

Class Time & Location

Mondays & Wednesdays from 1:10 – 2:25 pm in Linderman 402

Contact Information

Chandler-Ullmann, Room 338
Email: djp208@lehigh.edu
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Course Website

On *Blackboard*: [PSYC-384-010-FL09: Self and Identity \(FL09\)](#)
Readings (and more) will be available on the website in PDF format.

Office hours

Office hours are by appointment. Email me to set up a meeting.

Email hours

I will generally respond to email queries and comments within 48 hours. Please reference 'Self & Identity' in the subject line, so that I spot your correspondence more easily.

Course Description

We will examine different types of identity (e.g., personal, relational, collective) and the cognitive processes that allow for a multi-faceted yet unified sense of self. We will study how self-related motives (e.g., enhancement, consistency, distinctiveness) influence self-knowledge, self-regulation, and mental health. Finally, we will explore the origins of self from evolutionary, neuroscientific, and cultural perspectives.

Goals & Expectations

The overall goal of this course is for students to develop some degree of mastery of the psychological study of self and identity. Mastery involves not only the acquisition of knowledge – understanding and appreciating the contributions that others have made the field – but also the ability to move beyond what has been elucidated by others and to generate and articulate one's own perspective, questions and insights. I hope that this course will enable you to:

- (a) understand the content - others' contributions to the psychology of self;
- (b) begin to generate your own questions and research ideas;**
- (c) develop your ability to support ideas conceptually (i.e., logically and in reference to relevant literature) and empirically (i.e., with well-designed studies)**

Class Format

This will be a seminar-style course, in which we explore *as a group* the social psychological literature on the self. The format of each class will vary, but will include discussions (with the whole class and in smaller groups), debates, student presentations, and the occasional lecture. Rather than relying on textbooks that condense and summarize material in terms of their authors' own perspectives, we will read directly from original sources in order to generate our own views; thus, readings will be from journal articles and academic book chapters written by experts on each topic.

We will be discussing/debating/dissecting the readings in class, so you should **do all readings in advance and bring printed copies to class**. Approximately one class per week will involve a student-led discussion about one of the articles. You will join together in groups of 2 or 3 to present the assigned article, share insights from a second paper of your choosing, and will then lead the class through a discussion.

The ability to come up with novel and operationalizable ideas is a critical skill in any academic field and important in just about any profession. A key goal of this course is to help students develop their idea generation skills: how to come up with interesting psychological questions, make predictions about how people will behave and figure out how to test them. And as with any skill set, practice is essential. As such, five times throughout the semester you will have the opportunity to think about, present and receive feedback from the group on ideas that you have developed in specific topic areas. One of these will become a larger research paper. In addition, you will hand in brief outlines of two of your other ideas throughout the semester. It's up to you which two to hand in – but I *strongly* suggest not waiting to do both until the end of the semester. Getting feedback early on is to your advantage.

Final Test

A short multiple choice test will be given on the last day of class. The test will not cover all the course material, but will focus on two things: (a) material from the in class student presentations, (b) material from short methodological/statistical presentations that I will give in class.

Evaluation

- 15 %** Participation (including having done the readings)
- 25%** Group work:
 - 10% Student-led discussion
 - 7.5% Debate performance
 - 7.5% Consulting project
- 10%** Idea outlines (5% X 2; 2 pages each)
- 15%** Final Test
- 5%** Research paper proposal (3 pages + references)
- 30%** Final research paper (8-10 pages + references, figures, etc.)

Key Dates (write these in your calendar!)

_____:	Your group leads the discussion
M. Sept 21:	Debate
W. Oct 28:	Consulting presentation
M. Nov 9:	Drafts of research paper proposals due for in class feedback
W. Nov 11:	Revised research paper proposals due
W. Dec 2:	Final Test (in class)
W. Dec 9:	Final research papers due by 5pm (<i>via email is acceptable</i>)

Accommodations for Students with Disabilities:

If you have a disability for which you are or may be requesting accommodations, please contact both your instructor (me) and the Office of Academic Support Services, University Center C212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

A Note about Plagiarism

Universities expect you to produce original work – that is, work that comes from you and you alone, permitting valid evaluation of your performance. For this reason, it is a serious academic offence to borrow others' work and pass it off as your own. It is absolutely acceptable (indeed it is vital) to draw upon the work of others; however you must acknowledge when and where you have done so. As such, be sure to cite other authors' work when you use it, including times when you use another author's ideas, even if you don't quote him or her directly. Please note also that it is possible to plagiarize yourself – again, it is expected that the work you produce in each class is original, so resubmitting the same paper twice is not okay. Be warned that any and all acts of plagiarism will be punished to the full extent of the...well, you get the point – just don't do it.

Class Schedule

Part 1: Cognitive Underpinnings of Self

Week 1	M. Aug 24	No reading.
	W. Aug 26	Leary & Tangney. (2003). The self as organizing construct in the behavioral and social sciences. In <i>Handbook of Self and Identity</i> .
Week 2	M. Aug 31	Kihlstrom, Beer & Klein. (2003). Self and identity as memory. In <i>Handbook of Self and Identity</i> .
	W. Sept 2	Markus & Kunda. (1986). Stability and malleability of the self-concept. <i>Journal of Personality and Social Psychology (JPSP)</i> .
Week 3	M. Sept 7 – <i>STUDENT-LED DISCUSSION</i>	*DeMarree, Wheeler & Petty. (2005). Priming a new identity: Self-monitoring moderates the effects of non-self stereotype primes on self-judgments and behavior. <i>JPSP</i> .
	W. Sept 9 – <i>IDEA FORMULATION 1: Question Generation</i>	Wilson, D. S. (2007). Teaching the experts (Chapter 12). <i>Evolution for Everyone</i> .

Part 2: Self-Evaluation

Week 4	M. Sept 14 – <i>STUDENT-LED DISCUSSION</i>	Pelham & Swann. (1989). From self-conceptions to self-worth: On the sources and structure of global self-esteem. <i>JPSP</i> . *Pelham, Carvallo & Jones. (2005). Implicit egotism. <i>Current Directions in Psychological Science</i> .
	W. Sept 16 – <i>DEBATE PREP</i>	Readings will be assigned.
Week 5	M. Sept 21 – <i>DEBATE</i>	Debate: On the pros versus cons of high self-esteem
	W. Sept 23	Swann, Hixon & De La Ronde. (1992). Embracing the bitter “truth”: Negative self concepts and marital commitment. <i>Psychological Science</i> Anderson, Ames, & Gosling. (2008). Punishing hubris: The perils of over-estimating one’s status in a group. <i>PSPB</i> .
Week 6	M. Sept 28 – <i>STUDENT-LED DISCUSSION</i>	* Lockwood & Kunda (1997). Superstars and me: Predicting the impact of role models on the self. <i>JPSP</i> .
	W. Sept 30 - <i>IDEA FORMULATION 2: Hypothesis Specification & Operationalization</i>	Online video: Richard Feynman (1964). Watch Lecture #7 (<i>Seeking New Laws</i>) at http://research.microsoft.com/apps/tools/tuva/ Approx. 1 hour long.

*Article for student-led discussion

Part 3: Self-Regulation & Identity Maintenance

Week 7	M. Oct 5 – NO CLASS: Pacing Break	
	W. Oct 7 – <i>STUDENT-LED DISCUSSION</i>	Baumeister & Vohs (2003). Self-regulation and the executive function of the self. In <i>Handbook of Self & Identity</i> . *DeWall, Baumeister, Gailliot & Maner. (2008). Depletion makes the heart grow less helpful: Helping as a function of self-regulatory energy and genetic relatedness. <i>PSPB</i> .
Week 8	M. Oct 12	Fujita (2008). Seeing the forest beyond the trees: A construal-level approach to self-control. <i>Social and Personality Compass</i> .
	W. Oct 14 – NO CLASS: At conference	
Week 9	M. Oct 19 – <i>IDEA FORMULATION 3: Addressing Real Problems</i>	TBA
	W. Oct 21 – <i>STUDENT-LED DISCUSSION</i>	Synder & Fromkin. (1980). Theory of uniqueness. In <i>Uniqueness: The Human Pursuit of Difference</i> . *Brewer. (1991). The social self: On being the same and different at the same time. <i>PSPB</i> .
Week 10	M. Oct 26 – <i>PRESENTATION PREP</i>	Readings will be assigned.
	W. Oct 28 – <i>CONSULTING PRESENTATIONS</i>	Advising the DunderMifflin Paper Company

Part 4: Sources of the Self – Social, Cultural & Biological

Week 11	M. Nov 2 – <i>STUDENT-LED DISCUSSION</i>	* Aron, Paris & Aron. (1995). Falling in love: Prospective studies of self-concept change. <i>JSPS</i> .
	W. Nov 4	Tajfel & Turner. (1979). An integrative theory of intergroup conflict. In <i>The Social Psychology of Intergroup Relations</i> . Valdesolo & DeSteno. (2007). Moral hypocrisy: Social groups and the flexibility of virtue. <i>Psychological Science</i> .
Week 12	M. Nov 9 – <i>DRAFT PROPOSALS DUE: In class feedback</i>	No reading.
	W. Nov 11– <i>REVISED PROPOSALS DUE</i>	In class video: Woody Allen's <i>Zelig</i>

*Article for student-led discussion

Week 13	M. Nov 16 – <i>STUDENT-LED DISCUSSION</i>	Baumeister (1987). How the self became a problem: A psychological review of historical research. <i>JPSP</i> . *Cohen, Nisbett, Bowdle & Schwarz (1996). Insult, aggression, and the Southern culture of honor: An “experimental ethnography”. <i>JPSP</i> .
	W. Nov 18	Heatherton, Wyland, Macrae, et al. (2006). Medial prefrontal activity differentiates self from close others. <i>Social Cognitive and Affective Neuroscience</i> . Ames, Jenkins, Banaji & Mitchell. (2008). Taking another person’s perspective increases self-referential neural processing. <i>Psychological Science</i> .
Week 14	M. Nov 23 – <i>IDEA FORMULATION 4: Drawing on personal experience</i>	Hofstadter, D. (2007). <i>I am a strange loop</i> - Chapters 16 & 17.
	W. Nov 25 – NO CLASS: Thanksgiving	
Week 15	M. Nov 30 – <i>REVIEW</i>	No reading.
	W. Dec 2 – <i>IN CLASS TEST</i>	No reading.
	W. Dec 9 – <i>FINAL PAPERS DUE</i>	<i>Must be received by 5pm to avoid late penalty; via email is acceptable.</i>

Further Optional Reading

A succinct summary of the social cognitive literature on self and identity in textbook form:

Hoyle, R. H., Kernis, M. H., Leary, M. R., & Baldwin, M. W. (1999). *Selfhood: Identity, esteem, regulation*. Boulder, CO: Westview Press.

An all-in-one resource, containing 32 chapters prepared by experts on pretty much every major topic:

Leary, M. R., & Tangney, J. P. (2005). *Handbook of self and identity*. New York, NY: Guilford Press.