

PSY443 SYLLABUS – 2023 SPRING

COURSE NAME:	Psychology of the Self			
COURSE NUMBER:	PSY 443-543			
TEACHING PERIOD:	Spring 2023			
INSTRUCTOR	Name	Office	Phone	E-mail
	Nebi Sümer	FASS 1023 Office Hour: After class	Int.: 9320	nebisumer@sabanciuniv.edu
ASSISTANT	Ali Can Özen aliozen@sabanciuniv.edu			
COURSE SCHEDULE	Monday 11:40 -12:30, FASS G049, Tuesday 14:40 – 16:30, FASS G022			
ZOOM LINK	https://sabanciuniv.zoom.us/j/97327435427			
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 to self-concept with its main processes including, but not limited to, the 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 have the courses in class by adhering to the suggested procedure considering the recent catastrophic disaster. I expect the majority of the students to be in class physically. Those from the disaster region or unable to attend physically can follow the class online via the zoom link above. The lectures will not be recorded, so there will be no uploading of course recordings. The exams will be online on zoom and they will be proctored on zoom, so you are expected to turn on your cameras throughout the duration of the exam.

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. The course requirements slightly differ for graduate students, as explained below.

COURSE REQUIREMENTS & ASSESSMENT

ATTENDANCE, CLASS PARTICIPATION AND BONUS	<p>This course will be a seminar-style class; 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.</p> <p>Reading the assigned materials is imperative to this course to follow what is covered on 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 attendance and active participation are critical for learning, these two will count for 5 points.</p>
REFLECTION PAPERS	<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 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</p>

	<p>week's readings.</p> <p>The primary goal is to ensure 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 for 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 2 = you sort of understood the readings with no reflections 3 = You understood the readings with limited reflection and interpretation! 4 = You understood the readings and explained the original reflections you have. 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 10 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 third 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 (Ali Can Özen). Presentations should be interactive and contribute to quality teaching. Please do not present just by reading from the article or PPT. I'll share an evaluation guideline before the presentations start. (10 Points)</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 Sabanci University researchers. By participating in research, you can get extra points. For this course, you can 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 strictly follow the regulations and research ethics to earn points.</p>

ACADEMIC RULES AND INTEGRITY	<p>Please familiarize yourself with 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>Please turn off your mobile phone during the class. This will also be a very good self-regulation exercise for you!</p>																															
RESEARCH PROPOSAL FOR GRAD STUDENTS	<p>An important goal of the course for grad students is to develop an original research proposal based on their interests. I must approve the topic you choose by April 18th. I will try to help you refine your ideas and suggest appropriate references. The proposal must be limited to 8 pages (double-spaced with the APA style), including references. The proposal should include a relevant (brief and streamlined) literature review in the introduction by narrowing the topic to the questions and hypotheses/expectations at hand, explaining the importance of the question to be addressed, and describing the methodology that you think is the best, and finally, briefly discuss the implications of predicted/potential findings. The proposals will be briefly presented (max. 15 min.) at the end of the semester.</p>																															
<u>Summary of Grading:</u>	<p><i>Undergraduates</i></p> <table border="0"> <tr><td>1. Presenting article</td><td>10</td></tr> <tr><td>2. Reflection Papers</td><td>25</td></tr> <tr><td>3. Midterm</td><td>30</td></tr> <tr><td>4. Final</td><td>30</td></tr> <tr><td>5. Attendance & Participation</td><td>5</td></tr> <tr><td>6. Research participation</td><td>3</td></tr> <tr><td>TOTAL</td><td>103 % (see the grading scale below)</td></tr> </table> <p>Note: "Course content, requirements and policies are subject to change at the discretion of the instructor"</p>	1. Presenting article	10	2. Reflection Papers	25	3. Midterm	30	4. Final	30	5. Attendance & Participation	5	6. Research participation	3	TOTAL	103 % (see the grading scale below)	<p><i>Graduate Students</i></p> <table border="0"> <tr><td>1. Research proposal and presentation</td><td>20</td></tr> <tr><td>2. Presenting article</td><td>10</td></tr> <tr><td>2. Reflection papers</td><td>25</td></tr> <tr><td>3. Midterm</td><td>20</td></tr> <tr><td>4. Final</td><td>20</td></tr> <tr><td>5. Attendance & Participation</td><td>5</td></tr> <tr><td>6. Research participation</td><td>3</td></tr> <tr><td>TOTAL</td><td>103 % (see the grading scale below)</td></tr> </table> <p>Note: "Course content, requirements and policies are subject to change at the discretion of the instructor"</p>	1. Research proposal and presentation	20	2. Presenting article	10	2. Reflection papers	25	3. Midterm	20	4. Final	20	5. Attendance & Participation	5	6. Research participation	3	TOTAL	103 % (see the grading scale below)
1. Presenting article	10																															
2. Reflection Papers	25																															
3. Midterm	30																															
4. Final	30																															
5. Attendance & Participation	5																															
6. Research participation	3																															
TOTAL	103 % (see the grading scale below)																															
1. Research proposal and presentation	20																															
2. Presenting article	10																															
2. Reflection papers	25																															
3. Midterm	20																															
4. Final	20																															
5. Attendance & Participation	5																															
6. Research participation	3																															
TOTAL	103 % (see the grading scale below)																															

WEEK	SCHEDULE & READINGS
<p align="center">Week 01 27-28.02-2023</p>	<p>Presentation of syllabus, Getting to know each other. What is the self? The nature of self-concept. a. Brown, Ch.2. The nature of the self (Brown, J. D. (2007). The self. New York: Psychology Press. 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>
<p align="center">Week 02 06-07.03.2023</p>	<p>Development of the Self a. Brown. J. Ch. 4. Self-development. 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>
<p align="center">Week 03 13-14.03.2023</p>	<p>Reflection Paper-1 Development of the Self and Early Attachment 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: Guilford. 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. International journal of environmental research and public health, 17(6), 2054-2054. c. Simpson, J. A., & Steven Rholes, W. (2017). Adult Attachment, Stress, and Romantic Relationships. Current opinion in psychology, 13, 19–24.</p>
<p align="center">Week 04 20-21.03.2023</p>	<p>Self-Esteem-1 a. Brown Ch. 8 Self-esteem b. Orth, U., & Robins, R. (2014). The Development of Self-Esteem. <i>Current Directions in Psychological Science</i>. 23, 381-387. c. Foster, J., Michael, K., & Brian, K. (2007). Linking adult attachment to self-esteem stability. Self and Identity. 6. 64-73.</p>

<p style="text-align: center;">Week 05 27-28.03.2023</p>	<p>Reflection Paper-2</p> <p>Self-Esteem -2</p> <ol style="list-style-type: none"> a. Kernis, M. H. (2003). Toward a conceptualization of optimal self-esteem. Target Article. <i>Psychological Inquiry, 14, 1-26.</i> 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. c. Orth, U., & Robins, R. W. (2022). Is high self-esteem beneficial? Revisiting a classic question. <i>American psychologist, 77(1), 5.</i>
<p style="text-align: center;">Week 06 03-04.04.2023</p>	<p>Executive Function of the Self and Self-Regulation I</p> <ol style="list-style-type: none"> a. Hofmann, W., Schmeichel, B. J., & Baddeley, A. D. (2012). Executive functions and selfregulation. <i>Trends in Cognitive Sciences, 16, 74–80.</i> 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> c. Inzlicht, M., Legault, L., & Teper, R. (2014). Exploring the Mechanisms of Self-Control Improvement. <i>Current Directions in Psychological Science. 23. 302-307.</i>
<p style="text-align: center;">Week 07 10-11.04.2023</p>	<p>Executive Function of the Self and Self-Regulation II</p> <p>MIDTERM</p> <ol style="list-style-type: none"> d. Baumeister, R. F., & Vohs, K. D. (2007). Self-regulation, ego-depletion, and motivation. <i>Social and Personality Psychology Compass, 1, 115–128.</i> 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 style="text-align: center;">Week 08 17-18.04.2023</p>	<p>Reflection Paper-3</p>

	<p>Self-esteem and Narcissism I</p> <ul style="list-style-type: none"> 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. b. Brummelman, E., Thomaes, S., & Sedikides, C. (2016). Separating narcissism from self-esteem. <i>Current Directions in Psychological Science</i>, 25, 8–13.
<p>Week 09 24-25.04.2023</p>	<p>Self-esteem and Narcissism II</p> <ul style="list-style-type: none"> 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. 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>Week 10 02.05.2023</p>	<p>Reflection Paper-4 May 1st. Labor Day –National Holiday Self-Conscious Emotions</p> <ul style="list-style-type: none"> 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 b. Sznycer, D. (2019). Forms and Functions of the Self-Conscious Emotions. <i>Trends in Cognitive Sciences</i>, 23, 143-157. 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), 887–898.
<p>Week 11 08.09-.05. 2023</p>	<p>Hypo-Egoic State and Self-compassion</p> <ul 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>Week 12 15-16.05.2022</p>	<p>Reflection Paper-5</p> <p>Contemporary Perspectives on Self-Esteem</p> <ul 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>Week 13 22-23.05.2023</p>	<p>Need for Self-esteem. Terror Management Theory (Existential- Experimental Perspective)</p> <ul 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. 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 14 29-30.05.2023</p>	<p>Reflection Paper-6</p> <p>Culture and Self</p> <ul style="list-style-type: none"> a. Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. <i>Perspectives on Psychological Science</i>, 5, 420-430. 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.

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