

PSYC 430: *The Self*  
Fall 2018

**Instructor:** Shana M. Needham, MA  
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*Office Hours:* By appointment

**Time:** Fridays 11:30–14:20  
**Location:** Macintosh-Corry RM C508

**Intended Student Learning Outcomes**

After completing this course, students will be able to:

- Describe the major social psychological theories pertaining to the study of the self
- Evaluate the pros and cons of each side of the primary debates about various self-constructs (e.g., the purpose of self-esteem).
- Recognize real world examples of self-phenomena (e.g., instances when they or someone they know has engaged in self-handicapping)
- Interpret the findings of previous research to propose potential solutions to problems related to the self

**Course Materials**

**Copyright.** The course material created by the instructor including lecture notes, quizzes, exams, lab activities, etc. is copyrighted and is for the sole use of students registered in PSYC 430. This material shall not be distributed or disseminated to anyone other than students registered in PSYC 430. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

**Required Readings.** Available for download from onQ. See the *Course Outline* at the end of the syllabus for the articles and chapters assigned each week.

**Accessibility.** Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Materials for this course will be made available in an accessible format or with appropriate communication supports upon request.

**Web Content.** Additional information for the course will be available on onQ. As in PSYC 100, this message board is intended only as a forum for posting questions and discussing topics related to the PSYC 430 course material. Messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYC 430 content will be deleted, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Each week students who are not serving as the active learning assistants will use the message board to post one discussion question in the relevant forum by Wednesday at 17:30.

**Accommodations.** Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable

opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>. If you do qualify to receive special accommodations, please notify the instructor right away, so any special arrangements can be made as soon as possible. The instructor will inform your TA for you, so you do not have to have this discussion twice.

**Academic Integrity.** Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions that contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Email Contact.** All email communication must follow university guidelines and be conducted through your **Queen's email ONLY**. When emailing please include your name, student identification number, and PSYC 430/The Self somewhere in your email.

Please allow 48-hours for an email response. If you are emailing about an urgent matter please put URGENT in the subject line.

### **Evaluation Components**

**Active Learning Assistants.** Groups of 3-4 students will help the instructor devise and implement learning activities for one class period. Students will meet with the instructor to work on these activities, but you should view this component as an opportunity to be creative. Feel free to come up with demonstrations, organize a debate, show brief videos, etc.

**Participation.** Active class discussion is essential to the functioning of any seminar course, and students are expected to contribute meaningfully (thoughtful, relevant, critical comments) to class discussions. However, I appreciate that not everyone is an extravert. Thus, the participation grade also will include your performance on other activities than talking (see also the section on Weighting of Evaluation Components). First, quality can matter as much as quantity of contribution, and participation in the learning activities will be another way to contribute to the class. Mere attendance is not enough to get a good grade for this component, so you will need to fully engage in the in-class activities, which often will involve smaller group interactions or individual work such as in-class writing assignments. Also, it is imperative in that one cannot participate if one is not here. Second, students should read the articles and chapters carefully and critically by the Wednesday before the class for which the readings were assigned. Except when assigned to assist with the learning activities, students must **post one discussion question in the relevant forum onQ by Wednesday at 23:59.** You will want to bring a copy of your question to class or at least be able to remember what you asked. Good discussion questions are more open-ended than targeted questions. Targeted questions should be confined to topics that you did not understand or that need further clarification. Based on past experience, most students can reduce the preambles to their questions substantially. I will give you the opportunity to provide us with the background on your question and any additional explanation of your meaning. You should not have to do any additional reading to form a question, but you are welcome to bring in your experience and expertise on the topic.

**Personal Logs.** The subject matter of this course – the self – is something that you are intimately involved with on a daily basis whether you like it or not. This course should be more meaningful for you if you can relate what you read to your own experiences and your observations of other people. To help you do this, you will complete weekly journal entries in which you record actual incidents using material from lectures, reading assignments, and class discussions. Naturally, noticing relevant events will be easier for some topics than for others, so your two lowest scores will be dropped. Some of the incidents you record should reflect what's going on in your life right now, but it also is fine to write about something that's happening to a friend or to interpret events in your past in light of your newly found knowledge. **Your logs should be handed in for evaluation during the Wednesday following class at 23:59.**

**Topic Assessment.** Each student will be assigned a topic of self-research to more fully investigate in light of the issues identified through the crisis in science (e.g., low power, small or inflated effect size estimates, questionable research practices, replication, etc.) The goal of this assignment is to carefully evaluate the research on a particular topic to determine if we should have confidence in these findings or potentially cast doubt on if the construct even exists. We will cover the necessary techniques and procedures that you will want to use in your review at class meetings throughout the semester. **Papers must be uploaded to the course Dropbox on onQ by 23:59 pm on Friday, December 7, 2018.** You are welcome to submit your paper sooner, but I will not be grading them until after the due date.

**Evaluation.** You are responsible for all lecture material and all corresponding material on onQ. Late assignments will be penalized two letter grades per each day late (i.e., if you earn an A on the assessment paper but handed it in 1 day late, your grade will be a B+ once the penalty is applied). Exceptions will be made only under relevant circumstances and when appropriate, written documentation is supplied.

**Weighting of evaluation components.**

<b>Evaluation Component</b>	<b>Weighting of Assessment</b>
Active Learning Assistants	20%
Participation	25%
Personal Logs (x 9)	20%
Topic Assessment	35%

**Grading Method.** All components of this course will receive letter grades, which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale, and your course average then will be converted to a final letter grade according to Queen’s Official Grade Conversion Scale.

**Arts & Science Letter Grade Input Scheme**

<b>Assignment mark</b>	<b>Numerical value for calculation of final mark</b>
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
FO (O)	0

**Queen's Official Grade Conversion Scale**

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

**PSYC 430 Course Outline Fall 2018**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	September 7	Introduction	
2	September 14	What is the Self?	<p>Baumeister, R. F. (1987). How the self became a problem: A psychological review of historical research. <i>Journal of Personality and Social Psychology</i>, <i>52</i>, 163-176.</p> <p>Baumeister, R. F. (2011). Self and identity: A brief overview of what they are, what they do, and how they work. <i>Annals of the New York Academy of Sciences</i>, <i>1234</i>, 48–55. doi: 10.1111/j.1749-6632.2011.06224.x 48.</p> <p>Haynes, J.-D. (2011). Decoding and predicting intentions. <i>Annals of the New York Academy of Sciences</i>, <i>1224</i>, 9-21. doi: 10.1111/j.1749-6632.2011.05994.x.</p> <p>Klein, S. B. (2012). The self and science: Is it time for a new approach to the study of human experience? <i>Current Directions in Psychological Science</i>, <i>21</i>(4), 253–257. doi: 10.1177/0963721412447623</p>
3	September 21	Self and Culture	<p>Adams, G., &amp; Dzokoto, V. A. (2003). Self and identity in African studies. <i>Self and Identity</i>, <i>2</i>, 345-359.</p> <p>Vignoles, V. L., Owe, E., Becker, M., Smith, P. B., Easterbrook, M. J., Brown, R., ... &amp; Lay, S. (2016). Beyond the 'east–west' dichotomy: Global variation in cultural models of selfhood. <i>Journal of Experimental Psychology: General</i>, <i>145</i>(8), 966 –1000.</p> <p>Osterman, L. L., &amp; Brown, R. P. (2011). Culture of honor and violence against the self. <i>Personality and Social Psychology Bulletin</i>, <i>37</i>(12), 1611-1623. doi: 10.1177/0146167211418529</p> <p>Sedikides, C. &amp; Gregg, A. P. (2008). Self-enhancement: Food for thought. <i>Perspectives on Psychological Science</i>, <i>3</i>, 102-116.</p>

4	September 28	Self-Knowledge	<p>Dunning, D., Heath, C., &amp; Suls, J. M. (2004). Flawed self-assessment. <i>Psychological Science in the Public Interest</i>, 5, 69-106.</p> <p>Markus, H. (1977). Self-schemata and processing of information about the self. <i>Journal of Personality and Social Psychology</i>, 35, 63-78.</p> <p>Sedikides, C. (1993). Assessment, enhancement, and verification determinants of the self-evaluation process. <i>Journal of Personality and Social Psychology</i>, 65, 317-338.</p> <p>Tice, D. M., &amp; Wallace, H. M. (2003). The reflected self: Creating yourself as (you think) others see you. In M. R. Leary &amp; J. P. Tagney (Eds.), <i>Handbook of Self and Identity</i> (pp. 91-105). New York: The Guilford Press.</p>
5	October 5	Self-Esteem	<p>Crocker, J., &amp; Park, L. E. (2004). The costly pursuit of self-esteem. <i>Psychological Bulletin</i>, 130, 392-414.</p> <p>Kernis, M. H., &amp; Goldman, B. M. (2003). Stability and variability in self-concept and self-esteem. In M. R. Leary &amp; J. P. Tagney (Eds.), <i>Handbook of self and identity</i> (pp. 106-127). New York: The Guilford Press.</p> <p>Leary, M. R., Tambor, E. S., Terdal, S. K., &amp; Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. <i>Journal of Personality and Social Psychology</i>, 68, 518-530.</p> <p>Pyszczynski, T., Solomon, S., &amp; Greenberg, J. (2015). Thirty Years of Terror Management Theory: From Genesis to Revelation. <i>Advances in Experimental Social Psychology</i>, 52, 1-70.</p>

6	October 12	Developmental Perspective	<p>Charles, S. T., &amp; Pasupathi, M. (2003). Age-related patterns of variability in self-descriptions: Implications for everyday affective experience. <i>Psychology and Aging, 18</i>, 524-536.</p> <p>Harter, S. (2003). The development of self-representations during childhood and adolescence. In M. R. Leary &amp; J. P. Tagney (Eds.), <i>Handbook of Self and Identity</i> (pp. 610-642). New York: The Guilford Press.</p> <p>Twenge, J. M. (2008). Generation Me: The origins of birth cohort differences in personality traits and cross-temporal meta-analysis. <i>Social and Personality Psychology Compass, 2/3</i>, 1440–1454.</p> <p>Trzesniewski, K. H., &amp; Donnellan, M. B. (2010). Rethinking “Generation Me:” A study of cohort effects from 1976-2006. <i>Perspectives on Psychological Science, 5(1)</i>, 58-75. doi: 10.1177/1745691609356789</p>
7	October 19	Motivational Perspective	<p>Ditto, P. H., &amp; Lopez, D. F. (1992). Motivated skepticism: Use of differential decision criteria for preferred and nonpreferred conclusions. <i>Journal of Personality and Social Psychology, 63</i>, 568-584.</p> <p>Higgins, E.T. (1987). Self-discrepancy: A theory relating self and affect. <i>Psychological Review, 94</i>, 319-340.</p> <p>Norem, J. K. (2002). Defensive pessimism, optimism, and pessimism. In E. C. Chang (Ed.), <i>Optimism and Pessimism: Implications for Theory, Research, and Practice</i> (pp. 77-100). Washington, DC: American Psychological Association.</p> <p>Sherman, D. K., &amp; Cohen, G. L. (2006). The psychology of self-defense: Self-affirmation theory. <i>Advances in Experimental Social Psychology, 38</i>, 183-242.</p> <p>Ryan, R. M., &amp; Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist, 55(1)</i>, 68-78.</p>

	October 26	Cancelled	Reading Week
8	November 2	Self-Presentation	<p>Arkin, R. M., &amp; Oleson, K. C. (1998). Self-handicapping. In J. M. Darley &amp; J. Cooper (Eds.), <i>Attribution and social interaction: The legacy of Edward E. Jones</i> (pp. 313-347). Washington, DC: American Psychological Association.</p> <p>Jones, E.E. &amp; Pittman, T.S. (1982). Toward a general theory of strategic self-presentation. In J. Suls (Ed) <i>Psychological Perspectives on the Self</i> (Vol. 1, pp. 231-262). Hillsdale, NJ: Erlbaum.</p> <p>Tesser, A. (1999). Toward a self-evaluation maintenance model of social behavior. In R. F. Baumeister (Ed.), <i>The Self in Social Psychology</i> (pp. 446-460). Philadelphia, PA: Psychology Press.</p> <p>Tice, D. M., Butler, J. L., Muraven, M. B., &amp; Stillwell, A. M. (1995). When modesty prevails: Differential favorability of self-presentation to friends and strangers. <i>Journal of Personality and Social Psychology</i>, 69, 1120-1138.</p>
9	November 9	Self and Others	<p>Aron, A. &amp; Nardon, N. (2012) Self and close relationships. In M. R. Leary &amp; J. P. Tangney, <i>Handbook of Self and Identity</i>, (Eds. 2), 520-541. New York: The Guilford Press</p> <p>Carmichael, C. L., Tsai, F.-F., Smith, S. M., Caprariello, P. A., &amp; Reis, H. T. (2007). The self in intimate relationships. In C. Sedikides &amp; S. J. Spencer (Eds.), <i>The Self</i> (pp. 285-309). New York: Psychology Press.</p> <p>Otten, S. (2005). The ingroup as part of the self: Reconsidering the link between social categorization, ingroup favoritism, and the self-concept. In M. D. Alicke, D. A. Dunning, &amp; J. I. Krueger (Eds.), <i>The Self in Social Judgment</i> (pp. 241-265). New York: Psychology Press.</p> <p>Sassenrath, C., Hodges, S. D., &amp; Pfattheicher, S. (2016). It's all about the self: When perspective taking backfires. <i>Current Directions in Psychological Science</i>, 25(6), 405–410.</p>



10	November 16	Self-Control	<p>Baumeister, R. F., Vohs, K. D., &amp; Tice, D. M. (2007). The strength model of self-control. <i>Current Directions in Psychological Science</i>, 16, 351-355.</p> <p>Hagger, M. S., Chatzisarantis, N. L., Alberts, H., Anggono, C. O., Birt, A., Brand, R., ... &amp; Campbell, W. K. (2015). A multi-lab pre-registered replication of the ego-depletion effect. <i>Perspectives on Psychological Science</i>, 11(4) 546–573.</p> <p>*Baumeister, R. F., &amp; Vohs, K. D. (2016). Misguided effort with elusive implications. <i>Perspectives on Psychological Science</i>, 11(4) 574–575.</p> <p>Gillebaart, M. (under review). The ‘operational’ definition of self-control. <i>Frontiers</i>, X, 1-13.</p> <p>Berkman, E., Hutcherson, C. A., Livingston, J. L., Kahn, L. E., &amp; Inzlicht, M. (2017). Self-control as value-based choice. <i>Current Directions in Psychological Science</i>, 26, 422-428. doi: 10.1177/0963721417704394</p>
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11	November 23	Clinical Perspective	<p>Deaux, K. (1992). Focusing on the self: Challenges to self-definition and their consequences for mental health. In D. N. Ruble, P. R. Costanzo, &amp; M. E. Oliveri (Eds.), <i>The Social Psychology of Mental Health: Basic Mechanisms and Applications</i> (pp. 301-327). New York: The Guilford Press.</p> <p>Linville, P. W. (1987). Self-complexity as a cognitive buffer against stress-related illness and depression. <i>Journal of Personality and Social Psychology</i>, <i>52</i>, 663-676.</p> <p>Weary, G., Marsh, K. L., Gleicher, F., &amp; Edwards, J. A. (1993). Social-cognitive consequences of depression. In G. Weary, F. Gleicher, &amp; K.L. Marsh (Eds.), <i>Control Motivation and Social Cognition</i> (pp. 255-287). New York: Springer-Verlag.</p> <p>Leary, M. (2004). Bringing out the best in the self. In M. Leary (Eds.), <i>The Curse of the Self: Self-Awareness, Egotism, and the Quality of Human Life</i> (185-198). New York: Oxford University Press.</p>
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12	November 30	Health Perspective	<p>Colvin, C. R., &amp; Block, J. (1994). Do positive illusions foster mental health? An examination of the Taylor and Brown formulation. <i>Psychological Bulletin</i>, 116, 3-20.</p> <p>Leary, M. R., Tchividjian, L. R., &amp; Kraxberger, B. E. (1994). Self-presentation can be hazardous to your health: Impression management and health risk. <i>Health Psychology</i>, 13, 461-470.</p> <p>Taylor, S. E., &amp; Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. <i>Psychological Bulletin</i>, 103, 193-210.</p> <p>*Colvin, C. R., &amp; Block, J. (1994). Do positive illusions foster mental health? An examination of the Taylor and Brown formulation. <i>Psychological Bulletin</i>, 116, 3-20.</p> <p>*Taylor, S. E., &amp; Brown, J. D. (1994). Positive illusions and well-being revisited: Separating fact from fiction. <i>Psychological Bulletin</i>, 116, 21-27.</p> <p>Taylor, S. E., Kemeny, M. E., Reed, G. M., Bower, J. E., &amp; Gruenewald, T. L. (2000). Psychological resources, positive illusions, and health. <i>American Psychologist</i>, 55, 99-109.</p>
Exam	December 7	Paper	Assessments due to onQ by 23:59