

PSY 411
The Self and Self-esteem
Fall 2006
4 Clemens Hall (MWF 9:00-9:50am)

Instructor: Dr. Lora E. Park
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Office Hours: Fridays 10am-11am, or by appointment

Text: *The Self* by Jonathon Brown, published by McGraw Hill

Additional assigned readings: See last page of syllabus; readings are available on course reserves online via the UB library system.

Course Web Page Address: UB Learns – <http://ublearns.buffalo.edu/>

Course Reserves Webpage: <http://ublib.buffalo.edu/libraries/>

(Click on Course Reserves and search by Psy411-PAR)

Instructor webpage: <http://Lora.Park.socialpsychology.org/>

Course Topic: The goal of this course is to provide you with an overview of the major theories and findings in self and self-esteem research and to understand how these topics relate to interpersonal relationships, social behavior, mental and physical health, and psychological well-being. We will examine the question of what is self and self-esteem from various perspectives, focusing primarily on the social psychological perspective.

Student Learning Outcomes: This course is designed to help you achieve the following learning outcomes:

Knowledge: Become familiar with the major theories and research findings in the areas of self and self-esteem.

Comprehension: Understand and differentiate between theories and findings in the self and self-esteem literature.

Application: Apply self and self-esteem theories and research to personal experiences and to real-world events.

Analysis: Develop critical thinking skills by questioning theories, research findings, and methodologies.

Synthesis: Make broader connections across theories and research in the self and self-esteem literature.

Grades in this course will be based on a combination of exams, written assignments, submission of discussion questions, and in-class participation designed to cultivate the above learning objectives and to improve your overall thinking, writing, and communication skills.

Grading: Grades will not be curved meaning that in principle, everyone in the course could earn an A. Your grade will be based on 100%, weighted as follows:

1. Exams. 30% of final grade

There will be 3 non-cumulative exams with multiple-choice questions covering the lectures and readings up to each exam.

Exam dates: Friday, Sept. 29 (Exam 1)
Monday, November 6 (Exam 2)
Friday, December 8 (Exam 3)

2. Papers. 45% of final grade

You will be responsible for writing 3 short papers on assigned readings throughout the semester. The papers should be 3-5 pages in length, double-spaced, 1" margin, 12 point font. I will assign you the articles to read for the paper, and you will have a choice of answering 1 of 2 questions about the articles. The assignments will ask you to make broad connections between the readings, relate the readings to class material or to personal experiences, etc. Papers will be graded on a scale of 1 to 15 (1 = poor; 15 = excellent). Papers are due at the beginning of class (see due dates below). Papers will be docked 1 point for each day that it is late and -½ point for not adhering to the format guidelines mentioned above. More detailed information regarding each paper assignment will be handed out closer to the due dates.

Paper due dates: Monday, Sept. 18 (Paper 1)
Friday, October 27 (Paper 2)
Monday, November 20 (Paper 3)

3. Attendance/participation. 15% of final grade

Because this is a relatively small class, I will be taking attendance and monitoring student participation. My goal is to cultivate a classroom environment that welcomes lively discussion, questioning, and debate. Each student should read ALL the assigned material for the week and actively contribute to the class discussion. There are many ways of participating in class. When I say active participation, I mean being fully present in class, such as asking thoughtful questions, listening intently and building on others' comments, raising observations or issues about the material, drawing links between theories and findings, and relating class ideas to your own observations or experiences. We are all here to learn from each other so view your class participation as a way to enhance your own learning and those of your classmates.

4. Weekly discussion questions. 10% of final grade.

You will be responsible for submitting a total of 10 discussion questions online throughout the semester to stimulate class discussion. Your question should be about that week's assigned readings/discussion article. The question should not be something like "What is self-esteem?" which can be looked up in your textbook. Instead, your question should be thoughtful and reflective, such as asking for clarification of concepts or research findings that remain unclear; questions about how the topics covered are similar to or different from other topics; questions about future research ideas, etc. Be thoughtful and creative. You will receive 1 point for every discussion question you submit. If you post a question past the deadline, you will receive .5 point and if you do not post a question you will receive a 0.

You must post your discussion question each week on the discussion board of the UBLearns webpage by the deadline (see syllabus for deadlines).

Steps for posting discussion section each week:

- 1) Go to <http://ublearns.buffalo.edu>, login, and click on "PSY 411"
- 2) Click on "Discussion Board"
- 3) Click on the appropriate discussion forum (e.g., "Discussion Question #1")
- 4) Click on "Add new thread"
- 5) Create a brief subject title reflecting the topic you have chosen to ask a question about
- 6) Type your question in the message box provided
- 7) Click "Submit" to post your discussion question to the forum

Make-up Exams: Except under truly extraordinary circumstances, there will be **no make-up exams**. If extraordinary circumstances cause you to miss an exam, you will need to document why you missed it. A make-up exam will be administered within about a week of the regular exam.

Grading Scheme. Your final grade in this course will be based on (a) 3 multiple-choice exams, (b) 3 short papers, (c) submission of weekly discussion questions; and d) attendance and class participation. Your final letter grade in this course will be computed using the following percentage scale:

Grades will determined as follows:

93-100% = A	73-77% = C
90-92% = A-	70-72% = C-
88-89% = B+	68-69% = D+
83-87% = B	63-67% = D
80-82% = B-	60-62% = D-
78-79% = C+	59% or below = F

Academic Dishonesty. Academic dishonesty (cheating, plagiarism) will not be tolerated. Students caught cheating or plagiarizing will be immediately brought to the academic affairs office. Please be attentive to these issues when you are taking exams and writing papers for this class.

Students with Disabilities. If you have a disability (physical or psychological) and require reasonable accommodations to enable you to participate in this course, such as note takers, readers, or extended time on exams and assignments, please see me during the first week of classes and also contact the Office of Disability Services (ODS), 25 Capen Hall, 645-2608. ODS will provide you with information and review appropriate arrangements for reasonable accommodations.

Course Schedule (subject to change)

WEEK 1

Monday	8/28	Overview of course
Wednesday	8/30	Read Introduction (Chapter 1) and Nature of the Self (Ch 2)
Thursday	8/31	Post Discussion Question #1 by 3pm
Friday	9/1	Introduction and Nature of the Self, cont.

WEEK 2

Monday	9/4	NO CLASS (LABOR DAY)
Wednesday	9/6	Read Self-development (Ch 4)
Thursday	9/7	Post Discussion Question #2 by 3pm
Friday	9/8	<u>Discussion of article</u> : “Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being” (Ryan & Deci, 2000)

WEEK 3

Monday	9/11	Video: Reviving Ophelia
Wednesday	9/13	Gender, culture, and the self
Thursday	9/14	Post Discussion Question #3 by 3pm
Friday	9/15	<u>Discussion of article</u> : “Objectification theory: Toward understanding women’s lived experiences and mental health risks” (Fredrickson & Roberts, 1997)

WEEK 4

Monday	9/18	PAPER #1 DUE
		Read The Self from a Cognitive Perspective (Ch 5)
Wednesday	9/20	The Self from a Cognitive Perspective, cont.
Thursday	9/21	Post Discussion Question #4 by 3pm
Friday	9/22	<u>Discussion of article</u> : “Competition, cooperation, and the effects of others on me” (Stapel & Koomen, 2005)

WEEK 5

Monday	9/25	Read The Search for Self-Knowledge (Ch 3)
Wednesday	9/27	The Search for Self-Knowledge, cont.
Friday	9/29	EXAM 1

WEEK 6

Monday	10/2	NO CLASS (YOM KIPPUR)
Wednesday	10/4	Read Self-regulation of behavior (Chapter 6)
Thursday	10/5	Post Discussion Question #5 by 3pm
Friday	10/6	Self-regulation of behavior, cont.

WEEK 7

Monday	10/9	<u>Discussion of article</u> : “Self-control as limited resource: Regulatory depletion patterns” (Muraven, Baumeister, & Tice, 1998)
Wednesday	10/11	Read Self-presentation (Ch 7)
Friday	10/13	NO CLASS

WEEK 8

Monday	10/16	<u>Discussion of article</u> : “Money and subjective well-being: It’s not the money, it’s the motives” (Srivastava, Locke, & Bartol, 2001)
Wednesday	10/18	Read Self-esteem (Ch 8)
Thursday	10/19	Post Discussion Question #6 by 3pm
Friday	10/20	Self-esteem, cont.

WEEK 9

Monday	10/23	<u>Discussion of article</u> : The costly pursuit of self-esteem (Crocker & Park, 2004)
Wednesday	10/25	The self in relationships
Friday	10/27	PAPER #2 DUE

WEEK 10

Monday	10/30	Read The self and health (Ch 9, 10)
Wednesday	11/1	The self and health, cont.
Thursday	11/2	Post Discussion Question #7 by 3pm
Friday	11/3	The self and health, cont.

WEEK 11

Monday	11/6	EXAM 2
Wednesday	11/8	Stereotypes, stigma, and the self (Read “Social stigma” by Crocker, Major, & Steele, 1998)
Thursday	11/9	Post Discussion Question #8 by 3pm
Friday	11/10	<u>Discussion of article</u> : “Covering up what can’t be seen: Concealable stigma and mental control” (Smart & Wegner, 1997)

WEEK 12

Monday	11/13	Rejection, ostracism, and exclusion: Effects on the self (Read “Ostracism” by Williams & Zadro, 2005)
Wednesday	11/15	Rejection, ostracism, and exclusion, cont.
Thursday	11/16	Post Discussion Question #9 by 3pm
Friday	11/17	<u>Discussion of article</u> : “Social exclusion causes self-defeating behavior” (Twenge, Catanese, & Baumeister, 2002)

WEEK 13

Monday	11/20	PAPER #3 DUE
Wednesday	11/22	NO CLASS (FALL RECESS/THANKSGIVING)
Friday	11/24	NO CLASS (FALL RECESS/THANKSGIVING)

WEEK 14

Monday	11/27	The self in social groups
Wednesday	11/29	The self in social groups, cont.
Thursday	11/30	Post Discussion Question #10 by 3pm
Friday	12/1	<u>Discussion of article</u> : “Ethnic enclaves and the dynamics of social identity on the college campus: The good, the bad, and the ugly” (Sidanius et al., 2004)

WEEK 15

Monday	12/4	The implicit, automatic self
Wednesday	12/6	The implicit, automatic self, cont.
Friday	12/8	EXAM 3

Additional Articles to Read (in alphabetical order; see syllabus for specific readings assigned each week)

- Crocker, J., Major, B., & Steele, C. (1997). Social stigma. In D. Gilbert, S.T. Fiske, & G. Lindzey (Eds.), *Handbook of social psychology* (4th ed., Vol. 2, pp. 504-553).
- Crocker, J., & Park, L. E. (2004). The costly pursuit of self-esteem. *Psychological Bulletin*, *130*, 392-414.
- Fredrickson, B. L., & Roberts, T. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly*, *21*, 173-206.
- Muraven, M., Tice, D. M., & Baumeister, R. F. (1998). Self-control as limited resource: Regulatory depletion patterns. *Journal of Personality and Social Psychology*, *74*, 774-789.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*, 68-78.
- Sidanius, J., Van Laar, C., Levin, S., & Sinclair, S. (2004). Ethnic enclaves and the dynamics of social identity on the college campus: The good, the bad, and the ugly. *Journal of Personality and Social Psychology*, *87*, 96-110.
- Smart, L., & Wegner, D. M. (1999). Covering up what can't be seen: Concealable stigma and mental control. *Journal of Personality and Social Psychology*, *77*, 474-486.
- Srivastava, A., Locke, E. A., & K. M. Bartol (2001). Money and subjective well-being: It's not the money, it's the motives. *Journal of Personality and Social Psychology*, *80*, 959-971.
- Stapel, D. A., & Koomen, W. (2005). Competition, cooperation, and the effects of others on me. *Journal of Personality and Social Psychology*, *88*, 1029-1038.
- Twenge, J. M., Catanese, K. R., & Baumeister, R. F. (2002). Social exclusion causes self-defeating behavior. *Journal of Personality and Social Psychology*, *83*, 606-615.
- Williams, K. D., & Zadro, L. (2005). Ostracism: The indiscriminate early detection system. In K. D. Williams, J. P. Forgas, & W. von Hippel (Eds.), *The social outcast* (pp. 19-34).