

Extended Syllabus

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|---------------------|------------------------|-------------------------------|------------------------------|
| Course Title | Self and Identity | Semester | |
| Credit | 3 credits | Course Number | PSY4045 |
| Class Time | Tue/Thu: 3:00PM–4:15PM | Enrollment Eligibility | Sophomore standing or higher |

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|---------------------------|---|-------------------|
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| | Office: D634 Office Hours: TBA | |

I. Course Overview

- **Description**

This course examines major theories and research, both classic and contemporary, on the psychology of the “self.” The “self,” as you will see, is one of the most studied constructs across the field of psychological science. We will explore how psychological scientists study the self and examine the many psychological processes and behaviors that are associated with it. Our class sessions will feature lecture, discussion, and active learning exercises. You will be responsible for the information that comes out of these class sessions, as well as the information covered in supplemental assigned readings (e.g., journal articles, book chapters).

- **Prerequisites**

Prior completions of PSY2001 (General Psychology) and PSY3009 (Social Psychology) are strongly encouraged; freshmen are not allowed for taking this course.

- **Course Format**

| Lecture | Discussion | Experiment/Practicum | Field study | Presentations | Other |
|---------|------------|----------------------|-------------|---------------|-------|
| 50% | 40% | % | % | 10% | % |

- **Evaluation**

| Quiz | Final Exam | Papers | Presentations | Participation | Other |
|------|------------|--------|---------------|---------------|-------|
| 33% | 17% | 33% | 8% | 7% | 2% |

II. Course Objectives

Here are the specific student learning outcomes for this course.

- Successful students will be able to describe key concepts, principles, and overarching themes in theory and research focused on the self.

- Successful students will be able to accurately apply psychological theories and research on the self to explain, represent, and analyze social behavior in diverse contexts and settings.
- Successful students will be able to demonstrate effective written communication, particularly as it pertains to the articulation of psychological research findings.

III. Course Format

- Course time will be split among lecture and in-class discussion. Students are expected to keep up with the out-of-class readings and *actively participate* in discussion. **Tips:** Bring 2–3 questions/thoughts on each article before each class. This will greatly help you be active in discussion (which is basically your credit for participation).
- Contacting me via email is the best way to get help outside classroom. Please include “PSY4045” in the subject line of any emails to help me get back to you as soon as possible.

IV. Course Requirements and Grading Criteria

- ***Quizzes (100 points)***
There will be a short quiz at the beginning* of nearly every class period (each worth 5 points). I will drop the 2 lowest quizzes from your course grade. **This means you can miss two quizzes with no penalty, or take all of them and have the lowest two not count. Only 20 quizzes will count towards your grade.** The quizzes will be multiple choice and cover the topics discussed during the preceding class period (including the assigned reading). **The quiz will only be administered at the beginning of the class. If you are late to class, you will not be given the opportunity to make-up the quiz unless your tardiness is recognized as excused (see below).*
- ***Integration and Reflection Papers (100 points)***
You will write 5 brief integration and reflection papers throughout the course of the semester (each worth 20 points). The papers must describe a concept thoroughly and summarize some research that documents it. Finally, you must argue why understanding that concept could be useful for advancing some broader societal goal (e.g., increasing cooperation; increasing moral behaviors) and connect that argument to a specific real-world example. The explanation should describe HOW the concept is relevant to the problem. Each paper can cover any material introduced in the interval between the due date and the previous paper.
- ***In-Class Participation (20 points)***
Success of this course is largely based on active participation during class. Questions, comments, thoughts, and communication are considered as class participation, which will be graded by the instructor (me).
- ***Office Visit (5 points)***
Each student is expected to visit my office at least once during the semester.
- ***Group Presentations (25 points)***
In the beginning of the course, students will form a group of 3-4 people. At the end of the course, each group will deliver a 10-minute presentation on one of several topics regarding self and identity.

- ***Final Exam (50 points)***
There will be a comprehensive final exam held during finals week.
- ***Final Grades (300 points in total = 100 for quizzes + 100 for papers + 50 for final + 25 for group presentations + 25 for participation and office visit)***
Your total percentage will be rounded to the nearest whole number and assigned a letter based on the performance.

** If you wish to dispute a grade on an exam, you must submit a written rationale to justify the change within 1 week of receiving your grade.*

V. Course Policies

- ***Attendance Policy***

Attendance in this course will not be recorded. However, I *strongly* recommend that you attend class regularly and that you come to class prepared to engage the material. Much of the information presented in class will not be presented in your readings. At the same time, there are University excused reasons for missing a class or assignment. If an absence is excused, I will provide you an opportunity to make up any exam or work that contributes to the final grade or provide a satisfactory alternative. You are responsible for providing satisfactory evidence to substantiate the reason for the absence. A university-excused absence does not relieve you of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the honor code.

If you have evidence for a university excused absence, you must let me know via email at least 24 hours before the absence (when possible). In cases where advance notification is not feasible (e.g., accident, or emergency), you must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. In the specific instance of illness or injury lasting three or less days, I require you to provide a document that formally proves the status/situation.

- ***Our Learning Environment***

Please be respectful of our learning environment and abstain from any behaviors that might prevent you or your classmates from paying attention and participating in class. You can help by arriving to class on time, not speaking while others are speaking, putting your phone on SILENT, using computers only for class-related tasks such as taking notes or viewing papers, and not presenting inappropriate comments or questions to the class.

On some occasions, we may discuss issues that are controversial or that you have strong views on. In such cases, everyone is expected to maintain an environment of respect for one another and the ideas that are presented. On some occasions, we may also discuss academic topics that may be disturbing to some people. You are always free to step outside during one of these discussions without academic penalty. You will, however, be responsible for any material that you miss. If you ever wish to discuss any concerns or reactions that you have, please don't hesitate to meet with me.

To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room. This class does not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

- **Academic Integrity**

Upon accepting admission to Sogang University, a student immediately assumes a commitment to uphold the honor code, to accept responsibility for learning, and to follow the philosophy and rules of the honor system. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Sogang University community from the requirements or the processes of the honor system.

VI. Materials and References

This is an **open access course**. There is no required text book for this course. Instead, we will make use of open access resources and academic journal articles that are available to you, as a Sogang University student. The list of readings and course calendar is available on the course website (eclass.sogang.ac.kr).

VII. Course Schedule (* Subject to change)

- Week 1 (Sep. 1 / 3)
 - Topics:
 - Introduction to Course (Sep. 1)
 - Introduction to Self (Sep. 3)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Sep. 3):
 - Baumeister, R. F. (2011). Self and identity: A brief overview of what they are, what they do, and how they work. *Annals of the New York Academy of Sciences*, 1234(1), 48-55.
 - Rochat, P. (2018). The ontogeny of human self-consciousness. *Current Directions in Psychological Science*, 27(5), 345-350.
 - WATCH: https://www.youtube.com/watch?v=fajfkO_X010
- Week 2 (Sep. 8 / 10)
 - Topics:
 - Culture and the Development of Self-Knowledge (Sep. 8)
 - Internal Influences on Self-Knowledge (Sep. 10)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Sep. 8):
 - Wang, Q. (2006). Culture and the development of self-knowledge. *Current Directions in Psychological Science*, 15(4), 182-187.
 - McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233-238.
 - Materials (Required Readings for Sep. 10):
 - Vazire, S., & Carlson, E. N. (2011). Others sometimes know us better than we know ourselves. *Current Directions in Psychological Science*, 20(2), 104-108.
 - Stanley, M. L., & De Brigard, F. (2019). Moral memories and the belief in the good self. *Current Directions in Psychological Science*, 0963721419847990.

- Week 3 (Sep. 15 / 17)
 - Topics:
 - External influences on self-knowledge (Sep. 15)
 - Self-Knowledge (concept) Structure (Sep. 17)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Sep. 15):
 - Alicke, M. D., Zell, E., & Bloom, D. L. (2010). Mere categorization and the frog-pond effect. *Psychological Science*, 21(2), 174-177.
 - Materials (Required Readings for Sep. 17):
 - McConnell, A. R. (2011). The multiple self-aspects framework: Self-concept representation and its implications. *Personality and Social Psychology Review*, 15(1), 3-27.
*This is a tough article; accept the challenge and work through it.
 - Assignments: **1st Reflection Paper Due (Sep. 15 at 11:59PM)**

- Week 4 (Sep. 22 / 24)
 - Topics:
 - Self-Regulation: Self-Awareness and Regulatory Focus (Sep. 22)
 - Self-Regulation: The “resource” model of self-control (Sep. 24)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Sep. 22):
 - Higgins, E. T., Roney, C. J., Crowe, E., & Hymes, C. (1994). Ideal versus ought predilections for approach and avoidance distinct self-regulatory systems. *Journal of Personality and Social Psychology*, 66(2), 276-286.
 - Materials (Required Readings for Sep. 24):
 - Inzlicht, M., & Schmeichel, B. J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psychological Science*, 7(5), 450-463.

- Week 5 (Sep. 29 / Oct. 1): **NO CLASS (Thanksgiving Holiday)**

- Week 6 (Oct. 6 / 8)
 - Topics:
 - Self-Regulation: Effectively pursuing goals (Oct. 6)
 - Self-Regulation: Where there’s a will . . . wait, is there one? (Oct. 8)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Oct. 6):
 - Inzlicht, M., Legault, L., & Teper, R. (2014). Exploring the mechanisms of self-control improvement. *Current Directions in Psychological Science*, 23(4), 302-307.
 - Fitzsimons, G. M., & Finkel, E. J. (2010). Interpersonal influences on self-regulation. *Current Directions in Psychological Science*, 19(2), 101-105.
 - Materials (Required Readings for Oct. 8):
 - Preston, J., & Wegner, D. M. (2005). Ideal agency: The perception of self as an origin of action. *On building, defending and regulating the self: A psychological perspective*, 103-125.
 - Assignments: **2nd Reflection Paper Due (Oct. 6 at 11:59PM)**

- Week 7 (Oct. 13 / 15)
 - Topics:

- Self-Esteem (Oct. 13)
 - Motivations: Self-Consistency (Oct. 15)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Oct.13):
 - Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current Directions in Psychological Science*, 23(5), 381-387.
 - Brummelman, E., Thomaes, S., & Sedikides, C. (2016). Separating narcissism from self-esteem. *Current Directions in Psychological Science*, 25(1), 8-13.
 - Materials (Required Readings for Oct.15):
 - Harmon-Jones, E., Harmon-Jones, C., & Levy, N. (2015). An action-based model of cognitive-dissonance processes. *Current Directions in Psychological Science*, 24(3), 184-189.
 - Egan, L. C., Santos, L. R., & Bloom, P. (2007). The origins of cognitive dissonance: Evidence from children and monkeys. *Psychological science*, 18(11), 978-983.
- Week 8 (Oct. 20 / 22)
 - Topics:
 - Motivations: Self-Consistency (Oct. 20)
 - Motivations: Self-Enhancement (Oct. 22)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Oct. 20):
 - Fischer, P., & Greitemeyer, T. (2010). A new look at selective-exposure effects: An integrative model. *Current Directions in Psychological Science*, 19(6), 384-389.
 - Materials (Required Readings for Oct. 22):
 - Alicke, M. D., Sedikides, C., & Zhang, Y. (2019). The motivation to maintain favorable identities. *Self and Identity*, 1-18.
- Week 9 (Oct. 27 / 29): **NO CLASS (work on your mid-term exams & group presentations!)**
 - Assignments: **3rd Reflection Paper Due (Oct. 27 at 11:59PM)**
- Week 10 (Nov. 3 / 5)
 - Topics:
 - Motivations: Self-Enhancement (Nov. 3)
 - Motivations: Self-Presentation (Nov. 5)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Nov. 3):
 - Solomon, S., Greenberg, J., & Pyszczynski, T. (2000). Pride and prejudice: Fear of death and social behavior. *Current Directions in Psychological Science*, 9(6), 200-204.
 - Leary, M. R. (1999). Making sense of self-esteem. *Current Directions in Psychological Science*, 8(1), 32-35.
 - Materials (Required Readings for Nov. 5):
 - Scopelliti, I., Loewenstein, G., & Vosgerau, J. (2015). You call it “Self-Exuberance”; I call it “Bragging” miscalibrated predictions of emotional responses to self-promotion. *Psychological Science*, 26(6), 903-914.
 - Neel, R., Neufeld, S. L., & Neuberg, S. L. (2013). Would an obese person whistle Vivaldi? Targets of prejudice self-present to minimize appearance of specific threats. *Psychological Science*, 24(5), 678-687.

- Week 11 (Nov. 10 / 12)
 - Topics:
 - Motivations: Growth (Nov. 10)
 - Special Topic: The self in groups (Nov. 12)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Nov. 10):
 - Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian psychology/Psychologie canadienne*, 49(3), 182.
 - Gebauer, J. E., Nehrlich, A. D., Stahlberg, D., Sedikides, C., Hackenschmidt, A., Schick, D., ... & Mander, J. (2018). Mind-body practices and the self: Yoga and meditation do not quiet the ego but instead boost self-enhancement. *Psychological Science*, 29(8), 1299-1308.
 - Materials (Required Readings for Nov. 12):
 - Swann Jr, W. B., & Buhrmester, M. D. (2015). Identity fusion. *Current Directions in Psychological Science*, 24(1), 52-57.
 - Cohen, G. L., & Garcia, J. (2008). Identity, belonging, and achievement: A model, interventions, implications. *Current Directions in Psychological Science*, 17(6), 365-369.

- Week 12 (Nov. 17 / 19)
 - Topics:
 - Special Topic: The “true” self (Nov. 17)
 - Special Topic: The self and physical health (Nov. 19)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Nov. 17):
 - Thomaes, S., Sedikides, C., van den Bos, N., Hutteman, R., & Reijntjes, A. (2017). Happy to be “me?” authenticity, psychological need satisfaction, and subjective well-being in adolescence. *Child Development*, 88(4), 1045-1056.
 - Vess, M., Brooker, R. J., Schlegel, R. J., & Hicks, J. A. (2019). Daily mental lapses and the subjective experience of true self-alienation. *Journal of Research in Personality*, 78, 148-152.
 - Materials (Required Readings for Nov. 19):
 - Sherman, D. K., & Cohen, G. L. (2002). Accepting threatening information: Self-Affirmation and the reduction of defensive biases. *Current Directions in Psychological Science*, 11(4), 119-123.
 - Arndt, J., & Goldenberg, J. L. (2017). Where health and death intersect: Insights from a terror management health model. *Current Directions in Psychological Science*, 26(2), 126-131.
 - Assignments: **4th Reflection Paper Due (Nov. 17 at 11:59PM)**

- Week 13 (Nov. 24 / 26)
 - Topics:
 - Special Topic: The self and emotion (Nov. 24)
 - Self-Transcendence (Nov. 26)
 - Class Work (Methods): Lecture and Discussion
 - Materials (Required Readings for Nov. 24):

- Tracy, J. L., & Robins, R. W. (2007). Emerging insights into the nature and function of pride. *Current Directions in Psychological Science*, 16(3), 147-150.
 - Cohen, T. R., Panter, A. T., & Turan, N. (2012). Guilt proneness and moral character. *Current Directions in Psychological Science*, 21(5), 355-359.
- Materials (Required Readings for Nov. 26):
 - Yaden, D. B., Haidt, J., Hood Jr, R. W., Vago, D. R., & Newberg, A. B. (2017). The varieties of self-transcendent experience. *Review of General Psychology*, 21(2), 143-160.
- Week 14 (Dec. 1 / 3): **GROUP PRESENTATIONS**
- Week 15 (Dec. 8)
 - Learning Objectives: **Final Review**
 - Class Work (Methods): Q&A
 - Assignments: **5th Reflection Paper Due (Dec. 8 at 11:59PM)**
- Week 16 (TBD): **FINAL EXAM**

VIII. Special Accommodations

If you believe you have a disability or any issue/problem that may affect your attendance and performance requiring a special accommodation, please notify me and discuss about it ***within the first two weeks***. In principle, you will be provided with educational opportunities that are equal/equivalent to students without those issues.