

PSY443 SYLLABUS – 2022 SPRING

COURSE NAME:	Psychology of the Self			
COURSE NUMBER:	PSY 443			
TEACHING PERIOD:	Spring 2022			
INSTRUCTOR	Name	Office	Phone	E-mail
	Nebi Sümer	FASS 1023 Office Hour: Virtual	Int.: 9320	nebisumer@sabanciuniv.edu
ASSISTANT	Selen Esmer Koçali			selenesmer@sabanciuniv.edu
COURSE SCHEDULE	Monday 13:40 -15:30, FASS 1097, Tuesday 11:40 – 12:30, FASS G006			
TEXTBOOK	A collection of articles and book chapters given below will be used. Some of chapters are from, Brown, J. D. (2007). <i>The self</i> . New York: Psychology Press. Sedikides, C., & Spencer, S. J. (2007). <i>The self</i> . Psychology Press.			

COURSE DESCRIPTION AND OBJECTIVES

The sense of self is the core issue in almost all psychological processes. This course aims to present an overview of the fundamental theories and research in the self literature. The recent approaches in self-concept with its main processes including, but not limited to, development of the self, self-esteem, self-compassion, self-regulation, and the fundamental attachment processes related to self will be discussed. We will have a specific focus on the cultural aspects of the self. This course will help you gain rich experience in reviewing and presenting scientific studies in the related arena. We will also discuss how to apply the self theories and research we learn to our daily life, and thus, you will have an opportunity to gain insight and reflections on your sense of self.

Course Format

We will return to the “normal” post-pandemic era and have the courses in-class by adhering to the Covid19 prevention rules. Each week you will read one or two book chapters or research articles, and we will discuss them together. You will choose a research article from the provided list in the second week and present it to the class. You will also write six brief reflection papers in the assigned weeks throughout the semester.

COURSE REQRIMENTS & ASSESSMENT

<p>ATTENDANCE, CLASS PARTICIPATION AND BONUS</p>	<p>This course will be a seminar-style class, and attendance is essential for success. Therefore, failure to maintain a regular attendance record and participate in all class discussions may seriously undermine your ability to complete the given unit successfully. <i>Those who attend 80% of classes (excluding exams) will get two bonus points added to their course grade.</i></p> <p>Reading the assigned materials is imperative to this course to follow what is covered in a given day and to get more out of the lecture. Therefore, I’d like every student to attend all classes, read the assigned material, and prepare critical questions relevant to the covered topics before the lectures. I would also like you to participate in class discussions and raise questions as much as possible. We’ll have a Q&A session every week, and your contribution to this session with thoughtful questions and answers will specifically be the basis for evaluating your participation. Considering that active participation in discussion is critical, this will count 5 points.</p>
<p>REFLECTION PAPERS</p>	<p>To help you better understand the course material and apply it to real-world daily experiences, you will write a brief reflection paper (2 pages max, double-spaced and typed) for six weeks. I will consider five of them with the highest scores. This assignment is very open-ended and you are expected to highlight the critical issues, and bring good questions with an analytical and critical mind. That is, you should give some thoughts on what you read and come up with good ideas, critics, or testable hypotheses based on the week’s readings.</p> <p>The primary goal is to make sure that you come to class not only with the readings read but also after putting some degree of thought into the implications of the readings. You should upload the reaction papers to the SUCOUSE assignment at the assigned time. Each reaction paper will count 5 points.</p> <p>The reaction papers will be graded for their contribution to the topic, originality, clarity, and thoughtfulness (insightfulness) on a 5-point scale below.</p> <p>1 = There is no relation to the readings in your paper</p>

	<p>2 = you sort of understood the readings with no reflections</p> <p>3 = You understood the readings, with limited reflection and interpretation!</p> <p>4 = You understood the readings and explained the original reflections you have.</p> <p>5 = You understood the readings with good reflections and contributed a new idea.</p>
PRESENTING ARTICLE	<p>You will be asked to present an empirical article related to the topic of the given week in 15 minutes. You should also discuss and criticize the article considering its limitations and make your conclusions. The list of articles will be provided at the end of the second week. You will select an article on a first-come (email)-first-served basis. Select your article after the add-drop period and send it via email to TA (Selen Esmer Koçali). Your presentation will be evaluated and graded collectively with the audience using the Zoom pool. I'll share an evaluation guideline before the presentations start.</p>
EXAMS	<p>You will have a midterm and final. Both of the exams will be in essay format. I'll ask several questions, and you will answer any four of them.</p>
RESEARCH PARTICIPATION AS BONUS	<p><u>Research Participation (up to 3 bonus points = 6 research participation)</u></p> <p>Students can optionally serve as participants in research run by Sabancı University researchers. By participating in research, you can get extra points. For this course, you will be able to earn up to 3 bonus points (1 research point equals ~ 30 minutes of research participation). Six research points (6PRs) will be converted to 3 bonus points added to your overall total at the end of the semester. More information on the available research projects will be provided during the semester. You will be able to sign up for the experiments and get your research participation points through the online Sona system at http://sabanciuniv.sona-systems.com. Please, carefully read the Guide for Students: Sabancı University Experiment Credits System (Sona). Please read the guideline uploaded with this syllabus and strictly follow the regulations and research ethics to earn the points.</p>
ACADEMIC RULES AND INTEGRITY	<p>Please familiarize yourself with the Sabancı University's rules and regulations. Read the documents on the following web pages: https://www.sabanciuniv.edu/en/academic-integrity-statement</p> <p><i>I have a zero-tolerance policy for cheating and all ethical violations will result in failure for the course in addition to other substantial penalties. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.</i></p> <p>Students who fail to show up for the exams indicated in the Syllabus without a valid excuse and not taking the make-up examinations for such exams will receive N/A as their final grade.</p>

	<p>If we have online exam due to the Pandemic conditions, your webcam must always be on during exams-if not, your exams will be void. You must connect to the Zoom link for the course with your official Sabancı University e-mail account, and not utilize other email accounts.</p> <p>Please turn off your mobile phone during the class. This will also be a very good self-regulation exercise for you!</p>																
<u>Summary of Grading:</u>	<table> <tr> <td>1. Reflection papers</td> <td>25</td> </tr> <tr> <td>2. Presenting article</td> <td>10</td> </tr> <tr> <td>3. Participation and Q&A</td> <td>5</td> </tr> <tr> <td>4. Midterm</td> <td>30</td> </tr> <tr> <td>5. Final</td> <td>30</td> </tr> <tr> <td>6. Attendance (bonus)</td> <td>2</td> </tr> <tr> <td>7. Research participation (bonus)</td> <td>3</td> </tr> <tr> <td>TOTAL</td> <td>105 % (see the grading scale below)</td> </tr> </table>	1. Reflection papers	25	2. Presenting article	10	3. Participation and Q&A	5	4. Midterm	30	5. Final	30	6. Attendance (bonus)	2	7. Research participation (bonus)	3	TOTAL	105 % (see the grading scale below)
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WEEK	SCHEDULE & READINGS
Week 01 28.02-01.03-2022	<p>Presentation of syllabus, Getting to know each other.</p> <p>What is the self? The nature of self-concept.</p> <p>a. Brown, Ch.2. The nature of the self (Brown, J. D. (2007). The self. New York: Psychology Press.</p> <p>b. Sedikides, C., Gaertner, L. & O'Mara, E.M. Individual Self, Relational Self, Collective Self: Hierarchical Ordering of the Tripartite Self. Psychol Stud 56, 98–107 (2011)</p>
Week 02 07-08.03.2022	<p>Development of the Self</p> <p>a. Brown. J. Ch. 4. Self-development.</p> <p>b. 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, 48–55.</p>
Week 03 14-15.03.2022	<p>Reflection Paper-1</p> <p>Development of the Self and Early Attachment</p> <p>a. Cassidy, J. (2016). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.), The Handbook of attachment: Theory, research, and clinical applications (3rd ed.). New York:</p>

	<p>Guilford.</p> <p>b. Mikulincer, M., & R Shaver, P. (2020). Enhancing the "Broaden and Build" Cycle of Attachment Security in Adulthood: From the Laboratory to Relational Contexts and Societal Systems. <i>International journal of environmental research and public health</i>, 17(6), 2054-2054.</p> <p>c. Simpson, J. A., & Steven Rholes, W. (2017). Adult Attachment, Stress, and Romantic Relationships. <i>Current opinion in psychology</i>, 13, 19–24.</p>
<p>Week 04 21-22.03.2022</p>	<p>Self-Esteem-1</p> <p>a. Brown Ch. 8 Self-esteem</p> <p>b. Orth, U., & Robins, R. (2014). The Development of Self-Esteem. <i>Current Directions in Psychological Science</i>. 23, 381-387.</p> <p>c. Foster, J., Michael, K., & Brian, K. (2007). Linking adult attachment to self-esteem stability. <i>Self and Identity</i>. 6. 64-73.</p>
<p>Week 05 28-29.03.2022</p>	<p>Reflection Paper-2</p> <p>Self-Esteem -2</p> <p>a. Kernis, M. H. (2003). Toward a conceptualization of optimal self-esteem. <i>Target Article. Psychological Inquiry</i>, 14, 1-26.</p> <p>b. Ryan, R.M., & Warren, K.D. (2006). What is Optimal Self-Esteem? The Cultivation and Consequences of Contingent vs. True Self-Esteem as Viewed from the Self-Determination Theory Perspective.</p>
<p>Week 06 04-05.04.2022</p>	<p>Executive Function of the Self and Self-Regulation I</p> <p>a. Hofmann, W., Schmeichel, B. J., & Baddeley, A. D. (2012). Executive functions and selfregulation. <i>Trends in Cognitive Sciences</i>, 16, 174–80.</p> <p>b. Moffitt, T. et al. (2011). A Gradient of Childhood Self-Control Predicts Health, Wealth, and Public Safety. <i>Proceedings of the National Academy of Sciences of the United States of America</i></p> <p>c. Inzlicht, M., Legault, L., & Teper, R. (2014). Exploring the Mechanisms of Self-Control Improvement. <i>Current Directions in Psychological Science</i>. 23. 302-307.</p>
<p>Week 07 11-12.04.2022</p>	<p>Executive Function of the Self and Self-Regulation II</p>

	<p>Reflection Paper-3</p> <p>d. Baumeister, R. F., & Vohs, K. D. (2007). Self-regulation, ego-depletion, and motivation. <i>Social and Personality Psychology Compass</i>, 1, 115–128.</p> <p>e. Robson, D. A., Allen, M. S., & Howard, S. J. (2020). Self-regulation in childhood as a predictor of future outcomes: A meta-analytic review. <i>Psychological Bulletin</i>. Advance online publication.</p>
<p>Week 08 18-19.04.2022</p>	<p>MIDTERM</p> <p>Self-esteem and Narcissism I</p> <p>a. Bosons, J et al. (2008). Untangling the Links between Narcissism and Self-esteem: A Theoretical and Empirical Review. <i>Social and Personality Psychology Compass</i>. 2. 1415 - 1439.</p> <p>b. Brummelman, E., Thomaes, S., & Sedikides, C. (2016). Separating narcissism from self-esteem. <i>Current Directions in Psychological Science</i>, 25, 8–13.</p>
<p>Week 09 25-26.04.2022</p>	<p>Reflection Paper-4</p> <p>Self-esteem and Narcissism II</p> <p>a. Campbell, W. K., & Foster, J. D. (2007). The narcissistic self: Background, an extended agency model, and ongoing controversies. In C. Sedikides & S. J. Spencer (Eds.), <i>The self</i> (pp. 115–138). Psychology Press.</p> <p>b. Brummelman, E., & Sedikides, C. (2020). Raising children with high self-esteem (but not narcissism). <i>Child development perspectives</i>, 14(2), 83-89.</p>
<p>Week 10 02-03.05.2022</p>	<p>RAMADAN BAYRAM & SPRING BREAK</p>
<p>Week 11 09-10.05.2022</p>	<p>Self-Conscious Emotions</p> <p>a. Tracy, J. L., & Robins, R. W. (2007). Self-conscious emotions: Where self and emotion meet. In C. Sedikides & S. J. Spencer (Eds.), <i>The self</i> (pp. 187–209). Psychology Press</p> <p>b. Sznycer, D. (2019). Forms and Functions of the Self-Conscious Emotions. <i>Trends in Cognitive Sciences</i>, 23, 143-157.</p> <p>c. Robins, R. W., & Schriber, R. A. (2009). The self-conscious emotions: How are they experienced, expressed, and assessed? <i>Social and Personality Psychology Compass</i>, 3(6), 887–</p>

	898.
Week 12 16-17.05.2022	<p>Reflection Paper-5</p> <p>Hypo-Egoic State and Self-compassion</p> <p>d. Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. <i>Social and Personality Compass</i>, 5, 1-12.</p> <p>e. Leary, M. R et al (2016). Perspectives on Hypo-Egoic Phenomena From Social and Personality Psychology.</p>
Week 13 23-24.05.2022	<p>Contemporary Perspectives on Self-Esteem</p> <p>a. Crocker, J., & Park, L. E. (2012). Contingencies of self-worth. In M. R. Leary & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (2nd ed., pp. 309-326). New York: Guilford.</p> <p>b. Leary, M. R. (2005). Sociometer theory and the pursuit of relational value: Getting to the root of self-esteem. <i>European Review of Social Psychology</i>, 16, 75-111.</p>
Week 14 30-31.05.2022	<p>Need for Self-esteem. Terror Management Theory (Existential- Experimental Perspective)</p> <p>a. Pyszynski, T., Solomon, S., Greenberg, J. (2003). Terror Management Theory: An evolutionary existential account of human behavior. In T. Pyszynski, S. Solomon. & J. Greenberg, <i>In the Wake of 9/11: The Psychology of Terror</i> (Chapter 2). APA, Washington, DC.</p> <p>b. Pyszczynski, Tom & Lockett, McKenzie & Greenberg, Jeff & Solomon, Sheldon. (2020). Terror Management Theory and the COVID-19 Pandemic. <i>Journal of Humanistic Psychology</i>. 61.</p>
Week 15 06-07.06.2022	<p>Reflection Paper-6</p> <p>Culture and Self</p> <p>a. Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. <i>Perspectives on Psychological Science</i>, 5, 420-430.</p> <p>b. Kitayama S., Uskul A.K. (2011). Culture, mind, and the brain: Current evidence and future directions. <i>Annual Review of Psychology</i> 62, 419–49.</p>

A	90-100
A-	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	50-54.99
D	45-49.99
F	0-44.99