

PSYC430: The Social Self
Fall 2013
University of Delaware Department of Psychology

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Office hours in Wolf 217: Tuesdays 1 to 3, Fridays 11:15-12:30

Class meets MW 2:30-3:45 in McKinly 061

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Course content

This course is an advanced psychology seminar on the self-concept as studied by social and personality psychologists. In terms of content, you'll understand and become aware of many recent areas of research on the self-concept. The research area of the self-concept is vast, but we will focus on three content themes:

1. Knowing the social self: What is the source of self-knowledge?
2. Feeling good: Should we try to have high self-esteem?
3. Doing well: What should the healthy self be doing?

Course learning goals

This class is an advanced experience in which you refine your ability to *think like a psychologist*. Specifically:

1. You will refine your ability to interpret empirical psychological evidence in a sophisticated way. Empirical outcomes are not straightforward—they are usually moderated and are often mediated. You'll be able to identify and explain examples of these situations by the end of class.
2. You'll explore the ways scientific journal writing can be translated for a more accessible audience, articulating how empirical research can be used to advise, to argue, and to apply to real-world problems. The longer paper assignments in class are designed to address this goal.
3. You'll nurture lifelong learning skills by working with examples of trade books written by psychologists. In class discussions, you'll learn to assess the evidence behind the authors' claims, analyze the real-world implications of research, and evaluate the usefulness of this genre.
4. We'll do a lot of writing as we accomplish the learning goals in this course—so much so that you're bound to improve your writing (both formal and informal) throughout the semester.

Texts (in order of appearance)

Tavris, C., & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. Orlando, FL: Houghton Mifflin Harcourt.

Twenge, J.M., & Campbell, W.K. (2009). *The narcissism epidemic: Living in the age of entitlement*. New York: Free Press.

Dweck, C.S. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.

Baumeister, R.F., & Tierney, J. (2011). *Willpower: Rediscovering the greatest human strength*. New York: Penguin.

Weekly primary source readings are available on Sakai, for your personal use only.

Requirements

Reading, attendance and discussion. I expect everyone to read and think about the assigned reading before class everyday. I expect class discussions to reflect not only your daily preparation, but also your status as junior and senior psychology majors. You should think of interesting things to say that reflect the day's topic and assignments. You should listen carefully and respond to others in the class. I also expect you to attend class every day. After you are absent twice (*for any reason*), I'll start decreasing your grade. Please read or forward your @udel.edu email daily, for the duration of this class.

Reading quizzes—Class discussion always goes better when everybody has done the reading assignments. To encourage you to prioritize reading in this class, we'll be doing short answer reading quizzes every day. Please come to class with 3x5 index cards on which you can write your responses.

Short Essays. You will write at least seven short essays (no more than one page each) in this class. You can choose the due dates that work best with your schedule. Short essays are due on the day the relevant readings are due. You can turn in two on one day, as long as they meet different categories. At the bottom of each short essay, you must include a perfect APA style reference for the reading on which your essay is based. You should also cite your source within the essay using APA conventions. If your paper is not cited in perfect APA style, it will go down by one grade.

Three short essays must be on empirical articles. These will briefly and accurately summarize one or more findings in the article in everyday language, and then describe some interesting **real-world application** of the finding. These papers must be written in an informal style, meant for a non-psychological audience.

You'll produce at least two **moderator** essays. These must be written on chapters in the trade books. In these essays you will identify and summarize an example in the book which shows a moderator for a general effect.

You'll produce at least two **mediator** essays. These must be written on chapters in the trade books. In these essays you will identify and summarize a mediator that the author describes.

Papers. You'll be writing two papers; details appear in separate documents.

Exam(s). You can take either the midterm or the final, or both. If you aren't in class the day of the midterm, then you'll automatically take the final. If you take both exams, I will average the two scores. These exams will give you the opportunity to demonstrate that you have understood the assigned readings, can explain their scientific basis, and can reason thoughtfully about their issues and applications. I will give you a set of difficult essay questions in advance, and choose four for the exam day.

Grading breakdown

Discussion participation and classwork	10%
Reading quizzes and homework related to reading	10
Short essays (at least seven; if you turn in more, higher grades prevail)	15
Paper 1	15
Paper 2	20
Exam(s)	30
<i>One exam is required—the midterm or the final. If you take both, they'll count 15% each.</i>	
Absences (excused or not) after two	-3% per day

Approximate grading cutoffs:

A	93%	C+	78%	D	63%
A-	90%	C	73%	D-	60%
B+	88%	C-	70% (Note: You need a C-		
B	83%	for the major)			
B-	80%	D+	68%		

Late Work

The only acceptable way to turn in assignments is on paper, in person. Please do not email your assignments and please do not submit written assignments via Sakai. I don't grant extensions because they are unfair to other

students in the class, who usually have just as many commitments. Late work will drop 10% of the grade for every day late (excluding weekends). Computer problems—including trouble getting access to Sakai for whatever reason--do not constitute an excuse for late work, so plan to start your work early, just in case. I occasionally make exceptions in the case of a documented illness and appropriate advance planning on your part.

Making the most of this class

I sincerely hope that this class will be an exciting, engaging, challenging, and rewarding intellectual experience for you. In order to make the most out of this class for yourself and for the rest of us, I expect you to:

- Read the material very carefully and thoughtfully
- Come to class every day and *bring the day's reading with you* (Print out the readings and buy the books).
- Think about the material: what it means, what it reminds you of, what it connects to, whether it makes sense
- Prepare your writing assignments carefully and thoughtfully. Don't leave them until the last minute.
- Respect others by listening to them, encouraging them, or challenging them
- Put away distractions such as cell phones and irrelevant computer activities (no laptops in class)

Academic Honesty

All work in this class is to be your own. All written work that you hand in for this class should be in your own words, and if the ideas come from another source, they must be appropriately cited with quotation marks, author information, and page numbers (if relevant), according to APA style. If I discover that you have copied all or part of any course assignment from a friend, text, or other public source, without attributing your work to the correct person, *you will fail this course with an "F-X"* and I will report your infraction to the Office of Student Conduct.

If, in your writing, you **fail to appropriately paraphrase** and cite the ideas of others (that is, if you use an author's phrase or sentence of more than two words and CITE the author, but you do not use quotation marks), I will ask you to redo the assignment and your grade will be reduced by two letter grades. I will also report your actions to the Office of Student Conduct. To avoid plagiarizing, you must educate yourself about appropriate citation procedures and follow them carefully. When in doubt, ask—ignorance of this policy is not an excuse that I accept.

Finally...

This course takes place in the real world. Your interests may lead us in a new direction; some current event or recent publication may lead us to alter our reading assignments. Therefore, assignments and distributions on this syllabus are subject to change.

Reading assignment schedule (any changes will be announced in class or on Sakai)

Day	Theme	What to read
Aug 28	Intro to the course	
Knowing the social self: How is the self social and what does this mean?		
Sep 4	<i>How is the self social?</i>	Leary, M. R. (2005). Nuggets of social psychological wisdom. <i>Psychological Inquiry</i> , 16, 176-179. Fredrickson, B. L., Roberts, T., Noll, S.M., Quinn, D.M., & Twenge, J.M. (1998). That swimsuit becomes you: Sex differences in self-objectification, restrained eating, and math performance. <i>Journal of Personality and Social Psychology</i> , 75, 269-284.
Sep 9	<i>Social self on steroids: Culture</i> <i>Some selves are more social than others?</i>	Kanagawa, C., Cross, S. E., & Markus, H. R. (2001). "Who am I?" the cultural psychology of the conceptual self. <i>Personality and Social Psychology Bulletin</i> , 27, 90-103. Snyder, M. (1995). Self-monitoring: Public appearances versus private realities. In G.G. Brannigan, M.R. Merrens, <i>The social psychologists: Research adventures</i> . (pp. 35-50). New York: McGraw-Hill.
Sep 11	<i>Consequences: Making us up as we go along....</i>	Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. <i>Psychological Review</i> , 84, 231-259. Read abstract and pp. 242-246.
Sep 16	<i>The social self in action</i>	Tavris & Aronson, Introduction and Chapter 1 Knox, R.E., & Inkster, J.A. (1968). Postdecision dissonance at post time. <i>Journal of Personality and Social Psychology</i> , 8, 319-323.
Sep 18	<i>The social self in action</i>	Tavris & Aronson, Chapters 2-4.
Sep 23	<i>The social self in action</i>	Tavris & Aronson, Chapters 6, 8. Arieli, D. (2012, May 26). Why we lie. <i>Wall Street Journal</i> (Online Edition).
Sep 25	<i>Implicit and explicit dynamics. What do they mean for the self?</i>	Dijksterhuis, A., Bos, M.W., Nordgren, L.F., & van Baaren, R.B. (2006). On making the right choice: The deliberation-without-attention effect. <i>Science</i> , 311, 1005-1007. Ackerman, J. M., Nocera, C.C., & Bargh, J.A. (2010). Incidental haptic sensations influence social judgments. <i>Science</i> , 328, 1712-1715.
Feeling good: Should we try to have high self-esteem?		
Sep 30	Introduction to self-esteem	Bushman, B. J., Moeller, S. J., & Crocker, J. (2011). Sweets, sex, or self-esteem? Comparing the value of self-esteem boosts with other pleasant rewards. <i>Journal of Personality</i> , 79, 993-1012. Jones, J. T., Pelham, B. W., Carvallo, M., & Mirenberg, M. C. (2004). How do I love thee? Let me count the Js: Implicit egotism and interpersonal attraction. <i>Journal of Personality and Social Psychology</i> , 87, 665-683.

Oct 2	<i>Self-esteem on steroids: Narcissism</i>	Twenge and Campbell, Introduction and Chapters 1-4. Campbell, W.K., Bosson, J.K., Goheen, T.W., Lakey, C.E., & Kernis, M.H. (2007). Do narcissists dislike themselves “deep down inside”? <i>Psychological Science</i> , 18, 227-229.
Oct 7	<i>Narcissism</i>	Twenge and Campbell, Chapters 5-6 Holtzman, N. S., Vazire, S., & Mehl, M. R. (2010). Sounds like a narcissist: Behavioral manifestations of narcissism in everyday life. <i>Journal of Research in Personality</i> , 44, 478-484. Quenqua, D. (2013). Seeing narcissists everywhere. <i>The New York Times</i> . Retrieved from http://www.nytimes.com/2013/08/06/science/seeing-narcissists-everywhere.html?pagewanted=all&_r=0
Oct 9	<i>Narcissism</i>	Twenge and Campbell, Chapters 9, 11, 12, 13 (choose two) Arnett, J. (2010). Oh, grow up! Generational grumbling and the new life stage of emerging adulthood—commentary on Trzesniewski & Donnellan (2010). <i>Perspectives on Psychological Science</i> , 5, 89-92. Paper 1 due
Oct 14	<i>Can we increase self-esteem?</i>	Swann, W.B. (1997). The trouble with change: Self-verification and allegiance to the self. <i>Current Directions in Psychological Science</i> , 8, 177-180. Wood, J.V., Perunovic, E., & Lee, J.W. (2009). Positive self-statements: Power for some, peril for others. <i>Psychological Science</i> , 20, 860-866. Read abstract and study the tables: Wood, J.V., Heimpel, S.A., Newby-Clark, I.R., & Ross, M. (2005). Snatching defeat from the jaws of victory: Self-esteem differences in the experience and anticipation of success. <i>Journal of Personality and Social Psychology</i> , 89, 764-780.
Oct 16	<i>Should we increase self-esteem?</i>	Crocker, J. and Park, L.E. (2004). The costly pursuit of self-esteem. <i>Psychological Bulletin</i> , 130, 392-414.
Oct 21		More with Crocker and Park (2004) We will discuss this article (Read the introduction and look at the figures): Canevello, A., & Crocker, J. (2010). Creating good relationships: Responsiveness, relationship quality, and interpersonal goals. <i>Journal of Personality and Social Psychology</i> , 99, 78-106.
Oct 23	<i>Breathing room</i>	
Oct 28		Midterm exam date
Doing well: What should the healthy self be doing?		
Oct 30	<i>Selves should grow</i>	Dweck, Chapters 1-3
Nov 4		Dweck, Chapters 6 and 7 Mueller, C.M., & Dweck, C.S. (1998). Praise for intelligence can undermine children’s motivation and performance. <i>Journal of Personality and Social Psychology</i> , 75, 33-52.

Nov 6		Dweck, Chapter 8
Nov 11	<i>Selves should strive for control</i>	Baumeister & Tierney, Chapter 1 Mischel, W., Shoda, Y., Rodriguez, M.L. (1989). Delay of gratification in children. <i>Science</i> , 244, 933-938. For a laugh watch this: http://www.youtube.com/watch?v=lgCL3GnmIfY&feature=related
Nov 13		Baumeister & Tierney, Chapter 2, 4 Danziger, S., Levav, J., & Avnaim-Pesso, L. (2011). Extraneous factors in judicial decisions. <i>Proceedings of the National Academy of Sciences</i> , Early edition 1-4.
Nov 18		Baumeister & Tierney, Chapter 6, 7, 8, Conclusion Show me your Paper 2 articles today.
Nov 20	<i>Selves should be mindful</i>	Read quickly: Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. <i>Journal of Personality and Social Psychology</i> , 84, 822-848. Focus on these three online articles: Tugend, A. (2013, March 22). In mindfulness, a method to sharpen focus and open minds. <i>The New York Times</i> . Retrieved from http://www.nytimes.com/2013/03/23/your-money/mindfulness-requires-practice-and-purpose.html Konnikova, M. (2012, December 15). The power of concentration. <i>The New York Times</i> . Retrieved from http://www.nytimes.com/2012/12/16/opinion/sunday/the-power-of-concentration.html Carey, B. (2011, June 23). Expert on mental illness reveals her own fight. <i>The New York Times</i> . Retrieved from http://www.nytimes.com/2011/06/23/health/23lives.html/
Nov 25	<i>Selves should be compassionate</i>	Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. <i>Social and Personality Compass</i> , 5, 1-12. Turn in the first page of your Paper 2.
Dec 2	<i>Selves should try to go away</i>	Leary, M.R., Adams, C.E., & Tate, E.B. (2006). Hypo-egoic self-regulation: Exercising self-control by diminishing the influence of the self. <i>Journal of Personality</i> , 74, 1803-1831. Twenge & Campbell, Chapter 17
Dec 4	<i>Wrap up</i>	No new reading. Paper 2 due
TBA	Final Exam (during finals week)	

A few we don't have time for:

- Baumeister, R. (1984). Choking under pressure: Self-consciousness and paradoxical effects of incentives on skillful performance. *Journal of Personality and Social Psychology*, *46*, 610-620.
- Baumeister, R. F., & Alquist, J. L. (2009). Is there a downside to good self-control? *Self and Identity*, *8*, 115-130.
- Brown, K. W., Kasser, T., Ryan, R. M., Alex Linley, P., & Orzech, K. (2009). When what one has is enough: Mindfulness, financial desire discrepancy, and subjective well-being. *Journal of Research in Personality*, *43*, 727-736.
- Ciarocco, N. J., Vohs, K. D., & Baumeister, R. F. (2010). Some good news about rumination: Task-focused thinking after failure facilitates performance improvement. *Journal of Social and Clinical Psychology*, *29*, 1057-1073.
- Cross, S. E., Gore, J. S., & Morris, M. L. (2003). The relational-interdependent self-construal, self-concept consistency, and well-being. *Journal of Personality and Social Psychology*, *85*, 933-944.
- DeWall, C. N., Baumeister, R. F., & Vohs, K. D. (2008). Satiated with belongingness? Effects of acceptance, rejection, and task framing on self-regulatory performance. *Journal of Personality and Social Psychology*, *95*, 1367-1382.
- DeWall, C., MacDonald, G., Webster, G. D., Masten, C. L., Baumeister, R. F., Powell, C., (2010). Acetaminophen reduces social pain: Behavioral and neural evidence. *Psychological Science*, *21*, 931-937.
- Diener, E., & Diener, R.B. (2008). *Happiness: Unlocking the mysteries of psychological wealth*. New York: Wiley-Blackwell.
- Epley, N. & Dunning, D. (2000). Feeling "holier than thou": Are self-serving assessments produced by errors in self- or social prediction? *Journal of Personality and Social Psychology*, *79*, 861-875.
- Kwang, T., & Swann, W. B. (2010). Do people embrace praise even when they feel unworthy? A review of critical tests of self-enhancement versus self-verification. *Personality and Social Psychology Review*, *14*, 263-280.
- Leary, M. R., Twenge, J. M., & Quinlivan, E. (2006). Interpersonal rejection as a determinant of anger and aggression. *Personality and Social Psychology Review*, *10*, 111-132.
- Lyubomirsky, S. (2007). *The how of happiness: A scientific approach to getting the life you want*. New York: Penguin Press.
- Markus, H. & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, *98*, 224-253.
- Mead, N. L., Baumeister, R. F., Gino, F., Schweitzer, M. E., & Ariely, D. (2009). Too tired to tell the truth: Self-control resource depletion and dishonesty. *Journal of Experimental Social Psychology*, *45*, 594-597.
- Mead, N. L., Baumeister, R. F., Stillman, T. F., Rawn, C. D., & Vohs, K. D. (2011). Social exclusion causes people to spend and consume strategically in the service of affiliation. *Journal of Consumer Research*, *37*, 902-919.

- Neff, K. (2011). *Self-compassion: Stop beating yourself up and leave insecurity behind*. New York: Harper-Collins.
- Niemiec, C. P., Brown, K. W., Kashdan, T. B., Cozzolino, P. J., Breen, W. E., Levesque-Bristol, C., & Ryan, R. M. (2010). Being present in the face of existential threat: The role of trait mindfulness in reducing defensive responses to mortality salience. *Journal of Personality and Social Psychology, 99*, 344-365.
- Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: A Self-determination theory perspective on eudaimonia. *Journal of Happiness Studies, 9*, 139-170.
- Saguy, T., Quinn, D. M., Dovidio, J. F., & Pratto, F. (2010). Interacting like a body: Objectification can lead women to narrow their presence in social interactions. *Psychological Science, 21*, 178-182.
- Twenge, J. M., Zhang, L., Catanese, K. R., Dolan-Pascoe, B., Lyche, L. R., & Baumeister, R. F. (2007). Replenishing connectedness: Reminders of social activity reduce aggression after social exclusion. *British Journal of Social Psychology, 46*, 205-224.
- Twenge, J.M., Konrath, S., Foster, J.D., Campbell, W.K., & Bushman, B.J. (2008). Egos inflating over time; A cross-temporal meta-analysis of the Narcissistic Personality Inventory. *Journal of Personality, 76*, 875-902.
- Weinstein, N., Brown, K. W., & Ryan, R. M. (2009). A multi-method examination of the effects of mindfulness on stress attribution, coping, and emotional well-being. *Journal of Research in Personality, 43*, 374-385.