student research, and taught a General Education course entitled Appearance, Dress, and Cultural Diversity. She has studied body image for 25 years, focusing on the perceptions, attitudes, and behaviors of many diverse groups of people. She has received outstanding teaching awards in her college, and has received grants for curriculum development, research, and outreach. She has published her work in several academic journals, and regularly presents her research at national and international conferences. She served as chair of the university Body Image and Health Task Force for the past 25 years, which was founded in 1995, and is a member of the University Wellness Collaborative. Please visit the Task Force website: www.ehe.osu.edu/bitf.