

PSYCO 447 Section B1/505 Section B1: Self & Identity
Winter 2020

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Email: jpassey@ualberta.ca (Please put PSYCO 447/505 in subject line, and use your ualberta email address for all emails – also see email etiquette policy below)
Student Hours: Mondays from 1:00-2:30pm, Wednesdays from 9:00-10:30am, and Thursdays from 11am-12:30pm (see student hours policy below).
Course Website: Go to eClass, accessible on the University main page
Preferred Pronouns: She/Her;

Class Location:
T B 76

Class Times:
TR 2:00pm-3:20pm

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 447/505.

Important Dates:

First Day of Class:	Jan. 7 th
Add/Delete Date:	Jan. 17 th
50% Withdrawal Date:	Feb. 5 th
Withdrawal Date:	Apr. 1 st
Last Day of Class:	Apr. 7 th
Final Research Proposal Due Date:	Apr. 22 nd (at 11:55pm)

Course Description and Learning Outcomes:

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 two 80-minute classes per week. The first 2 weeks and the Tuesday classes from weeks 3-12 will include instructor-led class discussions, and small-group discussions of recent papers. The Thursday classes for weeks 3-12, will involve student presentations, during which they will cover recent empirical investigations into the topic and lead the discussion.

Grading:	Presentation (15%)
	Participation (20%)
	Discussion Questions (30%)
	Plagiarism certificate (-; complete module and certificate)
	Peer Review of Research Proposal (2%)
	Research Proposal (33%; including an outline worth 10% of the paper grade)
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	GRAND TOTAL = 100%

*Note: There is no possibility of a reexamination in this course.

Presentation (worth 15%; 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. 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 student 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. Students should review the Tips for Being a Good Discussion Leader, available on eClass.

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 15% of their final grade calculated as follows: 7.5% 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 7.5% will be added to the student's research proposal component of the course making the research proposal worth 35.5% 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)

Discussion Questions (worth 30%; see learning objectives #2, 3, and 5):

For **each week** of readings, **you will submit 3-4 discussion questions** through eClass (each one paragraph long, and with your collection of questions covering all of the assigned readings for the week). The goal of submitting these is threefold: first, to incentivize timely reading of the articles; second, to encourage thoughtful close reading of the articles; and third, to allow people who may not be comfortable speaking up in class to contribute meaningfully to class discussion. In addition, I will use these responses to shape the agenda for the class and to guide the in-class discussions.

To be most effective, discussion questions should demonstrate thinking beyond the text/readings. That is, while concerns about samples and statistics are certainly valid when considering a study, more thoughtful responses might include:

- Aspects of the reading that you found interesting or provocative and would like to explore further
- Concerns with the ability of the method to answer the proposed question
- Theoretical ideas what you disagree with or would like to elaborate on
- Possible criticisms or concerns with the proposed conclusions/explanations for the findings
- Suggesting (and explaining) possible alternative explanations not considered by the author(s)
- Connections to other ideas in this course, or other courses you have taken
- Proposing possible research studies that might test or extend ideas proposed in the paper
- Real world applications of the work not elaborated on by the author(s)

Each discussion question should be one paragraph in length. Thus, you should not attempt to be comprehensive; instead, you should select one or a few issues for further analysis and exploration. Fewer, better developed ideas are better than many underdeveloped points. Please post your discussion questions on the eClass discussion board for that topic no later than noon (i.e., 12pm) the day before that reading will be discussed in class. That is, if the readings are listed on the syllabus for a given Tuesday, you should submit your discussion questions by noon the Monday before **beginning on Monday January 13th. Late questions will not be accepted for any reason.**

Each submission will be **graded out of 15 points**, based on the criteria below (see detailed rubric available on eClass). You will receive extended feedback at two times during the term: first, after submitting your first set of discussion questions; and again with summary feedback halfway through the term. You may also request detailed feedback at any point during the semester. 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. **No questions will be due for February 17th, March 30th, or April 6th.** Students should expect to see their grades for each set of questions (out of 15) 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 student hours. Students are encouraged to read the questions posted by others before class, as this may help them to prepare for the day’s 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.**

Discussion question grading standards:

- Discussion/Understanding of Methods/Details of Articles
- Discussion/Understanding of Theoretical Contribution of Articles
- Critical Thinking and Depth of Engagement

Each standard will be scored out of 5, for a total of 15 points:

- 5 – Outstanding (Note: 5s will be rare!)
- 4 – Skilled
- 3 – Proficient

- 2 – Basic
- 1 - Inadequate

Hints for Strong Writing:

- 1) Your discussion thoughts should reflect your **in-depth thinking** about the readings.
- 2) Too frequently, students try to find problems with articles. Remember: I've selected these as strong articles from which we can learn important lessons. Keep your focus on the deep message of the articles.
- 3) Try a 'yes-and' sort of thinking. If the article is correct, what does this teach us about the self? What might the next exciting experiment/study be?
- 4) Your personal or emotional reaction to an article is only pertinent in that it guides you to a meaningful theoretical question.
- 5) Complaints about participant population or external validity tend to fall flat. These are only useful insofar as it guides you to a theoretically meaningful moderator of the effects.

Plagiarism Certificate (must complete before submitting research proposal outline):

Students will complete a How to Recognize Plagiarism tutorial and certification test before submitting and earning credit for any other written work in the course. The goals of this requirement are to: 1) Ensure that all students can recognize plagiarism, 2) Provide students with confidence that they have mastered this skill before submitting any other writing, and 3) Reduce the number of plagiarism related violations of the student code of conduct. Students must complete the certification test and upload their certificate through eClass before any other work will be graded. That is, **students will receive a zero for their research proposal outline and for their Research Proposal if they have not completed and uploaded the certificate through eClass prior to those deadlines.** To ensure students have completed the certificate before the outline due date, I recommend completing the tutorial and uploading your certificate **by January 17th at the latest.**

The tutorial and certification test are available through Indiana University available here: <https://www.indiana.edu/~academy/firstPrinciples/index.html>. Students who have completed the certification test within the last 6 months (i.e., since July 2019) do not have to redo the certification test; they can upload their previously earned certificate (showing the completion date).

Please note: The tutorial will take approximately **2 hours** to complete, and the **certification test at the end is quite challenging.** To pass the certification test, you must answer at least 9 out of 10 questions correctly. If you fail the test, you will not receive feedback on how many or which questions you answered incorrectly. **I highly recommend completing all of the tutorial materials (including the practice questions within each section);** this will significantly increase your chances of passing the certification test. **Many students may have to complete the certification test multiple times in order to pass.** If you are having difficulty completing the test, please see the Frequently Asked Questions section of the tutorial website: <https://www.indiana.edu/~academy/firstPrinciples/faq.html>

Research Proposal & Peer Review (worth total of 35%; see learning objectives #2, 3, and 4):

The final paper is the final exam for this course. Students are required to write a research proposal for novel and theoretically meaningful empirical study on a self-related topic. This 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 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 14th** (worth **10%** of the final paper mark; i.e., 10 out of 100 marks for the proposal). **Note late outlines will be accepted for any reason.** This outline for the 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.

Students will submit, through the course website, a draft of their research proposal, due by **11:55pm on Friday April 3rd**. Students will then complete a peer review of two other student's research proposals, providing feedback using a form provided by the instructor. **This peer review is due by 11:55pm on Friday April 9th**. Completing the peer reviews will be **worth 2%** of the final grade. Students who do not submit drafts of their own proposal will not be permitted to complete peer reviews, and thus will forego this 2% of their final grade. Further details about the peer review process and feedback will be provided on the course website.

The final research proposal will be **due by 11:55pm on Wednesday April 22nd**. This paper (**worth 33%** of final grade) should be typed double-spaced and follow the format of the *6th edition 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 their faculty for a deferral/extension. 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 Research Proposals:

Final research proposals 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 student 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 student 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, Cor Baerveldt, 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:

Student Hours: The instructor welcomes and encourages students to attend student hours. **Appointments will only be made with students who cannot attend student hours.** If your class schedule prevents you from attending the scheduled student 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 research proposal 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 (i.e., completes 0 thought questions), and/or
3. Fails to submit the Final paper, and/or

Re-Marking: If you believe that there is a grading error for one of your discussion questions, 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 21st).

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 Accessibility Services (<https://www.ualberta.ca/current-students/student-accessibility-services>) 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) 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 students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor. 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. See the [Academic Discipline Process](#).

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>.

The Academic Success Centre: (1-80 SUB): The [Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

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 the [Evaluation Procedures and Grading System](#) section of the University Calendar.

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Class Schedule*:

Dates	Week #s	Topics	Readings/Deadlines***
Jan. 7 th	1	Introduction to the course	
Jan. 9 th	-	What is the Self?	Sedikides & Spencer Ch. 4, Brewer & Gardner (1996), Markus & Nurius (1986)
Jan. 14 th	2	Self-Structure and Knowledge	Sedikides & Spencer Ch. 3, Linville (1987), Schwarz et al (1991)
Jan. 16 th	-	Self-Structure and Knowledge cont...	-; Plagiarism certificate due by 11:55pm on January 17th
Jan. 21 st	3	Social Neuroscience and Mental Processes	Sedikides & Spencer Ch. 1, Markus (1977), Nisbett & Wilson (1977)
Jan. 23 rd	-	Social Neuroscience and Mental Processes Presentations	-
Jan. 28 th	4	Social Comparison and Self-Presentation	Sedikides & Spencer Ch. 5, Jones & Berglas (1978), Tice (1992)
Jan. 30 th	-	Social Comparison and Self-Presentation Presentations	-
Feb. 4 th	5	Self-Enhancement and Narcissism	Sedikides & Spencer Ch. 6 & 8, Swann et al. (1987)
Feb. 6 th	-	Enhancement and Narcissism Presentations	-
Feb. 11 th	6	Self-Regulation	Sedikides & Spencer Ch. 7, Bandura (1989), Baumeister et al (1998)
Feb. 13 th	-	Self-Regulation Presentations	Proposal outline due by 11:55pm on Feb. 14th
Feb. 18 th -20 th	-	Classes cancelled (Reading Week)	-
Feb. 25 th	7	Self-Conscious Emotions	Sedikides & Spencer Ch. 9, Tangney et al. (1998), Tracy et al. (2009)
Feb. 27 th	-	Self-Conscious Emotions Presentations	-
Mar. 3 rd	8	Self-Esteem Part #1	Sedikides & Spencer Ch. 2 & 12, Baumeister et al (2003).
Mar. 5 th	-	Self-Esteem Presentations	-
Mar. 10 th	9	Self-Esteem Part #2	Sedikides & Spencer Ch. 10 & 11, Greenberg et al (1992).
Mar. 12 th	-	Self-Esteem Presentations	-
Mar. 17 th	10	The Self and Relationships	Sedikides & Spencer Ch. 13 & 14, Baumeister & Leary (1995)
Mar. 19 th	-	Relationships Presentations	-
Mar. 24 th	11	Culture	Sedikides & Spencer Ch.15, Heine et al. (1999), Sedikides et al (2003)
Mar. 26 th	-	Culture Presentations	-
Mar. 31 st	12	Health Debate	Colvin & Block (1994), Taylor & Brown (1988)

Apr. 2 nd	-	Health Presentations	Draft proposal due by 11:55pm on Apr. 3rd
Apr. 7 th	-	Peer review period (for proposal)	Peer reviews due by 11:55pm on Apr. 9th Final proposal due by 11:55pm on Apr. 22nd

* 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:

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

Week 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.

Week 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.

Week 3 – Social Neuroscience and Mental Processes

Sedikides & Spencer Chapter 1.

Markus, H. (1977). Self-schemata and processing of information about the self. *Journal of Personality and Social Psychology*, 35, 63-78.

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