

PSYCO 447 Section B2 and PSYCO 505 Section B5: Self & Identity  
Winter 2016

**Instructor:** Jennifer Passey, Ph.D.

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**Office Hours:** Tuesdays from 4:00pm-6:00pm, and Thursdays from 11:00am-1:00pm (see office hours policy below).

**Course Website:** Go to eClass, accessible on the University main page

**Preferred Pronouns:** She/Her;

Dr. Passey is a Safe Spaces Resource Person; for more info see:

<http://www.ismss.ualberta.ca/SafeSpaces>

**Class Location:**

BSB 121

**Class Times:**

M 2:00pm-4:50pm

**Required Text:**

Sedikides, C., & Spencer, S. J. (2007). *The Self*. Psychology Press: New York, NY.

**Additional Required Readings:**

Links to other required readings not included in the text are available on the course website. All articles covered during student presentation days are **NOT** required, but links to them will be posted on the course website so that interested students may access them.

**Recommended Text:**

Northey, M. & Timney, B. (2012). *Making Sense: A Student's Guide to Research and Writing – Psychology*. Don Mills, ON: Oxford University Press.

**Prerequisites:**

PSYCO 104 or SCI 100, PSYCO 105, STAT 141 or 151 or PSYCO 212, one of PSYCO 342 or PSYCO 347. PSYCO 212 is strongly recommended. Students who have not completed these prerequisites will not be given credit for completing PSYCO 447.

**Course Objectives:**

This course reviews theory and research on the self, primarily from a social psychological perspective. Topics include: the structure of the self, the source of self-knowledge, neuroscience of the self, self-cognition, self-regulation of behavior, self-presentation, self-enhancement, self-esteem, self and relationships, health, and cultural perspectives on the self.

**Please note:** In this course we will discuss several examples of social behavior that are unpleasant and/or controversial (e.g.s, religion, aggression, stereotyping/prejudice, deception, gender roles, evolutionary psychology, and politics). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about social behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking.

Nevertheless, all students will be responsible for all required topics, lectures, readings,

assignments, and activities. I encourage concerned students to review the posted readings and slides in advance, so that they can anticipate the presentation of material they find discomforting.

Hopefully, by the end of the term you will have the skills to:

- (1) Identify and describe the core theories involved in research on the self,
- (2) Interpret, critically evaluate, and discuss scientific research on the self,
- (3) Create new research questions in this area of research,
- (4) Clearly and concisely communicate scientific results to others through class discussions, articles summaries, and literature reviews using APA-style, and
- (5) Apply the findings from the literature to experiences from your daily life.

### **Class Format:**

This course will consist of one 3-hour class per week. Each class will include instructor-led class discussions, small-group discussions of recent papers, and presentations in which students cover recent empirical investigations into the topic and lead the discussion. Starting on Class #3, the beginning portion of the class (60-80 minutes) will be devoted to student presentations on articles related to the previous week's topic. The remaining class time will be devoted to discussion of the current week's topic. For example, students assigned to the Self-Structure and Knowledge topic will present during Class #3 before we discuss that week's topic Social Neuroscience and Mental Processes.

**Grading:**      Presentation (20%)  
                         Participation (20%)  
                         Journal Group (15%; includes 10% for written journal submissions, and 5% for participation in journal group)  
                         Thought Questions (20%)  
                         Literature Review or Research Proposal (25%; including outline worth 10% of the paper grade)  
                         \*Note: There is no possibility of a reexamination in this course.

### **Presentation (worth 20%; see learning objectives #1 and 2):**

Each student will be responsible for giving a presentation and leading class discussion for 25 minutes during one class period (note: for students completing PSYCO 505, the presentation will be 75 minutes). Topics will be selected during the first class period. Although 2-3 students may present on the same day, all students will work alone on their presentations and receive individual marks. Each presenter will meet with the instructor during office hours **at least 1 week prior to their presentation** to receive help and feedback on their discussion. The content of the presentation should draw from recent empirical investigations into aspects of the topic that week, and thus each student will be responsible for presenting 1 empirical article to the class. Students will choose their own article (published no earlier than 2005) from one of the following journals: the Journal of Personality and Social Psychology (JPSP), Personality and Social Psychology Bulletin (PSPB), Self and Identity, Personality and Social Psychology Review (PSPR), The Journal of Personality, Journal of Social and Personal Relationships, or the Journal of Social and Clinical Psychology. However, students should view this as an opportunity to be creative, and feel free to do demonstrations, organize a debate, show brief videos, etc. At the very least, students should prepare an outline of how and where they want the discussion to proceed as well as a list of issues or questions they want the class to discuss.

All students will evaluate the presenters immediately after the discussion. **The grade**

**received on the presentation will be based on the instructor's evaluation (70%), and the ratings from the class (30%).** The presenters will receive both the instructor's comments as well as a selection of the class's comments as feedback. Examples of feedback given to excellent and not-so-excellent presentations given by students in a previous class can be found on the course website.

In the case of serious illness resulting in the student being unable to attend their presentation day, the student must **notify the instructor before the presentation**, and will have these 20% of their final grade calculated as follows: 10% of their final grade will be based on the instructor's assessment of that student's presentation and discussion materials provided to the instructor no later than **4 days** following the presentation date; the remaining 10% will be added to the student's research proposal component of the course making the research proposal worth 35% of their final grade.

**Participation (worth 20%; see learning objectives #1, 2, and 5):**

Active class discussion is essential to the functioning of this course; therefore, participation is worth **a considerable portion** of the final grade. Students are expected to contribute meaningfully (thoughtful, relevant, critical comments) to class discussions and participate in demonstrations and other activities. While mere attendance is not enough to get a good grade for this component, it is imperative in that a student cannot participate if they are not present. Students should read the readings carefully and critically before class and come to class with specific questions or comments about them to add to the discussion. They should think about things like how the research or theory relates to other research they know about, how they could test the theory, criticisms and solutions of the theory or area, etc. **Participation in class will be assessed during every class period** and the instructor will drop the 2 lowest participation grades for the term for each student.

Participation (frequency and quality) will be graded each class on roughly the following scale:

- 0 = absent
- 2 = attended but did not participate at all or very much (below average)
- 3 = comments or questions relevant, but did not involve much insight (average)
- 4 = comments or questions relevant and insightful (good)
- 5 = several comments or questions showed a significant contribution (excellent)

**Journal Group (15%; see learning objectives #2, 3, and 4):**

Each student will be a member of a journal group with 4-5 other students. Each week a portion of the class will be devoted to students meeting with their group to discuss 2 recent empirical articles chosen by the instructor covering something from that week's topic area. Each week, 2 of the 5-6 students in each group will each be responsible for reading one of the two articles chosen by the instructor (in addition to that week's required readings), to write a summary of a chosen study from that article, to share the summary with the other students in their group, and answer any of the groups' questions regarding the study. These students will **submit** their summary through the appropriate assignment submissions function **on eClass Sunday by 11:55pm prior to the Monday class** in which the article will be discussed. **Late summaries will not be accepted for any reason.** In class, the instructor will allocate 15 minutes for the groups to meet so that each of these two students can present their article to their group. The instructor may also allocate further time for the group to discuss a question or problem posed by the instructor. Groups will be determined during the first week of classes.

Each student will be responsible for presenting one article and submitting a summary to their group on 3 class days throughout the term (approx. once every 3 weeks). Students will receive a grade on eClass for their summary within 1 week of the submission deadline, and the total for these 3 submissions will be worth **10%** of the final grade. Student performance in presenting the article to their group, as well as their contribution to the group discussion will be assessed by all group members, and will be worth **5%** of the final grade. Students who fail to submit their summary on time will receive a 0 for the written portion, but may still be able to obtain full marks for the discussion if they complete the summary before class and present it adequately to their group. **It is important to remember that only one student from each group is responsible for presenting each article to their group.** Failure to read the article, write the summary, and adequately present the material to the group will not only hurt that individual student's grade, but may also put the other group members at a disadvantage when completing the group activity for that week. If students have questions or concerns regarding the grading of their summaries, they should contact the instructor.

**Thought Questions (worth 20%; see learning objectives #2, 3, and 5):**

Students will write 3 to 4 thought questions (each one paragraph long) each week based on the assigned readings. These thought questions should be insightful, inquisitive, demonstrate critical thinking, and cover something from each of that week's readings. Suggested topics for thought questions are: (1) Did the research leave questions unanswered? If so, what were they, and how would you address them? (2) Were you left wondering something about this topic? If so, what? (3) Do you have criticisms of the research? Did you think they could have conducted the study differently? (4) What is the next step for future research in this area? How would you conduct this research? What findings would you expect and why? (5) How is the research in this area related to research conducted in other sections of the course? Do theories from these other areas offer alternative explanations for the findings?

The following is (roughly) the scale I will use for grading your thought questions. The score you receive in part reflects your absolute performance, but also reflects your performance relative to the questions submitted by other current and previous students:

0 = did not submit

2 = submitted, but did not attempt to answer their own questions, or to draw appropriate connections with the research, or go beyond the readings (below average)

3 = comments or questions relevant, but did not involve much insight/creativity, could have been better supported by the readings, or were incomplete (average)

4 = comments or questions relevant and insightful, but could have explored the issue further (good)

5 = several comments or questions showed a significant elaboration about the research material, good creativity/insight, and were supported with references to the readings/literature (excellent)

Here are a couple of things to keep in mind:

- Try to answer your own questions, and tell me how you would go about finding the answer.
- Tell me what evidence/reason you have to believe that your answer is correct; it is also ok to explore multiple possibilities. If you pose an interesting thought experiment (re: something that can't be investigate empirically) again explain the reasons why you have the ideas/hypotheses you pose.

- If you are going to criticize a study/finding, tell me why there is a problem, but then also offer a solution. It is easy to poke at limitations of other people's work, and much harder to come up with solutions to make it better.

These questions should be submitted through the discussion board section entitled “Thought Questions” on the course website. The instructor will go over how to submit these assignments during class. **It is the student’s responsibility to ensure that they know how to submit these assignments, and that they do so by the due date. Questions will be due by noon Sunday prior to the Monday class each week during the term** (this deadline allows the instructor time to read your thought questions before class) **beginning on Monday January 11<sup>th</sup>. Late questions will not be accepted for any reason. No questions will be due for February 15<sup>th</sup>, March 28<sup>th</sup>, or April 4<sup>th</sup>.** Students are expected to submit thought questions every week (10 weeks), but the instructor will drop the 2 lowest thought question grades for the term for each student. Students should expect to see their grades for each set of questions (out of 5) posted on the “Grades” section of the course website within 1 week of the submission deadline. If students have questions or concerns about how their questions are graded they should see the instructor during office hours. Students are encouraged to read the questions posted by others before class, as this may help them to prepare for the days discussion. **Keep in mind that questions that are nearly identical to those posted earlier by other students will receive lower marks, and may be investigated for plagiarism.**

#### **Literature Review or Research Proposal (worth 25%; see learning objectives #2, 3, and 4):**

The final paper is the final exam for this course. Students are required to write either a) a literature review summarizing critically the existing research on a self-related topic, including ideas about future research questions, or b) a research proposal for novel and theoretically meaningful empirical study on a self-related topic (note: students completing PSYCO 505 will be required to complete the research proposal option). This literature review/proposal can cover any topic covered in the course (i.e., does not have to be the same topic as the student’s presentation) but must be approved by the instructor. In the literature review, the student will review literature relevant to research concerning the self in order to answer some theoretically meaningful question in the area, and should propose ideas for further original research. In the proposal, the student will review literature relevant to research concerning the self, and will propose an original research study, complete with methods details and materials. Students should meet with the instructor after they have an initial idea about their topic area, in order to obtain suggestions of sources for background research, and make sure that they are on the right track.

An outline will be **due by 11:55pm on Friday February 12<sup>th</sup>** (worth 10% of the final paper mark). **Note late outlines will be accepted for any reason.** This outline for the literature review should include a brief rationale for the proposed review; an outline of the sources the student intends to cite; a description of the question the student hopes to answer; and a description of possible avenues for further research in the area. The outline for a research proposal should include a brief rationale for the proposed study; the hypotheses; a description of the design, manipulation of independent variables, and the dependent measures. The outline should be a maximum of 3 double-spaced pages, and will be submitted through the appropriate assignments function on the course website. Students are expected to use this feedback for writing and improving their final paper. After receiving feedback on this outline, a student may wish to change their topic; if so, they first need to discuss their new topic with the instructor.

The final literature review or proposal will be **due by 11:55pm on Friday April 15<sup>th</sup>**. This

paper (worth **25%** of final grade) should be typed double-spaced and follow the format of the *Publication Manual of the American Psychological Association*. Papers will be submitted through the appropriate assignments function on the course website. In the event of a serious medical illness or family affliction, students can apply to the instructor for an extension for the proposal, and it is up to the instructor to determine whether an extension is warranted. There will be no prorating of this component to other components of the course. The instructor will provide further details on what is required for this paper during class and on the course website. Students can also find detailed outlines regarding APA format and scientific writing on the course website.

**Policy on Late Literature Reviews and Research Proposals:**

Final papers submitted late, for any reason, will be **penalized 20 points** (out of 100) per each calendar day (or part thereof) late (e.g., if you submit the final paper between 11:55pm on the due date and 11:54pm on the next calendar day, you would lose 20 points). Students will submit any late final papers to the instructor via email.

**Grades:**

Final grades will be reported using letter grades. Final grades will be determined after combining scores for all components of the course into a percentage total for each student. **This is not a curved course.** These percentages will then be converted into letter grades based on the following conversion system:

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Presentation, participation, thought question, group assignment, and final paper grades will be posted under “Grades” on the course website, and the class average, standard deviation, and percentiles will be posted for each component at the end of the term. Grades are unofficial until approved by the Department and/or Faculty offering the course.

**Web Content:**

Additional information will be available on the web. The web content will consist of an electronic message board for course questions, and required course readings. The discussion board is intended only as a forum for posting questions and discussing topics related to the PSYCO 447/505 course material. Messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 447/505 content will be deleted, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students’ questions tend to be similar, **students are asked to please post questions on the class**

**message board rather than emailing the instructor directly.** The instructor will check the board regularly and will respond to your questions there. This way everyone in the class has access to the same information. If you have questions specific to **your presentation or proposal, please email these person-specific queries to the instructor.** Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor, or better yet discuss them with the instructor during office hours.

Unless otherwise advised of a scheduled absence by the course instructor, all queries posted on the message board will, at the very least, be acknowledged within 1 working day. **If students do email questions that could have been posted on the message board instead, their email will be returned unanswered or the student will be directed to the message board for the reply.** The posted questions should be as specific as possible so that an appropriate response can be made quickly. Students who post vague, nonspecific, or otherwise unclear questions or comments (e.g., “I don’t understand what a self-discrepancy is”) will be encouraged to attend office hours.

*Note on email etiquette:* **In writing any email to the instructor the student will be required to include the following information if they desire a response:**

1. The **student’s first and last name.**
2. Their **student ID number**
3. The **course number.**

**Failure to include this information may result in the email going unanswered.** The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent either to the instructor or the TA that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Pete Hurd, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

#### **Additional Considerations:**

*Office Hours:* The instructor welcomes and encourages students to attend office hours. **Appointments will only be made with students who cannot attend office hours.** If your class schedule prevents you from attending the scheduled office hours, you should a) log on to Bear Tracks and go to your schedule, b) hit ALT and Prt Scr, and paste the page into a Word document, and then c) attach that document to the email requesting a meeting.

Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the material, please see the instructor as soon as possible. **The instructor wants all students to do well and learn the material in this course, but they can do little to help people who do not take the initiative, and waiting until the end of the course to seek assistance will not be a wise strategy.**

*Absence From Class and Missed Work:* Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

**Note:** In this course, students are allowed to miss a certain number of participation days and sets of thought questions, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). In addition, students are given the option of handing in the final paper late and taking the appropriate penalty (see final paper section of this syllabus for the late penalty). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of participation days or thought questions then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

**Missing a significant portion of the course work will result in a “1” being applied to your final letter grade on your transcript** (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence for their presentation, and/or
2. Fails to complete at least one set of thought questions, and/or
3. Fails to submit the Final paper, and/or
4. Fails to complete at least 1 journal summary.

**Re-Marking:** If you believe that there is a grading error for one of your journal submissions, you must complete a Remarking Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a statement from the readings). Students will submit completed forms via email to the instructor (NOT the TA) whose decision will be final. Any requests for reviewing or remarking any assignment questions must be received before the end of the due date of the final paper (i.e., by 5pm on April 15<sup>th</sup>).

**Students Eligible for Accessibility-Related Accommodations:** Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with SAS deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations. Contact SAS ([www.ssds.ualberta.ca](http://www.ssds.ualberta.ca)) for further information.

**Classroom Etiquette:** Students are expected to behave appropriately during class and student presentations, reflecting respect for the instructor and their classmates. Frequent talking that is not part of the class discussion or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture or presentation material (or other topics unrelated to the course) with their classmates should make arrangements to do so outside of class time. Students who disrupt the class be asked to leave.

Students are expected to turn off all cell phones, pagers, blackberry and music devices during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the classroom. **Use of laptop computers will be permitted for the purpose of note taking. However, the moment the instructor becomes aware that any student is using their computer for any purpose other than taking notes (e.g., check email, Facebook, etc.), all students will be banned from using computers during class, except in circumstances where students are using computers as part of SSDS accommodations.**

**Note:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Academic Integrity:** "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offences. Anyone who engages in these practices will receive **at minimum** a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the Faculty of Science /Faculty of Arts the sanction for **cheating** on any examination will include **a disciplinary failing grade** (NO EXCEPTIONS) and senior students should expect a period of suspension or expulsion from the



University of Alberta. All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

*Learning and Working Environment:* The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.

For additional advice or assistance regarding this policy students may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

*Plagiarism and Cheating:* All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

*Student Success Centre:* Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students’ Union Building).

*Writing Assistance:* Any student experiencing difficulties, or requiring extra assistance for written assignments of any kind, is encouraged to make use of the resources available through the University of Alberta’s Centre for Writers in Assiniboia Hall (for a complete list of available services and tutors please see <http://www.c4w.arts.ualberta.ca/Default.aspx>).

*Disclaimer:* Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

*Policy about course outlines can be found in Section 23.4(2) of the University Calendar.*

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**Course Outline:**

Dates	Class #s	Topics	Readings/Deadlines
Jan. 4 <sup>th</sup>	1	Introduction to the course	Sedikides & Spencer Ch. 4, Brewer & Gardner (1996), Markus & Nurius (1986)
Jan. 11 <sup>th</sup>	2	Self-Structure and Knowledge	Sedikides & Spencer Ch. 3, Linville (1987), Schwarz et al (1991)
Jan. 18 <sup>th</sup>	3	Presentations; Social Neuroscience and Mental Processes	Sedikides & Spencer Ch. 1, Markus (1977), Nisbett & Wilson (1977)
Jan. 25 <sup>th</sup>	4	Presentations; Social Comparison and Self-Presentation	Sedikides & Spencer Ch. 5, Jones & Berglas (1978), Tice (1992)
Feb. 1 <sup>st</sup>	5	Presentations; Self-Enhancement and Narcissism	Sedikides & Spencer Ch. 6 & 8, Swann et al. (1987)
Feb. 8 <sup>th</sup>	6	Presentations; Self-Regulation	Sedikides & Spencer Ch. 7, Bandura (1989), Baumeister et al (1998); <b>Literature review/proposal outline due by 11:55pm on Feb. 12<sup>th</sup></b>
Feb. 15 <sup>th</sup>	-	<b>Classes cancelled (Family Day)</b>	-
Feb. 22 <sup>nd</sup>	7	Presentations; Self-Conscious Emotions	Sedikides & Spencer Ch. 9, Tangney et al. (1998), Tracy et al. (2009)
Feb. 29 <sup>th</sup>	8	Presentations; Self-Esteem Part #1	Sedikides & Spencer Ch. 2 & 12, Baumeister et al (2003).
Mar. 7 <sup>th</sup>	9	Presentations; Self-Esteem Part #2	Sedikides & Spencer Ch. 10 & 11, Greenberg et al (1992).
Mar. 14 <sup>th</sup>	10	Presentations; The Self and Relationships	Sedikides & Spencer Ch. 13 & 14, Baumeister & Leary (1995)
Mar. 21 <sup>st</sup>	11	Presentations; Culture	Sedikides & Spencer Ch.15, Heine et al. (1999), Sedikides et al (2003)
Mar. 28 <sup>th</sup>	-	<b>Classes cancelled (Easter Monday)</b>	-
Apr. 4 <sup>th</sup>	12	Presentations; Health Debate	Colvin & Block (1994), Taylor & Brown (1988)

\* The instructor reserves the right to make changes to this outline as the course progresses.

\*\*\*Any articles covered by student presentations will not be mandatory readings; however, the instructor will make links to these articles available by posting them on the course website so that interested students can access them.

## **Required Readings for Each Week:**

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Links to these articles can be found on the course website.

### Class 1 – Introduction

Sedikides & Spencer Chapter 4.

Brewer, M. B., & Gardner, W. (1996). Who is this "we"? Levels of collective identity and self representations. *Journal of Personality and Social Psychology*, 71, 83-93.

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41, 954-969.

### Class 2 – Self-Structure and Knowledge

Sedikides & Spencer Chapter 3.

Linville, P. W. (1987). Self-complexity as a cognitive buffer against stress related illness and depression. *Journal of Personality and Social Psychology*, 52, 663- 676.

Schwarz, N., Bless, H., Strack, F., Klumpp, G., Rittenauer-Schatka, H., & Simons, A. (1991). Ease of retrieval as information: Another look at the availability heuristic. *Journal of Personality and Social Psychology*, 61, 195-202.

### Class 3 – Social Neuroscience and Mental Processes

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### Class 5 – Self-Enhancement and Narcissism

Sedikides & Spencer Chapters 6 and 8.

Swann, W. B., Predmore, S. C., Griffin, J. G., & Gaines, B. (1987). The cognitive-affective crossfire: When self-consistency confronts self-enhancement. *Journal of Personality and Social Psychology*, 52, 881-889.

### Class 6 – Self-Regulation

Sedikides & Spencer Chapter 7.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.

Baumeister, R. F., Bratslavsky, E., Muraven, Mark., & Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality & Social Psychology*, 74, 1252-1265.

### Class 7 – Self-Conscious Emotions

Sedikides & Spencer Chapter 9.

Tangney, J. P., Niedenthal, P. M., Covert, M. V., & Barlow, D. H. (1998). Are shame and guilt related to distinct self-discrepancies? A test of Higgins' (1987) hypothesis. *Journal of Personality and Social Psychology*, 75, 256-268.

Tracy, J. L., Cheng, J. T., Robins, R. W., & Trzesniewski, K. H. (2009). Authentic and hubristic pride: The affective core of self-esteem and narcissism. *Self and Identity*, 8, 196-213.

Class 8 – Self-Esteem Part #1

Sedikides & Spencer Chapters 2 and 12.

Baumeister, R. F., Campbell, J.D., Krueger, J.L., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4, 1-44.

Class 9 – Self-Esteem Part #2

Sedikides & Spencer Chapters 10 and 11.

Greenberg, J., Solomon, S., Pyszczynski, T., Rosenblatt, A., Burling, J., Lyon, D., Simon, L., & Pinel, E. (1992). Why do people need self-esteem? Converging evidence that self-esteem serves an anxiety-buffering function. *Journal of Personality and Social Psychology*, 63, 913-922.

Class 10 – The Self and Relationships

Sedikides & Spencer Chapters 13 and 14.

Baumeister, R. E., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.

Class 11 – Culture

Sedikides & Spencer Chapter 15.

Heine, S. J., Lehman, D. R., Markus, H. R., & Kitayama, S. (1999). Is there a universal need for positive self-regard? *Psychological Review*, 106, 766-794.

Sedikides, C., Gaertner, L., & Toguchi, Y. (2003). Pancultural self-enhancement. *Journal of Personality and Social Psychology*, 84, 60-79.

Class 12 – Health

Colvin, C. R., & Block, J. (1994). Do positive illusions foster mental health? An examination of the Taylor and Brown formulation. *Psychological Bulletin*, 116, 3-20.

Taylor, S.E., & Brown, J.D. (1988). Illusion and well-being: Some social psychological contributions to a theory of mental health. *Psychological Bulletin*, 103, 193-210.

## **Being Presenter and Discussion Leader:**

1. You are entirely responsible for leading one class discussion with one or two other students. Leading a discussion is not easy, but it can be very rewarding. It requires being extremely prepared in advance. This is not something people can “wing.”
2. I will meet with you to help you prepare your discussion. However, you must arrive prepared for the meeting. After all, YOU are responsible for preparing the discussion. Thus, I will make comments and suggestions regarding your ideas for your discussion. This means that you and your fellow discussion leader(s) need to read the readings for the topic week, discuss the topic, and prepare an outline of what you plan to cover BEFORE we meet. Coming to our meeting unprepared makes a bad impression. We should meet no less than 1 week before your group presentation.
3. The best way to lead a discussion is to know in advance the topics you want to cover, the responses you want to elicit, and the discussion questions that specifically elicit those responses. You don't need to know the answers to the questions you ask, but you should have thought about the answer. Questions like, “What did you think about the study by Smith and Jones?” are poor discussion questions and tend to elicit blank stares or brief, uninformative responses. Your discussion questions should be brief and stated in your own words. If you prepare a list of questions in advance, I will be happy to email them to the class so that they have a chance to think about the questions ahead of time.
4. One of the toughest things about being a discussion leader is the pause that follows the question. It can take up to 10 seconds between when you ask a question and receive a response. People must digest what you said, think about it, formulate a response, and then speak. Typically, however, the 10 seconds seems more like 2 hours. Be patient. If there is a problem with the question, people will ask you to repeat it or I will ask you to rephrase your question.
5. There is a tendency for discussion leaders to dominate the discussion. This is not surprising. After all, as a discussion leader, you probably know the topic better than any other student in the class. You have thought about it more and probably have the answer written down in front of you. Avoid the temptation to dominate discussion. The best discussion leaders pull the answers from others in the class.
6. As noted earlier, this is an opportunity for you to be creative. Feel free to do demonstrations, organize a debate, show brief videos, develop and administer a questionnaire, etc.