

PSY443 SYLLABUS

COURSE NAME:	Psychology of the Self			
COURSE NUMBER:	PSY 443			
TEACHING PERIOD:	Spring 2021			
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	Tuesday 12:40 -13:30, Wednesday 16:40 – 18:30, FASS			
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.			

COURSE DESCRIPTION AND OBJECTIVES

The sense of self is the core issue in almost all of the psychological processes. This course aims to present an overview of the fundamental theories and research in the self literature. Specifically, the recent approaches in self-concept with its main processes including, but not limited to development of the self, self-esteem, self-compassion, and self-regulation as well as fundamental attachment processes related to self will be discussed. Cultural aspects of self-concept and attachment processes will be specifically focused. This course will help you gain a rich experience in following, reviewing, and presenting scientific studies in the related arena. The last but not least, we will 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 own sense of self.

Course Format

We will regularly meet on Zoom on the assigned class time and I'll upload the lecture recordings after the class. Each week you

will read one or two book chapters or research articles and we will discuss together. You will choose a research article from the list provided and present it in the class and also present your brief review at the end of the term.

You must attend the synchronous Zoom lectures, recitations, etc. and real-time online exams with your SU email account.

COURSE REQUIREMENTS & ASSESSMENT	
ATTENDANCE, CLASS PARTICIPATION AND BONUS	<p>This course will be a seminar style class and attendance is essential for success. Therefore, failure to maintain a regular attendance record and to participate in all class discussions may seriously undermine a your ability to satisfactorily complete the given unit. <i>Those who attend 80% of classes (excluding exams) will get 2 bonus points added to their course grade.</i></p> <p>Reading the assigned materials is very imperative to this course to be able 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 and to read the assigned chapters and/or articles, and to prepare critical questions relevant to the covered topics prior to the lectures. I also would like you to participate in the class discussions and raise questions as much as possible. We'll have Q&A session every week and your contribution to this session with thoughtful questions and answers will specifically be the bases for the evaluation of your participation. Considering that active participation in discussion is critical, this will count 10 points.</p>
REFLECTION PAPERS	<p>To help you better understand the course material and apply to real-world daily experiences, you will write brief reflection paper (2 pages max, double-spaced and typed) for 6 weeks. I will consider 5 of them with highest scores. This assignment is very open-ended and you are expected to highlight the important 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 SUCOUSE assignment on 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 reading in your paper</p> <p>2 = you sort of understood the reading with no reflections</p> <p>3 = You understood the reading, with limited reflection and interpretation!</p>

	<p>4 = You understood the reading and explain the original reflections you have.</p> <p>5 = You understood the reading with good reflections and contributed a new idea.</p>
PRESENTING ARTICLE	<p>You will be asked to present an empirical article related to topic of the given week in 15 minutes. You should also discuss and criticize the article considering its limitations and make your own conclusions. The list of articles will be given at the end of the second week. You will select an article on a first-come (email)-first served basis. Select your article after add-drop period and send 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 the essay format. I'll ask several questions and you will answer any four of them.</p> <p>For proctored exams, your webcam and microphone should be on during the exam. In the case of non-compliance with this and other declared exam procedures, your exam will be void. Make sure to check that your webcam and microphone function properly before the exam. You will upload your exam to Turnitin for similarity check. If needed I may call for an oral exam to clarify and double check the answers provided</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 that is run by Sabanci 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: Sabanci University Experiment Credits System (Sona). Please read the guideline uploaded with this syllabus and follow the regulations and research ethics strictly to earn the points.</p>
ACADEMIC RULES AND INTEGRITY	<p>Please familiarize yourself with the Sabanci 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</p>

	<p>taking the make-up examinations for such exams will receive N/A as their final grade.</p> <p>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>																
Summary of Grading:	<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>10</td> </tr> <tr> <td>4. Midterm</td> <td>25</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	10	4. Midterm	25	5. Final	30	6. Attendance (bonus)	2	7. Research participation (bonus)	3	TOTAL	105 % (see the grading scale below)
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6. Attendance (bonus)	2																
7. Research participation (bonus)	3																
TOTAL	105 % (see the grading scale below)																

WEEK	SCHEDULE & READINGS
Week 01 23-24.02.2021	<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). <i>The self</i>. New York: Psychology Press.</p> <p>b. Oyserman, D., Elmore, K., & Smith, G. (2012). Self, self-concept, and identity. In M. R. Leary & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 69-104). New York, NY: The Guilford Press.</p>
Week 02 02-03.03.2021	<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. <i>Annals of the New York Academy of Sciences</i>, 1234, 48–55.</p>
Week 03 09-10.03.2021	<p>Reflection Paper-1</p> <p>Development of the Self and Infant-Caregiver Bond: Early Attachment</p>

	<p>a. Cassidy, J. (2016). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.), <i>The Handbook of attachment: Theory, research, and clinical applications</i> (3rd ed.). New York: 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>Week 04 16-17.03.2021</p>	<p>Individual differences and developmental changes in attachment</p> <p>a. Weinfield, N. S., Sroufe, L. A., Egeland, B., & Carlson, E. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J. Cassidy & P. R. Shaver (Eds.), <i>Handbook of attachment: Theory, research, and clinical applications</i> (2nd ed., pp. 78-101). New York: Guilford Press.</p> <p>b. Fearon, P., & Belsky, J. (2016). Precursors of attachment security. In J. Cassidy & P. R. Shaver (Eds.), <i>The Handbook of Attachment: Theory, Research, and Clinical Applications</i>. New York: Guilford.</p> <p>Kobak, R., & Bosmans, G. (2019). Attachment and psychopathology: a dynamic model of the insecure cycle. <i>Current opinion in psychology</i>, 25, 76–80. LINDON KRASNIQI</p> <p>van IJzendoorn, M. H. & Bakermans-Kranenburg, M. J (2019). Bridges across the intergenerational transmission of attachment gap. <i>Current Directions in Psychological Science</i>, 9, 1-5. DİLARA DAVUT</p>
<p>Week 05 23-24.03.2021</p>	<p>Reflection Paper-2</p> <p>Attachment in Adulthood and related Processes</p> <p>a. Simpson, J. A., & Steven Rholes, W. (2017). Adult Attachment, Stress, and Romantic Relationships. <i>Current opinion in psychology</i>, 13, 19–24. https://doi.org/10.1016/j.copsyc.2016.04.006</p> <p>b. Fraley, R. C. & Roisman, F. I. (2019). The development of adult attachment styles: four lessons. <i>Current Opinion in Psychology</i> 2019, 25:26–30.</p> <p>Mikulincer, M., & Shaver, P. R. (2019). Attachment orientations and emotion regulation. <i>Current Opinion in Psychology</i>, 25, 6–10. ZEYNEP LARA BAYRAKÇI</p>

	<p>Bylsma, W. H., Cozzarelli, C., & Sümer, N. (1997). Relation between adult attachment styles and global self-esteem. <i>Basic and Applied Social Psychology</i>, 19, 1-16. SERVET HASSERBETCİ</p> <p>Sümer, N., & Cozzarelli, C. (2004). The impact of adult attachment on partner and self-attributions and relationship quality. <i>Personal Relationships</i>, 11, 355-371. BERFİN KİGAN</p>
<p>Week 06 30-31.03.2021</p>	<p>Self-Regulation: Executive Function & Ego-strength model</p> <ol style="list-style-type: none"> Baumeister, R. F., & Vohs, K. D. (2007). Self-regulation, ego-depletion, and motivation. <i>Social and Personality Psychology Compass</i>, 1, 115–128. 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>Del Giudice, M (2019). Sex differences in attachment styles <i>Current Directions in Psychological Science</i>, 9, 1-5 ZEYNEP BERRA ARVAS</p> <p>Richins, M. L., & Chaplin, L. N. (2020). Object Attachment, Transitory Attachment, and Materialism in Childhood. <i>Current Opinion in Psychology</i>. doi:10.1016/j.copsyc.2020.07.020 BEGÜM GÜNAL</p>
<p>Week 07 06-07.04.2021</p>	<p>Reflection Paper-3</p> <p>Self-esteem-1</p> <ol style="list-style-type: none"> Brown Ch. 8 Self-esteem Orth, U., & Robins, R. (2014). The Development of Self-Esteem. <i>Current Directions in Psychological Science</i>. 23, 381-387 <p>Erol, R. Y., & Orth, U. (2016). Self-esteem and the quality of romantic relationships. <i>European Psychologist</i>, 21(4), 274-283. ECEM ÖYKÜ YILDIRIM</p> <p>Baumeister, R.F., Campbell, J.D., Krueger, J. I., & Vohs K.D. (2005). Exploding the self-esteem myth. <i>Scientific American</i>, 292, 84- 91. BURAK ŞEHAY</p> <p>MIDTERM</p>
<p>Week 08 13-14.04.2021</p>	<p>Self-esteem-2</p> <ol style="list-style-type: none"> Kernis, M. H. (2003). Toward a conceptualization of optimal self-esteem. Target Article. <i>Psychological Inquiry</i>, 14, 1-26.

	<p>Kernis, M. H., Lakey, C. E., & Heppner, W. L. (2008). Secure versus fragile high self-esteem as a predictor of verbal defensiveness: Converging findings across three different markers. <i>Journal of Personality</i>, 76, 477–512. DİLBA SAĞLAM</p> <p>Rohmann, E., Neumann, E., Herner, M. J., & Bierhoff, H.-W. (2012). Grandiose and vulnerable narcissism: Self-construal, attachment, and love in romantic relationships. <i>European Psychologist</i>, 17(4), 279–290. ECE SAĞLAM</p> <p>Joshua D. Foster , Michael H. Kernis & Brian M. Goldman (2007) Linking adult attachment to self-esteem stability, <i>Self and Identity</i>, 6:1, 64-73. AYLİN AKTASH</p>
<p>Week 09 20-21.04.2021</p>	<p>Reflection Paper-4</p> <p>Fragile Self-Esteem and Narcissim</p> <ol style="list-style-type: none"> a. Baumeister et al., (2000). Self-Esteem, Narcissism, and Aggression: Does Violence Result From Low Self-Esteem or From Threatened Egotism? <i>Current Directions in Psychological Science</i>, 9, 26-29. b. Brummelman, E., Thomaes, S., & Sedikides, C. (2016). Separating narcissism from self-esteem. <i>Current Directions in Psychological Science</i>, 25, 8–13. c. 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. (OPTIONAL) <p>Douglas, K. M., Sutton, R. M., & Cichocka, A. (2017). The Psychology of Conspiracy Theories. <i>Current Directions in Psychological Science</i>, 26(6), 538–542. NİSA HACI</p> <p>Cichocka, A., Marchlewska, M., & de Zavala, A. G. (2015). Does Self-Love or Self-Hate Predict Conspiracy Beliefs? Narcissism, Self-Esteem, and the Endorsement of Conspiracy Theories. <i>Social Psychological and Personality Science</i>, 7(2), 157–166. DEREN YELMEN</p>
<p>Week 10 27-28. 04. 2021</p>	<p>Hypo-Egoic State and Self-compassion</p> <ol style="list-style-type: none"> d. Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. <i>Social and Personality Compass</i>, 5, 1-12. e. Leary, M. R et al (2016). Perspectives on Hypo-egoic Phenomena From Social and Personality Psychology.

	<p>Lau, B. H., Chan, C. L., & Ng, S. (2020). Self-compassion buffers the adverse mental health impacts of Covid-19-related threats: Results from a cross-sectional survey at the first peak of HONG Kong's outbreak. <i>Frontiers in Psychiatry</i>, 11. doi:10.31234/osf.io/5vdpz IŞIK BUKET TEMEL</p> <p>Leary, M. R., Adams, C. E., & Tate, E. B. (2006). Hypo-egoic self-regulation: Exercising the self-control by diminishing the influence of the self. <i>Journal of Personality</i>, 74(6), 1804-1831. OKAN BARLAN</p> <p>Sirois, F. M., Kitner, R., & Hirsch, J. K. (2014). Self-Compassion, Affect, and Health-Promoting Behaviors. <i>Health Psychology</i>. ZEYNEP BEKAR</p>
<p>Week 11 4-5.05.2021</p>	<p>Reflection Paper-5</p> <p>Contemporary Perspectives on Self-Esteem</p> <ol style="list-style-type: none"> 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. 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>Fulmer, Ashley & Gelfand, Michele & Kruglanski, Arie & Kim-Prieto, Chu & Diener, Ed & Pierro, Antonio & Higgins, E.. (2010). On "Feeling Right" in Cultural Contexts: How Person-Culture Match Affects Self-Esteem and Subjective Well-Being. <i>Psychological science</i>. 21. 1563-9. IHSSANE ELMOKRIE ELLDRİSSİ</p> <p>Golec de Zavala, A., & Lantos, D. (2020). Collective Narcissism and Its Social Consequences: The Bad and the Ugly. <i>Current Directions in Psychological Science</i>, 29(3), 273–278. FATMA İLAYDA UNAL</p>
<p>(11-12 May Holiday)</p> <p>Week 12 18-19.05.2021</p>	<p>Reflection Paper-6</p> <p>Need for Self-esteem. Terror Management Theory (Existential- Experimental Perspective)</p> <ol style="list-style-type: none"> 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>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> <p>Du, H., Jonas, E., Klackl, J., Agroskin, D., Hui, E. K. P., & Ma, L. (2013). Cultural influences on terror management: Independent and interdependent self-esteem as anxiety buffers. <i>Journal of Experimental Social Psychology</i>, 49(6), 1002-1011. AYSE NAZ YARAN</p> <p>Rossi, A., Panzeri, A., Pietrabissa, G., Manzoni, G. M., Castelnuovo, G., & Mannarini, S. (2020). The anxiety-buffer hypothesis in the time of covid-19: When self-esteem protects from the impact of loneliness and fear on anxiety and depression. <i>Frontiers in Psychology</i>, 11. SEVİL MARİA GURER</p> <p>Kesebir, P (2014). A Quiet Ego Quiets Death Anxiety: Humility as an Existential Anxiety Buffer. <i>Journal of Personality and Social Psychology</i> 106 (4), 610-623. ISMAİL MERT KOYLUCU</p>
<p>Week 13 25-26.05.2021</p>	<p>Culture, Self, and Attachment</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. Rothbaum, F., Weisz, J., Pott, M., Kazuo, M., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. <i>American Psychologist</i>, 55, 1093-1104.</p> <p>Sümer, N., & Yetkili, O. (2018). Cultural aspects of attachment anxiety, avoidance, and life satisfaction: Comparing the US and Turkey. In M. Demir and N. Sümer (Eds.), <i>Close relationships and happiness across cultures</i>. Dordrecht: Springer. AYŞESU BOZDOĞAN</p> <p>Kitayama, S., & Park, J. (2010). Cultural neuroscience of the self: Understanding the social grounding of the brain. <i>Social Cognitive and Affective Neuroscience</i>, 5, 111-129. GUBSE NUR AYDIN</p> <p>Mead, N. L., & Baumeister, R. F. (2020). Objects Are for Doing. <i>Current Opinion in Psychology</i>. SENA YAZICI</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